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A study of the elementary-school principal in Indiana

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A STUDY OF THE ELEMENTARY-SCHOOL
PRINCIPAL IN INDIANA

by
Donald Vinson Smith

Contributions of the Graduate School
Indiana State Teachers College
Number 383

Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree
in Education

1939

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The thesis of Donald Vinson Smith
Contribution of the Graduate School, Indiana State
Teachers College, Number 383, under the title
A STUDY OF THE ELEMENTARY-SCHOOL
PRINCIPAL IN INDIANA

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hour's
credit.

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CHAPTER I

INTRODUCTION

I. General Statement

The old maxim, "As the principal, so the school," is as true in the elementary school today as it was in the days when the school was a one-master institution.

For a long time, teaching in the elementary school was considered as an easy job. Teaching in the grades was supposed to be a woman's work or perhaps a man's job if he did not have the physical strength and energy to do a man's work. The mental qualifications of the common school "keeper" were of very little significance because of the simplicity of his duties. "Any one could teach in the grades" was the unchallenging slogan at one time.

Since the beginning of the twentieth century there has been a struggle against the old formalism of the elementary school. A new interpretation is being placed on the function of elementary education. Instead of the old "sit and listen" type of school, there must be an organization of the program "to make life in school conform as nearly as possible to the real outside of school situations and problems which confront children . . . to make classroom

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experience purposeful, whole-hearted, and integrated."¹

The prominent place occupied by the elementary school is well stated by Reavis, Pierce, and Stulken in the following words:

The elementary school is the fundamental unit of the American public school system. It serves approximately 80 per cent of the total school population, providing basic education and perpetuating the heritage of American ideals. The task of administering the 236,236 buildings in which elementary education is carried on in the United States, so that waste is avoided and the fundamental purposes of elementary education are realized, is stupendous.²

The task of carrying on the purpose of elementary education is chiefly the duty of the elementary-school principal. In order to accomplish success in this great unit of the public school system, the individual principal must possess all the qualities and personal attributes necessary for success in any business. The following excerpt shows the position of the elementary principal:

The locus of responsibility of the principal makes him a worker who must deal with those above him in authority, and also those below him. He is the middle man in a hierarchy of authority and consequently will frequently find that his position

¹ Henry J. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Co., 1934), p. 14.

² William C. Reavis, Paul R. Pierce, Edward H. Stullken, The Elementary School (Chicago: The University of Chicago Press, 1938), Introduction p. v.

is one of difficulty. On the one he must carry out the general plans and policies of his superior officers, and on the other he must develop and initiate local plans and procedures to fit his own community needs. He must be a follower and a leader."³

The aggressive elementary executive should have the power of analysis.

The principal must make a careful analysis of the duties of his position, evaluate their importance, and provide for their efficient performance. . . . No principal will find himself equal to the task described unless he has acquired extensive knowledge of the operation of his own school and other elementary schools. He must be ready to meet emergency problems out of his accumulated reserve of knowledge and principles, and must anticipate the larger problems and be ready to meet them efficiently when they arise.⁴

The ideal elementary principal needs to know human nature. He should possess the personal charm and attraction required of one who would influence voluntary supporters rather than drive unwilling subjects. The principal must be well poised, tactful, courteous, and impartial in his activities with others.

Since the elementary-school head occupies such an important position as the leader of educational opinion in his school community, he must have undaunted courage,

³ Ibid., p435.

⁴ Ibid., p. 451.

rugged honesty, and sincerity.

There is one trait essential to the elementary principal not necessary to business. This is a deep knowledge of human nature in the formative period. "If one by nature is not fitted to deal with children he should not enter the elementary-school principalship."⁵ The elementary school administrator cannot expect to see the results of his efforts ripen immediately into a finished product as the business man may expect his endeavors to consummate materially. The principal has a spiritual outlook on life which terminates in the development of certain fundamental aims and attitudes. Otto⁶ groups these objectives as civic-social-moral responsibility, physical and mental health, and worth while activities during leisure time.

It is to be understood by this discussion that the principalship of an elementary school requires more than an individual of meager talents and aspirations. The special functions of the elementary school should be the controlling factors in the individual's choice of a career in elementary school administration.

⁵ Ibid., p. 487.

⁶ Henry J. Otto, op. cit., pp. 30-31.

II. The Problem

Statement of the problem. The purpose of this study was to show the status of the elementary-school principal in the state of Indiana. This was done by the use of a number of objective qualities from data secured about the elementary-school principals and their schools.

Problems involved. Several problems were soon obvious. The following were deserving of investigation:

1. Are women holding predominance in the elementary-school principalships of Indiana?
2. In what stage of development is the elementary-school principalships of Indiana?
3. Are the elementary-school principalships of Indiana filled by young or old administrators?
4. Are the elementary-school principalships of Indiana filled by inexperienced or experienced administrators?
5. What is the minimum amount of training of the elementary-school principal of Indiana?
6. What is the salary status of the elementary-school principal of Indiana?

III. Justification of the Problem

A civilization cannot long endure if it does not

seriously guard the foundation upon which it stands. A dynamic society can neither afford to mildly regard the training of its future citizens, nor entrust its training in the hands of any other than specially prepared teachers. The life of our nation has grown tremendously in complexity.

The necessity of a high quality of skillful leadership from the elementary-school principalship is imperative. Otto⁷ believes that the principal must be able to interpret and transmit the changing conception of elementary education. Furthermore, the principal needs the executive ability to adjust his own administration so that it may facilitate to the maximum the application of modern theories and policies.

Obviously, then, the elementary-school principalship must take a frequent inventory to determine the status of its constituency.

IV. Definition of Terms Used

Minimum training. Minimum training in this study shall be interpreted as meaning that the principal has at least the number of weeks' training listed. This interpretation is necessary because of the number of principals

⁷ Henry J. Otto, Elementary School Organization and Administration, pp. 22-23.

whose training was given in degrees instead of weeks. A bachelor's degree was given the equivalent of 144 weeks and a Master's degree the equivalent of 180 weeks.

Types of principals. In his study of the elementary-school principal, Crouch⁸ lists the head-teacher, the teaching principal, the building principal, and the supervising principal as the four stages of development of the elementary-school principalship.

In this study three stages were used. The first two may be interpreted very similarly to those of Crouch. The third is a combination of his third and fourth stages.

1. Head Teacher. In this investigation this type of principal is one who spends five hours or more in teaching. He has certain administrative duties which must be taken care of aside from regular classroom duties.

2. Teaching Principal. This principal teaches only part of the time, and gives the other part to matters concerning the whole school. In this study he taught less than five hours a day.

3. Supervising-Building. In this stage the principal

⁸ Roy A. Crouch, "The Status of the Elementary-School Principal," Fifth Yearbook, Department of Elementary School Principals, National Educational Association, (July, 1926), 213.

did no teaching, but spent all his time in administrative and supervisory duties. Since he did not coincide exactly with either the building principal or the supervising principal⁹ but possessed qualities of both, this combination worked better in this study.

V. Method of Investigation

Sources of data. All the information needed for this study was collected from the Indiana School Directory for the school year of 1937-1938, from the annual reports made to the Inspection Division, and from the files of the State Retirement office.

Reliability of data. Since the information was obtained from the official reports made by the school officials themselves to the State Department of Education, it is considered reasonably reliable. Accuracy in making the reports is encouraged by the fact that certain items are used by the state in rating schools.

In a few instances inaccuracies were evident, but these cases were so small that their omission would hardly effect the final results. The greatest discrepancy in the reports was the manner in which the reports were placed on

⁹ Ibid., p. 213.

the blanks. In many cases the typewriter was used, but much of the work was done in handwriting, which is proper if legible. The most undignified practice was the free use of bright colored ink and lead pencils. Evidently there is no definite standard required in the filling of these reports or else many administrators are lax in good business ethics. Slovenly reports are not a credit to any profession.

Scope of data. Principals of elementary schools with eight or more teachers, the principal included, were used in this investigation. In order that all sections of the state might be covered, the schools were divided into six groups in accordance with the population of the city or community in which the schools were located. The population groups are as follows: cities of 100,000 and over; cities of 30,000-99,999; cities of 10,000-29,999; cities of 5,000-9,999; cities of 2,500-4,999; and towns and townships below 2,500. The various items of the data collected were compared by sex, and by types of principals, under each population group.

Table I, page 10, shows the number of men and women principals in each group.

Table II, page 11, shows the per cent of men and women principals in the population groups. It reveals that

TABLE I
THE NUMBER OF MEN AND WOMEN ELEMENTARY
PRINCIPALS IN THE STATE BY
POPULATION GROUPS

Population Groups	Number		
	Men	Women	Group
100,000 and over	50	67	117
30,000 99,999	40	34	74
10,000 29,999	50	21	71
5,000 9,000	18	6	24
2,500 4,999	19	3	22
Below 2,500	51	12	63
Total	228	143	371

TABLE II
THE PERCENTAGE OF MEN AND WOMEN ELEMENTARY
PRINCIPALS IN THE STATE BY
POPULATION GROUPS

Population Groups	Per cents		
	Men	Women	Group
100,000 and over	13.4	18.1	31.5
30,000 99,999	10.8	9.2	20.0
10,000 29,999	13.5	5.6	19.1
5,000 9,000	4.9	1.6	6.5
2,500 4,999	5.1	.8	5.9
Below 2,500	13.8	3.2	17.0
Total	61.5	38.5	100.0

61.5 per cent of the elementary principals of Indiana are men and 38.5 per cent are women. It is interesting to notice that the per cent of women is greater than the per cent of men only in the large cities of 100,000 and over. In his study of elementary-school principals in Pennsylvania, Macdonald¹⁰ found that 57 per cent of the principals were women and 43 per cent were men. Sampling data¹¹ for 614 schools studied in the United States as a whole showed that 55 per cent of the elementary-school principals were women and 45 per cent were men.

Table III, page 13, shows the distribution of the three types of elementary-school principals used in this study. There are 132 of the supervising-building type, 132 of the teaching type, and eighty-four of the head-teacher type. The items necessary for classification were not listed in the source of data for twenty-three principals. In this table, and in the succeeding tables pertaining to

¹⁰ Marion E. Macdonald, Preparation for the City Elementary School Principalship in Pennsylvania (Teachers College Contributions to Education, No. 416, New York: Teachers College, Columbia University, 1930), p. 42.

¹¹ "The Elementary-School Principalship," Seventh Yearbook, Department of Elementary-School Principals, National Education Association, (April, 1928), 170-71.

TABLE III
TYPES OF ELEMENTARY PRINCIPALS

Types of Principal	Population Group												Total			
	100,000 and over		30,000 99,000		10,000 29,000		5,000 9,999		2,500 4,999		Below 2,500					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State	
Supervising- Building	46	49	18	11	3	1	2					1	1	70	61	132
Teaching	3	13	16	2	35	13	8	4	11	1	21	5	94	39	132	
Head-Teacher			4	16	11	6	7	2	7	2	23	6	52	32	84	
Unclassified	1	5	2	5	1	1	1		1		6		12	11	23	
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371	

the three types of principals, these principals will be recorded as "unclassified". They should not be confused with the "not listed" (N. L.) entries. The latter has reference to particular personal data which were not given in the State Reports.

Method of procedure. The general plan has been to give accurate presentation of the data collected by means of distribution tables. In most cases medians for the various items were figured for both the population groups and the State as a whole.

CHAPTER II

THE PRINCIPAL'S SCHOOL

The elementary school has been defined¹ as the unit of the public school system which is responsible for the general education of the individual from the age of six or seven to the time of adolescence. With the introduction of grading, the period of elementary education was commonly set at eight years. During the last two decades it has undergone a reorganization that shortened the term one or two years.

Table IV, page 16, shows the plan of organization in 380 schools used in this study. The prevalent plan was the 1-8 type of school. This was chiefly due to the fact that most of the Indianapolis city elementary schools and the town or township schools are organized on that basis. Second ranking in order of prevalence were the 1-6 and K-6 types. Modern trends point toward the first six grades as constituting the logical elementary school; yet, the reorganization of primary grades to include the kindergarten, and more recently, the nursery schools, definitely indicates

¹ William C. Reavis, Paul R. Pierce, and Edward H. Stulken, The Elementary School (Chicago: University of Chicago Press, 1938), p. 4.

TABLE IV
TYPES OF SCHOOLS IN THE STATE BY
POPULATION GROUPS

Type of School	Population Groups						Total
	100,000 and over	30,000 99,999	10,000 29,999	5,000 9,999	2,500 4,999	Below 2,500	
K-5	1	1	3				5
1-5			1	2			3
K-6	21	35	14				70
1-6	5	10	31	12	11	10	79
K-7		3					3
1-7	1	6	8	1	4	1	21
K-8	24	6	6	2			38
1-8	62	6	8	6	7	48	137
K-9	8	7	1				16
1-9						3	3
7-8	2						2
5-8				2			2
1-4		1					1
Total	124	75	72	25	22	62	380*

* There were nine principals who had charge of two schools each. The actual number of principals was 371 as shown in Table III.

that the bent of elementary education is downward to include the preschool years of the child's life.² This type of school will multiply the need that the elementary-school principal be a specialist in elementary education. The primary grades need as much attention and consideration by the principal as the intermediate grades do.

The enrollment of the elementary school varies with the size of the supporting community. The size of the school is important because it makes possible better pupil adjustment, better teachers because of better salaries, and more efficient administration on account of the greater possibilities in the larger schools.

Table V, page 18, shows the distribution of enrollment, and also the median enrollment for each population group and each type of principal. The median enrollment of the population groups varies from 566.6 pupils down to 305.5 pupils. The median size of the elementary schools of the State is 403.1 pupils. Reavis³ found that in communities with population under 5,000 the median size was 425 pupils, in communities of 30,000 and 65,000 the median size was 611,

² Ibid., p. 14.

³ Ibid., p. 12.

TABLE V

ENROLLMENT OF THE SCHOOLS OF THE
THREE TYPES OF PRINCIPALS

Enroll- ment	Population Groups																		Total				
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500							
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State	
1-99																							
100-199	1													1			2		1	3		4	
200-299	5	1		1	2	8	1	5	8		5	4	1	1		7	19	7	21	40		68	
300-399	11	2		4	9	7	1	25	8	1	2	3	5	4	1	7	10	18	50	32		100	
400-499	22	2		5	4	3	1	10	1		2	1	4	4	1	4		29	26	9		64	
500-599	14	4		6				6			3	1	1			4		20	18	1		39	
600-699	16	3		4	1	1				1						1		21	5	1		27	
700-799	5	3		2	1	1	1	1									1	8	6	1		15	
800-899	3	1		3														6	1			7	
900-999	3			2				1										5	1			6	
1,000-1,099	3			1	1													4	1			5	
1,100-1,199	6			1														7				7	
1,200-1,299																							
1,300-1,399																							
1,400-1,499	5																	5				5	
1,500-1,599																							
1,600-1,699	1																	1				1	
Unclassified																						23	
Total	95	16		29	18	20	4	48	17	2	12	9		12		9	2	26	29	132	132	84	371
Median	566.6			443.3			361.7			350			388.8			305.5			555	384	306.2	403.1	

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

and in cities of over 100,000 the median size arose to 700 pupils.

The fact that the size of the school is a potent factor in determining the quality of administrative leadership is further supported by the data in this table. The supervising-building principal, who occupies the highest stage of development, has approximately two hundred more pupils under his direction than the next ranking type of principal. The inference here, is not that the small school has poor administration, but that the larger school, because of its size, demands and attracts⁴ a superior quality of leadership.

The responsibility of the principal is also increased by the number of teachers in his school. Again, the number of teachers in a school tends to determine the capacity of educational leadership required.

Table VI, page 20, lists the distribution of teachers and the median number of teachers under the charge of the types of principals. The median number of teachers is 17.44 under the supervising-building principal, 11.32 under the teaching principal, and 7.8 under the head-teacher type. The State median is 11.86 teachers.

⁴ This Study, Cf. Post. pp. 50-51.

TABLE VI

NUMBER OF TEACHERS UNDER THE THREE
TYPES OF PRINCIPALS

Number of Teachers	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
7-8	2	1			6	10	1	13	10		4	5		3	3		10	22	3	37	50	90
9-10	11	2		3	2	6	1	7	5		3	2		5	3		6	7	15	25	23	63
11-12	10	2		6	5	2		12	2		1	1		2	3		3		16	25	8	49
13-14	11	3			1	1	1	9		1	2	1		1			2		13	18	1	32
15-16	10	1		4	1	1		3			1	1				1	3		15	9	2	26
17-18	14	1		3				1		1				1			1		18	4		22
19-20	7	3		2				1			1						1		9	6		15
21-22	6	2		2	1			1								1			9	4		13
23-24	3	1		3			1												7	1		8
25-26	3																		3			3
27-28																						
29-30	1			1	1			1											2	2		4
31-32	3			3	1														6	1		7
33-34	3																		3			3
35-36				2															2			2
37-38	5																		5			5
39-40	1																		1			1
41-42																						
43-44	1																		1			1
45-46	2																		2			2
47-48	1																		1			1
49-50	1																		1			1
Un- classified																						23
Total	95	16		29	18	20	4	48	17	2	12	9		12	9	2	26	29	132	132	84	371
Medians																			17.44	11.32	7.8	11.86

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

The length of the school term is considered another attraction to better administrative leadership, both in carrying out the program of the school and the increased financial remuneration.

According to the data presented in Table VII, page 22, there is very little variation in the number of weeks in the school terms. The median school term of the State was 36.54 weeks.

Summary. The following points constitute the important data of this chapter:

1. The leading plans of organization of the State were the eight grade and six grade types.

2. The median size school of the State was 403.1 pupils.

3. Schools administered by the supervising-building principal had a median enrollment of 555 pupils, schools of the teaching principal a median of 384 pupils, and schools of the head-teacher a median of 306.2 pupils.

4. The median number of teachers in the elementary schools of this study was 11.86.

5. There was a median of 17.44 teachers in the schools of the supervising-building principal, a median of 11.32 teachers in that of the teaching principal, and a

TABLE VII
LENGTH OF SCHOOL TERM IN THE SCHOOLS
OF THE THREE TYPES OF PRINCIPALS

Weeks	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
32											1			1			9	18		11	18	29
33																						
34																		2		2	2	
35																						
36	68	9	12	9	17	14	3	35	9	1	11	9		11		2	17	9	83	100	53	236
37							1	5											1	5		6
38	27	1	8	14	1	3		8		1									42	10	11	63
39				6															6			6
40		6																		6		6
Unclass- ified																						23
Total	95	16	20	29	18	17	4	48	9	2	12	9		12		2	26	29	132	132	84	371

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

median of 7.8 teachers in that of the head-teacher type.

6. The median school term of the State was 36.54 weeks in length.

CHAPTER III

THE PRINCIPAL'S AGE

The remark is often made that the elementary-school principalship is either a haven for aged administrators or an apprenticeship for prospective administrators. Reavis¹ found that the average elementary-school principal is approximately seventeen years older than the average high-school principal and four years older than the average superintendent.

One popular criticism of the aged school official is that he has grown stale. Age should be no great incumbrance to public school administration if the individual has retained his health and maintained a dynamic philosophy of education.

Is the elementary-school principalship of Indiana filled by young or old principals?

A distribution of the ages of the men and women principals is shown in Table VIII, page 25. It reveals that the median man principal is 9.88 years younger than the median woman principal. This variation in age is

¹ William C. Reavis, Paul R. Pierce, and Edward H. Stulken, The Elementary School (Chicago: University of Chicago Press, 1938), p. 445.

TABLE VIII
AGES OF MEN AND WOMEN PRINCIPALS

Ages	Population Groups												Total		
	100,000 and over		30,000 99,999		10,000 29,999		5,000 9,999		2,500 4,999		Below 2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
25-29		1					1				2		3	1	4
30-34	3	1	4	1	7	1	2		5		11	2	32	5	37
35-39	7	3	7	2	9	1	5		3		13		44	6	50
40-44	6	7	7		6	1	2	2	2	1	8	3	31	14	45
45-49	15	11	6	5	7	4	3		3		2	2	36	22	58
50-54	5	13	3	4	3	6	1	2	1	1	2	1	15	27	42
55-59	4	13	4	10	5	4	1		1	1	3	1	18	29	47
60-64	5	14	4	5	2	2	2				3	1	16	22	38
65-69	1	4	2	4	3	1		2			1		7	11	18
70-74	1		1			1					1		3	1	4
75-79					1						1		2		2
N. L. ^a	3		2	3	7		1		4		4	2	21	5	26
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371
Sex Median	47.65	54.23	45.83	57.0	45.71	53.3	42.5	52.5	40.0	50.5	39.23	45.0	44.0	53.88	
Group Median	50.83		52.14		48.18		45		41.65		40.45				48.19

^a The abbreviation "N. L." stands for "Not Listed".

considerably greater than that found for the 614 supervising elementary-school principals in the Seven Yearbook.² In that report the median age of men was 43.35 years and that of the women 48.45 years. In this study the median age of the State as a whole was 48.19 years. This study excludes the elementary-school principalship of Indiana from the supposition that the position is a "starter" or a "refuge of the aged". As far as age is concerned it showed that the elementary-school principal is an individual in the prime of life.

This table also shows that the older principals were found in cities of 100,000 and over in population. The median age of the group was 50.83 years. The median age gradually descends to 40.55 years in the schools of the small towns or townships in population groups below 2,500. The highest median age is fifty-seven years which is that of women in the second population group, while the lowest, 39.23 for the men, is in the last population group.

One of the most important responsibilities of the principal is that of improving instruction. In olden days a committee of learned citizens of the community inspected the schools. It is likely that those inspectors were the

² "The Elementary Principalship," Seventh Yearbook, Department Elementary-School Principals, National Education Association, (April, 1938), 444.

older and more responsible laymen. Later this work was given to the principal. This shifting of responsibility resulted in the evolution of the various stages of the principalship. Naturally the casual observer would be inclined to believe that the modern supervising principal might be the older and more seasoned individual.

Table IX, page 28, refutes this possible supposition. The median age of the supervising-building principal is only 4.37 years higher than the head-teacher, and 1.62 years more than the teaching principal. The fact that the principal who has supervisory duties is no older than he is may be accounted for by the modern emphasis on the real purpose of supervision in instruction. Since the supervising principals have superior training,³ it is possible that some older principals, with less training, were demoted to teaching positions, while the younger, better trained educators were promoted to principalships.

As also shown in Table IX, the older principals are found in the larger cities of the State, and likewise the younger ones are located in the small cities, in the town, or in the township schools. This table leads to the assumption that the elementary-school principal aspiring to

³ This Study, Cf Post. pp. 39-40.

TABLE IX

AGES OF THE THREE TYPES
OF PRINCIPALS

Age	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
25-29		1								1							1	1		3	1	4
30-34	4	2		2	2	1		5	2		2		3	1		6	7	6	16	13	35	
35-39	10			4	3	2	3	4	2	1	2	2	2	1		4	7	18	15	14	47	
40-44	10	1		4	3			5	2		2	1	1	2	2	4	4	16	16	19	41	
45-49	22	3		4	1	4		8	3	1	1	1	1	2		1	2	27	15	12	54	
50-54	14	3		2	1	4	1	5	2		2	1	1	2		1	1	17	13	10	40	
55-59	14	3		9		4		8	2		1		1			2	2	23	15	8	46	
60-64	13	5		4	1	1		3	1			2				1	3	17	10	7	34	
65-69	4				3	3		3	1		2						1	4	8	5	17	
70-74	1				1				1							1		1	2	1	4	
75-79								1										1	1		1	
N. L.	3				3	1		6	1		1	1	3	1		5		3	18	4	25	
Unclass- ified																					23	
Total	95	16		29	18	20	4	48	17	2	12	9		12	9	2	26	29	132	132	84	371
Medians	50	54		52.54	53.33	53.75	40	49.37	48.33	40	49	45		40	45	42	40	39.28	49.62	48	45.25	

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

a supervising principalship will have to postpone the realization of his ambition until late middle age.

Since public school administration is being regarded as a profession, the younger administrator should not expect to gain the heights of the profession until he has learned the problems of the elementary-school through experience. Beginners in other professions are advanced as they show the ability to make their theories practical.

The head-teacher type in the smaller population group might be interpreted as a training division for the higher stages of the elementary-school principalship, since the median age for this group was 39.28.

Summary. This chapter may be summarized in the four following points:

1. The median man principal is 9.88 years younger than the median woman principal.
2. The older principals are in the schools of the larger cities. The younger principals are in the schools of the less populous communities.
3. There is a variation of only 4.37 years in the ages of the principals in the highest and lowest stages of development of the principalship.
4. The typical elementary-school principal in Indiana is a middle-aged individual.

CHAPTER IV

THE PRINCIPAL'S EXPERIENCE

Experience in any field of work should develop a higher degree of efficiency in the worker. The intensity of success is based upon the individual's purpose and aspirations. The old adage "Practice makes perfect" has been modified by a clause "if it is the right kind of practice".

It is evident that an elementary-school principal may not be an efficient administrator simply because he has had many years of experience. Again the principal's efficiency depends upon the regeneration of his philosophy of education to fit the needs of a changing society.

How much experience have the elementary-school principals of Indiana?

Table X, page 31, shows the distribution of the years of educational experience of the men and women elementary-school principals. The data for this table gave the least experience as four years and the most experience as fifty-six years. It was found that the median woman principal of Indiana has 9.95 years more experience than the median man principal of the State. The median experience

TABLE X

EXPERIENCE OF MEN AND WOMEN PRINCIPALS

Years Ex- perience	100,000		30,000		Population Groups				2,500		Below		Total		
	and over		99,999		10,000		5,000		4,999		2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
1-4									1		3		4		4
5-9			1		2		1		1		2	2	7	2	11
10-14	3	1	2		6	1	1		4	1	11		27	3	30
15-19	10	4	6	2	9	2	8		5		12	3	50	11	61
20-24	11	8	5	2	11	3	2	2	4	1	5	2	38	18	56
25-29	5	12	6	7	5	3	2		3	1	2	3	23	26	49
30-34	5	8	4	4	3	4		1			5	1	17	18	35
35-39	4	12	1	9	6	4	3	1	1		4	1	19	27	46
40-44	3	12	3	5	3	2					1		10	19	29
45-49	1	1	1	2	2	2		2			1		5	7	12
50-54			1										1		1
55-59					1								1		1
N. L.	8	9	10	3	2		1				5		26	12	38
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371
Sex Median	23.63	32.5	25.63	35.55	23.18	32.5	19.37	35	19	24	17.91	22.5	21.7	31.65	
Group Median	28.82		29		25.62		22.5		20		18.66				25.5

in the State is 25.5 years. Crouch¹ found in his study that the median educational experience of the elementary principal was approximately twenty-five years. Deffenbaugh² found the median to be twenty-two years.

The median experience of the men and women by population groups is also given in Table X. The highest median experience was 35.55 years for the women principals in populations between 30,000 and 99,999. The lowest was a median of 17.91 for the men in populations below 2,500, which included township schools. Principals in population groups of over 30,000 had the highest median experience.

Table XI, page 33, shows the distribution of the years of experience and the median experience of the three types of principals. The median experience of the supervising-building principal was 28.15 years. The median experience of the teaching principal was 24.52 years, or 3.93 years less than the supervising-building principal. The median of the head-teacher was 23.5 years. This was 4.65 years and 1.02 years, respectively, less than the two

¹ Roy A. Crouch, "The Status of the Elementary-School Principal," Fifth Yearbook, Department of Elementary School Principals, (July, 1926), 208.

² Walter S. Deffenbaugh, Elementary-School Principals, United States Department of Interior, Office of Education, Leaflet No. 43, 1932.

TABLE XI

EXPERIENCE OF THE THREE TYPES
OF PRINCIPALS

Years Experi- ence	Population Groups																		Total				
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500							
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State	
1-4														1						1			1
5-9					1			2				1					3	2		6	3		9
10-14	4				2		2	3	2			1	3	2			4	9	6	12	14		32
15-19	13	1		1	4	3	1	6	3		5	3	3	2		1	6	7	16	25	18		59
20-24	14	3		4	2		1	10	3		2	1		1	4	1	3	2	20	21	10		51
25-29	14	2		4	1	6		5	3	1	1		3	1			2	2	10	14	12		45
30-34	9	4		4	2	2		7			1						2	4	13	16	6		35
35-39	12	3		3	1	4		8	2		1	3		1			1	3	15	15	12		42
40-44	12	2		1	3	3		3	1										13	8	4		25
45-49	1	1			1	2		1	3		2						1		1	6	5		12
50-54					1															1			1
55-59								1												1			1
N. L.	16			12				2		1							4		29	6			35
Unclass- ified																							23
Total	95	16		29	18	20	4	48	17	12	12	9		12	9	2	26	29	132	132	84		371
Median	28.33	32.5		30	25	32.5	15	27	26.66	27	22.5	20		18.33	21.25	20	18.33	19.28	28.15	24.15	23.5		

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

preceeding types. The data in this table reveal that approximately the same divergence of years was maintained in the median experience of the three types of principalship, as was maintained in their median age.³

The median experience of the principals by the population groups revealed that the most experienced principals were the teaching type in cities of 100,000 and over and the head-teachers in cities of 30,000 to 99,999. The medians of both were 32.5 years. These two groups also had the highest median ages.⁴

The lowest median experience of fifteen years was that of the supervising-building principals in cities of 10,000 to 29,999.

A close inspection of the distribution table for the ages of men and women disclosed the fact that only 4.3 per cent of the elementary principals in cities above 10,000 have fewer than fifteen years of educational experience. Subsequently, it is apparent that the elementary-school principal who is aspiring to a principalship in a larger city system must have an educational experience of several years.

³ This Study, Cf. ante, (Table XIX), p. 28.

⁴ Ibid., (Table XX), p. 28.

Summary. The experience of principals may be summarized in the four following points:

1. The median educational experience of the elementary-school principals of this study was 25.5 years.
2. The median experience of the men principals was 9.95 years less than the median experience of the women.
3. There is only 4.65 years difference between the median experience of the three types of principals.
4. The elementary-school principal in cities of over 10,000 population have the greatest educational experience.

CHAPTER V

THE PRINCIPAL'S TRAINING

The specific functions of the elementary school makes it imperative that the elementary-school principal have special training beyond that acquired in experience. While there is no substitute for the particular advantage of practical experience in itself, it is of utmost importance that the principal regularly supplement his experience with educational courses in a college or university.

While private professional reading is helpful, there is a vast difference between it and the benefit derived from the mingling and studying with a group of kindred educators.

Regarding the probable concomitant effects of the stagnant or heedless principal, Waddell writes:

Thoughtful leaders in the educational field are just beginning to realize that the progress of the newer ideals and practices rests in a large measure in the hands of the school principal. If the school principal holds to an antiquated psychology, if he looks upon new methods and procedures with suspicion and distrust, if he places restrictions and handicaps in the way of the progressive teacher, if he organizes and administers his school on the basis of theories of a decade ago, if he is an educational dictator rather than an educational leader, if he runs his school as he would a machine instead of cultivating it as a living developing organism, if he frowns upon initiative and discourages originality, if he allows the older teachers to coerce the new and progressive teachers, the teacher who

has the new ideals and the forward look either seeks other fields as soon as possible, or compromises his ideals and accepts the ideals of the conservatives.¹

What is the amount of training possessed by the elementary-school principal of Indiana?

The distribution of the minimum number of weeks training, and the median training of men and women are shown in Table XII, page 38. There was a total of thirteen principals who had less than seventy weeks of training. Four of this number had thirty-six weeks or less. The median training of the men was 181.69 weeks, while that of the women was 149.35 weeks. The median training of the men was 32.34 weeks higher than that of the women. The median training of the State was 175.53 weeks.

A scrutiny of Table XII, page 38, also imparts a great variation in the median weeks' training between the men and women in the six population groups. It may be well to assume here that since the median age and the median experience of the men are approximately ten years less than those of the women, and since the median training of the men is approximately a year higher, that the elementary-

¹ Charles W. Waddell, "Some Criteria of Progressiveness for Elementary-School Principals," Elementary School Journal, XXVIII (April, 1938), 606.

TABLE XII

NUMBER OF WEEKS TRAINING OF MEN AND WOMEN PRINCIPALS

Weeks Training	Population Groups												Total		
	100,000 and over		30,000 99,999		10,000 29,999		5,000 9,999		2,500 4,999		Below 2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
Below 69		1			3	3		2	1		3		7	6	13
70-79		4	1	1	1	3		1	1	1	4	1	7	11	18
80-89				1		1				1	1	1	1	4	5
90-99			1		2		2				1	1	6		6
100-109		2		6		1			1	1			2	10	12
110-119					2	1						1	2	2	4
120-129			1	1		1	1					2	2	4	6
130-139															
140-149	7	18	9	7	5	3	2		1		3	3	27	31	58
150-159	2		2	1	4			1	3		7		18	2	20
160-169			2		4	2	1		1		3		11	2	13
170-179	1			4	2	2	1		1		3	1	8	7	15
180-189	22	33	7	4	10	3	6	2	5		9	1	59	43	102
190-199	5		3	1	6		1		2		3	1	20	2	22
200-209	2			1	3				1		3	1	9	2	11
210-219	3	1			2		3				4		12	1	13
220-229			1		1						1		3		3
230-239					1								1		1
240-249							1						1		1
250-Up			2	1									2	1	3
N. L.	8	8	11	6	4	1			2		5		30	15	45
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371
Sex Median	185	181.82	165	147.14	180	130	183.33	80	180	90	170	153.33	181.69	149.35	
Group Median	182.9		153.33		165		181.25		160		163.33				175.33

school principalship is attracting more well trained young men.

One of the most important duties of the elementary-school principal is the supervision of instruction in his building. Cubberley says:

The prime test of the competency of an elementary-school principal is his ability to improve the instruction in his school by his helpful and constructive service to his teachers in their work of instructing children; the measure of his interest in such service is the means he employs to find time to do such work.²

Sufficient training is a vital factor in polishing the principal's capacity to supervise. Table XIII, page 40, shows the distributive and median training of the types of principals in the State. The supervising-building principal had the median training of 183.63 weeks. This is more than the equivalent of a Master's degree. It is enough training to provide an excellent background for competent supervision of instruction.

The median training of the teaching principal was 167.1 weeks, or about twenty-three weeks above the bachelor's degree, and that of the head-teacher was 153.33 weeks or more than nine weeks above the bachelor's degree. It is evident

² Ellwood P. Cubberley, The Principal and His School (New York: Houghton Mifflin Company, 1923), p. 15.

TABLE XIII

NUMBER OF WEEKS TRAINING OF THE THREE
TYPES OF PRINCIPALS

**

Weeks Train- ing	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
Below 70		1						4	2		2			1				3		8	5	13
70-79	2	2			2	1			1		1			1				5	2	4	9	15
80-89						1			1					1			1			2	2	4
90-99					1			1	1		1	1						1		3	3	6
100-109		2		2		2		1							2		1		2	4	4	10
110-119					1				2											1	2	3
120-129						2			1			1					2	1		2	5	7
130-139				1															1			1
140-149	17	7		3	8	4		5	3	1	1						4	1	21	25	8	54
150-159	1	1			1	2		2	1		1			1	2		2	4	1	8	9	18
160-169	1				2			3	2			1		1			1	3	1	7	6	14
170-179	1			1		2		2	2		1			1			3	1	2	7	5	14
180-189	48	3		5	4	2	1	12	1		5	3		4	1	1	2	4	55	30	11	96
190-199	5			1	1	2		6			1			1	1	1	2		7	11	3	21
200-209	1							3						1				3	1	4	3	8
210-219	4							1				2					3	1	4	4	3	11
220-229				1				1									1		1	2		3
230-239																						
240-249										1									1			1
250--Up					1	2		1						1						2	3	5
N. L.	15			15			3	3						1	1		4	2	33	8	3	44
Unclass- ified																						23
Total	95	16		29	18	20	4	48	17	2	12	9		12	9	2	26	29	132	132	84	371
Median	183.75	144.28		180	146.25	150	180	184.17	143.33	190	180	183.33		182.5	160	189	170	160	183.63	167.1	153.33	

Note: S-B, supervising-building, T, teaching; H-T, head-teacher.

that none of the medians by population groups were less than the equivalent of a bachelor's degree.

In his discussion of the principal's training, Otto³ expresses the opinion that the minimum goal of all elementary school principals should be four years of college work and one year of graduate study. He further asserts that some administrators believe that the way to improve the elementary schools of America is to improve the elementary principals.

The distribution of degrees of the elementary principals in this study is shown in Table XIV, page 42.

Table XV, page 43, discloses that 35.8 per cent have a Master's degree, 25.8 per cent have a bachelor's degree, and 26.2 per cent have no degree of any kind.

The recency of the last school attendance of the men and women principals is given in Table XVI, page 44. It is obvious that the principals of the elementary schools of this study have not neglected this phase of improvement, since the median of the State was 2.62 years.

Data pertaining to the recency of the last school attendance of the three types of principals is shown in Table XVII, page 45. The median years indicate that the

³ Henry J. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Company, Inc., 1934), p. 626.

TABLE XIV
DEGREES OF MEN AND WOMEN PRINCIPALS*

Kind of Degree	Population Groups												Total		
	100,000 and over		30,000 99,999		10,000 29,999		5,000 9,999		2,500 4,999		Below 2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
M. A.	20	20	7	4	9	3	3	1	2		5	1	46	29	75
M. S.	11	14	2		13		5	1	2		7	1	40	16	56
A. B.	8	3	8	4	8	3	6		2		8	1	40	11	51
B. S.	2	10	5	4	2	2		1	5		7	3	21	20	41
Ph. B.		2										1		3	3
Ph. M.			1										1		1
Ll. B.					1								1		1
None		10	6	14	14	12	3	3	8	3	20	5	51	47	98
Not Listed	9	8	11	8	3	1	1				4		28	17	45
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371

* Degrees were not listed in the State Reports for South Bend and Hammond.

TABLE XV
PERCENTAGE OF VARIOUS DEGREES
IN STATE

Kind of Degree	Per cents		
	Men	Women	State
M. A.	12.5	7.8	20.3
M. S.	10.8	4.4	15.2
A. B.	10.8	2.8	13.6
B. S.	5.7	5.4	11.1
Ph. B.		.8	.8
Ph. M.	.3		.3
Ll. B.	.3		.3
None	13.8	12.4	26.2
N. L.	7.6	4.6	12.2
Total	61.8	38.2	100.0

TABLE XVI
REGENCY OF LAST SCHOOL ATTENDANCE
OF MEN AND WOMEN

Years:	Population Groups												Total		
	100,000 and over		30,000 99,999		10,000 29,999		5,000 9,999		2,500 4,999		Below 2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
1 Yr. or Less	25	28	17	14	19	4	8	1	11		24	7	104	54	158
2	4	4	3	5	7		4	1	1		2	1	21	11	32
3	3	8	1	2	4	2			1	1	10		19	13	32
4	2	3	2	1	3	4	2		1	1	1		11	9	20
5	5	1	1	1	2	2					2	2	10	6	16
6		2	1	1	3	2		1	2		1	2	7	8	15
7	3	10	3	1	1	2			1				8	13	21
8	1	3	1	2						1	1		3	6	9
9	5	1	4		1			1	1		1		12	2	14
10		2	1	1	2								3	3	6
11		1		1							2		2	2	4
12						2							2	2	2
13											1		1		1
14		1			1								1	1	2
15			3	2	1								4	2	6
Over 15	2	1			4	3	2	2	1		3		12	6	18
N. L.		2	3	3	2		2				3		10	5	15
Total	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371
Median													1.24	3.3	2.62

TABLE XVII

REGENCY OF LAST SCHOOL ATTENDANCE
OF THE THREE TYPES OF PRINCIPALS

Years	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
1 Year																						
Or Less	45	4		14	8	9	3	14	6	1	4	3		7	4	1	11	18	64	48	40	152
2	6	2		4	2			5	2		3	2		1			2	1	10	15	5	30
3	10	1				3		4	2						2	1	6	1	11	11	8	30
4	5	1		1	1	1		5	2		1	1			1		1		6	9	5	20
5	5				1	1		4									1	2	5	6	3	14
6	2			1		1		5			1			2			2	1	3	10	2	15
7	11	2		2	1			2	1						1			1	13	5	3	21
8	1	2		1		2									1			1	2	2	4	8
9	5	1		3	1						1			1			1		8	5		13
10	1	1		2			1	1											4	2		6
11	1					1												1	1		2	3
12								1												1		1
13								1												1		1
14		1																1		1	1	2
15								1												1		1
Over 15	2	1			4	1		3	4		2	2		1			1	2	2	12	9	23
N.L.	1			1		1		2		1		1					1		3	3	2	8
Unclass- ified																						23
Total	95	16		29	18	20	4	48	17	2	12	9		12	9	2	26	29	132	132	84	371
Medians																			2.1	3.18	2.4	2.60

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

majority of all types have made an effort to attend school at frequent intervals.

Table XVIII, page 47, shows the kinds and grades of administrative licenses held by the elementary principals. Many had two or three licenses, but in this table only the license most applicable to the elementary-principalship was used. For example, the elementary principal's license, if it were of the highest grade, was used if all three administrative licenses were listed. Cases in which the superintendent's and high-school principal's licenses were listed, the former was used. If only one were listed, of course, it was used. In several instances neither the kind nor grade of license was mentioned in the reports from which the data were taken. These were recorded accordingly in the table. There were twenty-one principals who had some grade of teachers license but no administrative license. It can be observed that 253, or about 68.2 per cent, had first-grade licenses. No special significance can be attributed to the number of first-grade licenses presented, since the requirements for a first-grade license have been raised occasionally during the past two decades. It is probable that many of the principals have life, first-grade licenses which were granted when the requisites were lower than the Master's degree or its equivalent.

TABLE XVIII
KINDS AND GRADES OF ADMINISTRATIVE
LICENSES HELD BY PRINCIPALS

Kind of License		Grade of License				Total
		First	Second	Third	Grade Not Given	
Elementary		183	22	6	29	240
Superintendent		30	1		10	41
High school		12	1		7	20
Kind not given		28	2			30
Blanket	7					7
None	21					21
Not listed	12					12
Total	40	253	26	6	46	371

Summary. The important data in this chapter are as follows:

1. The median training of the men was 32.34 weeks higher than the median training of the women. The median training for the State as a whole was 175.53 weeks.

2. Although the men were about ten years younger, and had nearly ten years less experience than the women, they had superior training.

3. The elementary-school principal who spends all his time in administration and supervision has an excellent background of more than the equivalence of a Master's degree for his median training. The teaching principal has a median training of 167.1 weeks, and the head-teacher a median of 153.33 weeks.

4. As a minimum amount of training 35.8 per cent had acquired the Master's degree, 25.8 per cent the bachelor's degree, 26.2 per cent had no degree of any kind.

5. The recency in which the elementary principals have attended school was a median of 2.62 years.

6. Approximately 68.2 per cent of the elementary principals have first-grade administrative licenses. Of the total number of principals, 5.6 per cent had no administrative licenses.

CHAPTER VI

THE PRINCIPAL'S SALARY

Society has no function which carries more momentum than the education of its future citizenry. Next to the child, the most important individual in the process of education is the one who administers. In this study the elementary-school principal is the pivotal minister of education because of his central position in public school administration.

The effectiveness of administration is to a considerable extent accountable to the economic status of the principal. This essentiality is fitly expressed in the words of Otto:

If the principalship is going to command the most competent and well trained men and women in the profession, it is quite essential that the economic rewards of the position be adequate to attract the desired persons. Although the advantages of the position and the rewards it offers to an individual cannot be measured entirely by income, it is important that the money income be sufficient to warrant the expenditures for preparation and to enable the individual to maintain a social and economic status commensurate with the position.¹

¹ Henry J. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Company, 1934), pp. 26-27.

No one should enter the elementary-school principalship with the sole expectation of making money. Yet, the monetary rewards are not negligible. There are other rewards for the principal, such as rendering distinctive service to the children of the community and through them to the whole community. There are other contacts in the community which should give the principal great personal satisfaction. All the services of the principal may be appreciated by the community, but nothing can fully take the place of that most potent indication of approbation, an adequate monetary reward.

What is the salary status of the elementary-school principal of Indiana?

Table XIX, page 51, presents a distribution of the salaries of men and women in the population groups. The lowest salary in the State was \$880, and the highest was slightly over \$4,200. Those principals who received a salary of \$4,000 or more were in charge of two buildings. There were 38.4 per cent of the women whose salaries were above \$2,600, while only 20.6 per cent of the men received salaries above that amount. All of the women, and all but three of the men, who received salaries of \$2,600 or above, were in cities of 30,000 or over. In the same sized cities there were only seven men and twelve women who obtained less than \$2,000. The figures indicate that the larger school

TABLE XIX

SALARY OF MEN AND WOMEN PRINCIPALS

Salary	Population Groups												Total		
	100,000 And Over		30,000 99,999		10,000 29,999		5,000 9,999		2,500 4,999		Below 2,500				
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	State
\$800-949											2	1	2	1	3
950-1,099						1			1	1	4	3	5	5	10
1,100-1,249							2		3	1	8	1	13	2	15
1,250-1,399					3	3	2	4	8		15	1	28	8	36
1,400-1,549					4	3	4	1	3	1	7	3	18	8	26
1,550-1,699					5	4	4	1	1		4	1	14	6	20
1,700-1,849			1	8	14	3			2		7	1	24	12	36
1,850-1,999			6	4	2	2	2				2		12	6	18
2,000-2,149	1	1	8	2	8	5	1		1			1	19	9	28
2,150-2,299	4	3	7	7	8		2						21	10	31
2,300-2,449	1	6	3	3	2								6	9	15
2,450-2,599	3	6	1	4							1		5	10	15
2,600-2,749	11	6	2		2								15	6	21
2,750-2,899	5	23	3	2									8	25	33
2,900-3,049	13	15	3	2	1								17	17	34
3,050-3,199	2	4	2										4	4	8
3,200-3,349	3	1	2	1									5	2	7
3,350-3,499	1		1										2		2
3,500-3,649				1										1	1
3,650-3,799															
3,800-3,949															
3,950-4,099	2												2		2
4,100-4,249	4		1										5		5
Not Listed		2			1		1				1		3	2	5
Tot al	50	67	40	34	50	21	18	6	19	3	51	12	228	143	371

systems pay higher salaries.

Table XX gives the median salaries of the men and women. The median salary of the men was \$1,962.50 and that of the women was \$2,366.60. The median salary of the State was \$2,091.05.

TABLE XX
MEDIAN SALARY OF MEN AND
WOMEN PRINCIPALS

	Population Groups						
	100,000 And Over	30,000 99,999	10,000 29,999	5,000 9,999	2,500 4,999	Below 2,500	State
	Median						
Men	\$2,900.00	2,258.10	1,839.20	1,587.50	1,363.50	1,359.95	1,962.50
Women	\$2,821.70	2,214.20	1,625.00	1,399.00	1,250.00	1,400.00	2,366.60
Group	\$2,862.05	2,235.65	1,805.90	1,520.00	1,343.75	1,362.50	2,091.05

The median salary of principals in cities of 100,000 and over is approximately double that of principals in the towns and townships under 2,500. This is likely due to the greater wealth of the larger cities, which enables them to pay better salaries. In some cases it may be due to more experience and slightly better training which enables the principals in the large cities to accept greater responsibilities of educational leadership.

The lowest median salary in the State was found in the smaller cities of between 2,500 and 4,999 in population.

This group also had the lowest median training.

In his study of teacher's salaries in Indiana, May² found that in 1933-1934 the median salary of elementary principals in townships was \$1,137.50; in towns, \$1,350; in cities under 10,000, \$1,375; in cities of 10,000 to 50,000, \$1,550; and in cities over 50,000 the median was \$2,375.

Despite the fact that the population grouping in May's study was different from the one used in this study, and that all elementary principals were used who had administrative licenses, there is a similarity in the graduation of the median salaries of the two studies.

The distribution of salaries of the three types of principals is shown in Table XXI, page 54.

Table XXII, page 55, shows the median salary of the three types of elementary-school principals. The median salary of the supervising-building principal was \$2,810. He received \$910.15 more than the teaching principal, and \$1,327.80 more than the head-teacher principal. There are some evident reasons for higher salary of the supervising-building principal. He had more pupils and more teachers

² W. N. May, "Trends in Indiana Teachers Salaries in Comparison with Changing Economic Conditions," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1934).

TABLE XXI

SALARIES OF THE THREE TYPES
OF PRINCIPALS

Salary	Population Groups																		Total			
	100,000 And Over			30,000 99,999			10,000 29,999			5,000 9,999			2,500 4,999			Below 2,500						
	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	S-B	T	H-T	State
\$800-949																	1	1		1	1	2
950-1,099															2		2	4		2	6	8
1,100-1,249											1	1		2	1		3	6		6	8	14
1,250-1,399								1	4		4	2		5	2		5	9		15	17	32
1,400-1,549								3	5		1	4		2	2		4	6		10	17	27
1,550-1,699								7	2		4	1		1	1		4			16	4	20
1,700-1,849					1	8	2	13	2					2			6	1	2	22	11	35
1,850-1,999				1	5	4		2	2		1						1	1	1	9	7	17
2,000-2,149	1				8	2	1	11	1				1						2	19	5	26
2,150-2,299	5	3		7	1			7		1	1				1				14	12		26
2,300-2,449	4	3			1	5		1	1										4	5	6	15
2,450-2,599	7	2		4		1										1			12	2	1	15
2,600-2,749	17				1		1	1											18	2		20
2,750-2,899	25	3		5															30	3		33
2,900-3,049	20	4		5				1											25	5		30
3,050-3,199	4	1		1	1														5	2		7
3,200-3,349	4			3															7			7
3,350-3,499				1															1			1
3,500-3,649				1															1			1
3,650-3,799																						
3,800-3,949																						
3,950-4,099	2																		2			2
4,100-4,249	4			1															5			5
N. L.	2							1		1								1	3	1	1	5
Unclassified																						23
Total	95	16		29	18	20	4	48	17	2	12	9		12	9	2	26	29	132	132	84	371

Note: S-B, supervising-building; T, teaching; H-T, head-teacher.

under his supervision. His experience was slightly higher, although not enough to greatly affect his salary increase. He had superior training amounting to approximately one-half year more than the teaching principal and approximately one year more than the head-teacher. It is probable that the supervising-building principal also has personal characteristics which enable him to ascend to the heights of the principalship. The median salary of the teaching principal was \$1,899.95, and that of the head-teacher was \$1,482.50.

TABLE XXII
MEDIAN SALARY OF THE THREE TYPES
OF PRINCIPALS

Types of Prin.	Population Groups						
	100,000 And Over	30,000 99,999	10,000 29,999	5,000 9,999	2,500 4,999	Below 2,500	State
	Median						
S-B	\$2,834	2,840	1,850	2,225		2,375	2,810
T	\$2,600	2,056.25	1,850	1,550	1,370	1,475	1,899.95
H-T		1,925	1,550	1,475	1,400	1,299.95	1,482.20

It is revealed that there is a considerable variation between \$2,840, which is the median salary of the supervising-building principal in the second population group, and the median salary of \$1,299.95 for the head-teacher type in the last population group.

In a study³ conducted by the Research Bureau of the National Education Association it was found that the median salaries paid elementary-school supervising and teaching principals were as follows: Over 100,000, supervising \$3519 and teaching \$2436; 30,000-100,000, supervising \$2646, and teaching \$2011; 10,000-30,000, supervising \$2,349 and teaching \$1,742; 5,000-10,000, supervising \$2,239, and teaching \$1,583; 2,500-5,000, supervising \$2,175, and teaching \$1,409. In comparison with the median salaries of the identical population groups and nearly the same types of principals, the variation ran between \$45 and \$685. In some groups one was higher and in some the other, the greatest difference being between the medians in cities of 100,000 and over in which the Research Bureau gave the highest median for the supervising principal.

Summary. The important facts concerning principal's salary may be stated in five points:

1. The lowest salary in the State was \$880 and the highest was \$4215. The latter principal had charge of two schools. The median salary of the men was \$1962.50; that of

³ "Salaries in City School Systems, 1930-31," Research Bulletin of the National Education Association, No. 3, (May, 1931), 173.

the women was \$2366.60; and the State median was \$2091.05.

2. The median salary of the women was higher than the median salary of the men because almost three-fourths of the women were in the large cities where higher salaries are paid.

3. The median salaries of principals in cities of 100,000 and over were more than double that of principals in townships and towns below 2,500..

4. Cities above 10,000 in population pay more substantial salaries than are paid in lower population groups.

5. The median salary of the supervising-building principal is more than that of the teaching principal, and approximately double that of the head-teacher. The median salaries were \$2810, \$1899.95, and \$1482.20 respectively.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study was to show the status of the elementary-school principal in the State of Indiana. This was done by the use of a number of objective qualities from data secured about the elementary-school principals in schools of eight or more teachers, including the principal.

A summary of the investigation and the conclusions formed are subsequently given.

1. The leading plan of organization was found to be the 1-8 type of school. This was due chiefly to the fact that most of the elementary schools of Indianapolis, and the schools of the townships were organized according to this plan. Outside of those two groups the K-6 and the 1-6 types were prevalent.

2. The median enrollment of the elementary schools used in this study was 403.1 pupils. The supervising-building principal had a median of 555 pupils in his school or approximately two hundred more than the other two types of principals. The teaching principal had a median of 384 pupils in his school, and the head-teaching principal had a median of 306.2 pupils.

3. The median number of teachers under the direction

of the supervising-building principal was 17.44, under the teaching principal 11.32, and under the head-teacher principal 7.8 teachers. The median number of teachers of the entire study was 11.86.

4. The median length of the school term of the schools in this investigation was 36.54 weeks.

5. The median elementary-school principal in this study was 48.19 years old. The median age of the man principal was 44 years. The median age of the woman principal was 53.38 years or 9.88 years older than the man principal.

6. The elementary-school principalship of Indiana is neither a "starter" for administrators, nor a "refuge for the aged" administrators. The median principal was an individual in the prime of life.

7. The older principals were located in the larger cities, while the younger principals were located in the small towns and townships.

8. The supervising-building principals were slightly older than the others. The median age of the supervising-building principal was 49.62 years; the median age of the teaching principal 48 years; and that of the head-teacher, 45.25 years.

9. In order to obtain a position in the larger city schools the aspiring principal must wait until middle age.

10. The median elementary-school principal of Indiana, as interpreted in this study, has a total educational experience of 25.5 years.

11. The median educational experience of the men was 21.7 years, and for the women 31.65 years. The median man principal had 9.95 years less experience than the median woman principal.

12. The median experience of the three types of principals did not vary more than 4.65 years. The median experience of the supervising-building principal was 28.15 years, that of the teaching principal was 24.15 years, and that of the head-teacher principal was 23.5 years.

13. The elementary-school principal who is aspiring to a principalship in the larger cities must have a background of several years of educational experience.

14. The median weeks' training of the men was 181.69 weeks and that of the women was 149.35 weeks. The median weeks' training of the State was 175.3 weeks.

15. Although the men were about ten years younger, and had had nearly ten years less experience than the women, they had almost a year more training.

16. The median weeks' training of the elementary-school principal was only 4.47 weeks less than the equivalent of a Master's degree.

17. Since the men principals have 32.34 weeks', or approximately a year, more training than the women, and since the median age and median experience of the men are about ten years less than that of the women, it appears that the elementary-school principalship is attracting more well trained young men.

18. The supervising-building principal, with a median training of 183.63 weeks, was well trained to carry out the functions of his position. The teaching principal had a median of 167.1 weeks, and the head-teacher a median of 153.33 weeks. Both of the latter were sufficiently trained for the types of administration for which they were responsible.

19. The principal who desires to obtain a supervising principalship must have superior training in order to acquire the position.

20. There were 35.8 per cent of the principals who had a Master's degree, 25.8 per cent had a bachelor's degree, and 26.2 per cent had no degree of any kind.

21. The median number of years since the last school attendance was 2.62 years in the State as a whole. The recency of last school attendance for the men and women was 1.24 years and 3.3 years, respectively.

22. The median number of years since the last school attendance of the supervising-building, the teaching and the head-teacher types of principals was 2.1, 3.18, and 2.4 years, respectively.

23. The median elementary-school principal of the State has kept abreast with the times by frequent school attendance.

24. There were twenty-one principals who had some kind of teachers' license, but no administrative license. There were 68.2 per cent of the principals who had first-grade administrative licenses.

25. No special significance can be attributed to the number of first-grade licenses, owing to the change in requirements from time to time. It is likely that many principals have life licenses which were obtained when the requisites were lower than the Master's degree or its equivalent.

26. The median salary of the State was \$2091.05. The median salary of the men was \$1962.50, while that of the women was \$2366.60.

27. The median salary of the women was higher than the median salary of the men because almost three-fourths of the women were located in the large cities where higher salaries are paid.

28. The median salaries in cities of 100,000 and over

for the men, women, and the State were approximately double those in townships and towns below 2,500.

29. The lowest median salary in the State was found in the smaller cities between 2,500 and 4,999 in population. This group also had the lowest median training.

30. The median salary of the supervising-building principal was \$2810. The median of the teaching principal was \$1899.95 and that of the head-teacher principal was \$1482.20. The supervising-building principal received \$910.05 more than the teaching principal, and \$1327.80 more than the head-teacher type.

31. For one who is contemplating an elementary-school principalship, it would pay to prepare for the supervising-building stage of development of the principalship.

32. In general, the cities of 100,000 and over in population pay better salaries than those in the lower population groups.

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