Boston University

OpenBU **http://open.bu.edu**

Boston University Theses & Dissertations Dissertations and Theses (pre-1964)

1954

A pattern of training for the elementary school principal in the United States

https://hdl.handle.net/2144/8368

"Downloaded from OpenBU. Boston University's institutional repository."

Pohlman, Carl G., et al., A pattern of training for the elementary school principal in the United States.

Thesis
1954

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY

Thesis
Pohlman, C. G.
et al.
1954.
Stored

The Gift of Carl G. Pohlman, et al.

Pohlman, C.G. et al
Thesis
1954

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A PATTERN OF TRAINING FOR THE ELEMENTARY SCHOOL PRINCIPAL IN THE UNITED STATES

Submitted by

Carl G. Pohlman

(B.S. in Ed., Fitchburg State Teachers College, 1951)

Howard A. Stapley, Jr.

(B.Ed., Geneseo State Teachers College, 1949)

In Partial Fulfillment of Requirements for

the Degree of Master of Education

1954

Boston University
School of Education
Library

School of education

May 13, 1954

41319

First Reader: _____
Dr. Mark Murfin
Associate Professor of Education

Second Reader: _____
Dr. B. Alice Crossley
Associate Professor of Education

Digitized by the Internet Archive
in 2014

https://archive.org/details/patternoftrainin00pohl

TABLE OF CONTENTS

. . . . . .

. . . . . .
. . . . . .
. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

LIST OF TABLES

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

Statement of the problem.— At the present time there is a great need for fully qualified administrators in the field of elementary education. With the ever-growing enrollment of the elementary schools, due to the sharp rise in the birth rate in the last decade, we can expect a greater demand for administrators to come with the predicted annual increase of one million new elementary pupils a year for several years.[1]

The elementary school principals have gained greatly in professional status during recent years. Colleges and universities now offer specific courses for the training of this very important group. The program which the colleges and universities offer for the preparation of elementary school administrators varies. This study seeks to analyze the offerings of college programs for training elementary school principals to discover the extent of the programs, the common elements, and the trends.

Purpose of the study.— The purpose of this study is to survey and analyze the current pattern of the training of elementary school principals which is being offered to present and future administrators of colleges and universities. The study seeks to gain information in regard to the following six points: (1) whether the level of preparation for admission to the

1/Harry Hansen, The World Almanac and Book of Facts, New York World-Telegram and The Sun, New York, New York, 1954, p. 257.

program is on the undergraduate or graduate level in relation to the rising standards being developed within the field; (2) whether previous professional training is required prior to admission to either teaching and/or administration; (3) whether the required courses in the surveyed programs are comparable in number and scope for the nation; (4) whether certification as an elementary school principal is granted by the state department upon completion of the program or upon direct request from the individual concerned, to the state department; (5) whether in-service training is provided and is mandatory in view of the present trend toward internship program, as demonstrated by many of our larger institutions;[1/] and (6) whether any measures are being enacted or planned on the part of the surveyed institutions to improve their present program.

Justification of the problem.— Research on the parts of the writers indicated that very little current material has been compiled pertaining to this subject. The most recent study of this nature was compiled by the National Elementary Principal Association[2/] in 1948. In view of the rapid and ever-changing practices being made in this profession, the writers believe that one must be conscious of these changes and advancements at all times.

1/J. Harlan Shores and Others, "Schools of Education Provide," The Elementary School Principal (May, 1953), 28:13-18.

2/Editorial Committee, The National Elementary School Principal, The Elementary School Principal--Today and Tomorrow, Twenty-seventh Yearbook, 1948, National Education Association Publication, Washington, D. C., pp. 133-216.

Elsbree and McNally[1/] state:

"The 'typical' elementary school principal in 1928 did not hold even a bachelor's degree; in 1948 he held a master's degree. It seems likely, then, that five years of training will become the minimum requirement for appointment to the principalship....

Furthermore, the nature of that training is likely to change significantly. While specialized training now concentrates on topics called administration and supervision, future training will very likely broaden out considerably. Certainly if the principal is to be a skilled leader, some training in leadership skill, group processes, and human-relations skills seems to be desirable.... This breadth of training is an entirely different conception from that of the principal as the 'best teacher' in the school. To attain such a background, it is likely that the principal will need more than one year of additional training beyond the bachelor's degree. Of course, some of this training can be obtained on the job or through extension courses. However it is obtained, it does seem likely that a broader training and specialization will characterize the elementary school principal of the future."

The responsibilities of the elementary principal have grown with increasing numbers of positions. School building planning, transportation, food servicing, public relations, curriculum planning, law, and supervision are a few of the responsibilities of a modern principal. Acquiring the knowledge to meet these specific tasks means an expanded program of training to prepare the future principal for his new role. Many of the institutions have attempted to meet the situation in various ways. There is a need, at this time, to study the ways by which colleges are attempting to prepare people for the responsibilities of the administration in elementary schools. Such a study should be of value to students, present administrators, and those engaged in the task of training.

1/Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision, American Book Company, New York, 1951, pp. 444-445.

Scope of the study.— At the present time there are many schools in the country endeavoring to adequately train elementary school principals. The writers desired to complete a nation-wide survey showing a pattern of training characteristic of the country. Endeavoring to poll the nation, the selection of institutions by geographic area was vital. Sensing the extreme contrasts in population, as illustrated in the Rocky Mountain area as compared to the Northeast, the writers realized that a survey based entirely on geographic location would be invalid. To compensate for this adverse situation, another means of selection had to be incorporated into the survey.

The types of institutions selected had to be representative in the field of education. With the preceding thoughts in mind, the writers selected state teachers colleges, insofar as possible, by geographical area. There remained for consideration the selection of the universities. It was sensed by the writers that a listing of graduates in education, published by the universities, would compensate for unequal enrollment in some sections of the country. The realization grew that not all of the selected institutions surveyed would provide elementary principalship training, either on the undergraduate or graduate level. Therefore, the number of institutions initially contacted was of necessity greater than the number deemed necessary for an adequate tabulation. The combined number of institutions arrived at was 107.

The results of this study cannot in themselves set a definite pattern for the exact curriculum prescribed for the elementary school principal, but can only forecast desirable outlines of courses and professional

experience required by various institutions. The rapid growth of this position to the status of an independent profession indicates the desirability of continuing extensive research which will guide future curriculum planning. In some institutions there is a trend towards a background of liberal education before entering into a chosen profession. At the present time, some of the graduate professors and some elementary school principals believe that the stress on course work has been overemphasized. Many institutions have introduced the internship plan, but feel that this, too, has many shortcomings. Otto[1/] has expressed the opinion that before too long, a two-year graduate program may be invoked to provide the necessary instruction.

This study seeks to gather information from a representative group of colleges and universities regarding their program of training for elementary school administrators.

1/Henry J. Otto, "At the University of Texas," The National Elementary Principal (May, 1953), 28:16.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

During the last decade few nation-wide surveys of elementary principalship training have been made. Conditions in elementary administration have changed so radically in the past few years that studies older than five years will be of little value to present-day educators, except to illustrate a pattern of historical transition. The writers will briefly state, in this chapter, a few conclusions drawn from previous studies and pertinent remarks made by individuals in the field of elementary administration.

Kyte[1/] maintains that:

> "The Principalship is the second oldest professional position in the school system. The office has been gradually evolving from a head teachership to the key office between children and teachers on the one hand and all other school employees on the other hand. The responsibilities and duties of the principal have multiplied to such an extent that he must now be a highly trained, skilled professional worker."

To substantiate Kyte's claim, Moehlman drew the following conclusion: "....the building principal had fully established himself as an independent administrative power by 1850."[2/] For over a hundred years the elementary principal has been striving to improve his professional position. What paths has he taken?

1/George C. Kyte, The Principal at Work, Ginn and Company, New York, New York, 1941, p. iii.

2/Arthur B. Moehlman, School Administration, Houghton Mifflin Company, Boston, 1940, p. 238.

The first administrator was the teacher in the Dame School or the little schoolhouse at the crossroads. This system proved satisfactory until centralization of the population became predominant in the early decades of the last century, as illustrated by Elsbree and McNally.[1]

> "Perhaps the most observable factor leading to the inauguration of the office of school principal was the urbanization that took place in America during the nineteenth century, particularly between the years 1830 and 1860. During this period the proportion of people living in communities of over 8000 population rose from 6.7 per cent of the whole to 16.1 per cent—this despite the fact that the West was being opened up largely to rural population."

As long as there was but one teacher to a school or system, the personality clash was not perpetrated; but with the addition of more teachers to the single school plant, a line of authority had to be clearly marked for efficiency. The choice position as head teacher was usually granted to the oldest teacher or the one who had been in the system for the longest period of time. Later the public and the school boards, growing conscious of the importance of this position, selected the best teacher to lead the organization. This form of "best teacher" administration is still found in many schools at the present time. In conjunction with the selection of the best teacher to administer the school plant, a full teaching load was borne by the individual. It was found that this principal-teacher arrangement was one partial answer to the administrative problem in rural areas. In the more heavily populated areas, however, it proved highly unsatisfactory since it greatly restricted the scope of the principal's activities and prevented him from devoting adequate time to professional leadership.

1/ Op. cit., pp. 3-4.

Due finally to the increased clerical and supervisory load placed upon the individual, all regular teaching on his part was suspended, and some principals became full-time supervising administrators.

Evolution prior to 1948 was characterized by a rapid growth in the prestige of the elementary school principal. At the turn of the century, the elementary principal held the position of supervisor due, in part, to the poorly qualified teachers entering the profession. He was responsible for the curriculum and methods being employed by his teachers. Often his work was shaped around an in-service training program at the school for the teachers with only a year or two of normal school to their credit. At this time, a bachelor's degree in elementary education held by a principal, with some successful years of teaching experience, sufficed for his professional training and preparation. The establishment of the graded system in effect at this time necessitated a singular position as coordinator of instruction.

Concentrated in the period of time between the depression and the outbreak of World War II, the school systems were supported, in part, by state and federal aid. This financial support furthered building programs characterized by the rapid centralization evidenced in the late thirties and continuing in some sections of the country to the present time. Some of the problems brought about by centralization and influencing directly the problems of the principal are: curriculum, teacher training, clerical work, food servicing, transportation, and public relations. At the outset of this situation the only preparation the average elementary principal had was gained through the trial and error method. Needless to say, this

situation created difficulties for many principals, school systems, and the pupils in these schools. Hagman[1/] makes the following statement concerning learning to administer by doing:

> "Learning to administer schools by doing has proved expensive. Learning by word, by perception falls short of building in the learner confidence inspired by knowing how the principle works. We should narrow and in so far as possible, close the gap between principle and practice by having the student engage, under guidance, in actual administrative experiences...."

Endeavoring to improve the professional standing of the school administrators, a board was established to study the profession for the purpose of its improvement.

> "....1948 convention at Atlantic City the acceptance of the report of a planning commission, the association directed its officers and executive committee to undertake a study looking to the upgrading of the profession in all of its many aspects: recruitment, selection, preparation, certification, in-service training, and overall relationships....eight regional centers were established. At Harvard, Teachers College (Columbia University), Ohio State University, the University of Chicago, George Peabody College for Teachers, University of Texas, Leland Stanford University, and the University of Oregon programs are now well under way which seek to determine optimum procedures, technics, methods, courses of study, training and evaluation."[2/]

The outcomes of this study are still being witnessed today.

In a survey conducted by the Elementary Principals' Association[3/] in the years 1947-1948 to determine the desired needs for professional preparedness of the principals contacted, the types of programs offered by

---

1/Harlan L. Hagman, The Administration of American Public Schools, McGraw Hill Book Company, Inc., New York, 1951, p. 395.

2/Herold C. Hunt, "School Administration," The Nation's Schools (January, 1953), 51:47.

3/Editorial Committee, The National Elementary School Principal, op. cit., Chapter XIV.

selected institutions, state education certification requirements of the elementary principals, and the course content of the programs. The results of this survey showed a spectacular growth in the development of the principalship as compared to that of previous one made in 1928 by the same organization. Of the 87 colleges and schools of education surveyed, only 72 were used in the tabulations due to the lack of a principalship training program in the state teachers colleges. Unlike the survey of 1928, taken entirely from college catalogs, this study was developed almost completely from a questionnaire and used the college catalogs only as reference data. From the 72 institutions composing this tabulation, 26.4 per cent were from teachers colleges, 48.6 per cent from state universities, 22 per cent from private or semipublic universities, and 4 per cent from city colleges or universities. Only 11 states in the country were untabulated. The typical training programs were one year in length, especially in the instances where the earning of a master's degree was part of the program. Programs involving a doctor's degree usually covered a duration of two to three years. Institutions whose programs extend over a period of five years usually had a curriculum consisting of two parts. The first is an elementary teaching program of four years, and the second, a fifth year consisting of administration courses leading to a master's degree in elementary administration.

Levels of instruction were found to be:

> "In 68.1 per cent of the seventy-two institutions the organized training programs are given on the graduate level only; in 8.3 per cent, the undergraduate level; in 23.6 per cent, the program includes both undergraduate and graduate courses. In most institutions when the program extends for one year, it is on the graduate level and

leads to a master's degree."[1]

Preservice training of the administrators cannot provide all the answers to the problems confronting the elementary principal in his everyday practices within the public schools. Good preservice training, however, should provide and add to his ability to cope with current problems as they arise. Hagman[2] states: "Preservice education can help the developing of insight into human behavior and educational problems but it cannot mark out the precise course or courses to be followed." A solid background should be stressed in the training of an administrator in regard to the reoccurring situations exemplified by business management. Many times the administrator will find himself in a situation where extensive course work will be of little avail in shaping his actions to a satisfactory conclusion. This has been suggested in the results of the survey conducted by the Department of Elementary School Principals.

> "Of the supervising principals, 56 per cent rate their own preparation as of 'direct and practical value'; 40 per cent think that a few courses have been of value; and 4 per cent think that their preparation has been of little value to them as principals.
>
> Teaching principals are even more skeptical. Only 34 per cent consider their own preparation of direct value to them as principals; 57 per cent report that some courses have been of value; 9 per cent report 'little value' from their professional preparation....
>
> ....6 in 10 supervising principals and less than 4 in 10 teaching principals have given their own preparation the highest rating.."[3]

This is a revealing but certainly not an inspiring discovery.

1/Editorial Committee, op. cit., p. 184.

2/Harlan L. Hagman, op. cit., p. 392.

3/Editorial Committee, op. cit., p. 182.

The survey showed that of the 72 institutions studied certification of the special nature was not granted; however, the programs were designed around state educational requirements eliminating troublesome application and verification.

The overall results of the 1947-1948 survey as compared to that of 1928 showed the four following trends: (1) special courses of study for administration were confined to the South Atlantic and Pacific Coast areas in 1928 as compared to nation-wide coverage in 1947; (2) special extension and correspondence courses had multiplied in number for the twenty-year period; (3) the required time for completion of the required courses had risen from two to five years showing the increased stress on the graduate level; and (4) the minimum requirements had risen from the bachelor's to the master's degree, with the nation-wide average extending more to the upper level of the doctorate rather than to the bachelor's degree.

The writers have found this to be the most current nation-wide survey of its kind at the present time.

Since the time of this survey, greater emphasis is being centered upon the leadership qualities of the elementary principal as shown by contemporary writers. Elsbree and McNally [1/] draw reference to this point by stating:

> "The responsibility has been the most neglected, and it is the point at which principals are likely to be weakest in their preparation and personal fitness. The elementary school principal has duties that are related to the central office staff, teachers, parents, and other lay citizens, the custodian in his school, the school secretary, and finally to the children attending the school. The manner in which he meets his obligations to these groups and individuals will condition his success. The modern school requires democratic leadership."

1/Elsbree and McNally, op. cit., p. 17.

Leadership is a desirable trait for every institution and department, and personnel is always more important than forms of organization, buildings, and materials. Basically it is the trait which gets things done in the correct way at the correct time. To further develop this leadership ability in an administrator, Borgeson[1] suggests:

> "....'learning by doing'.... Courses can be organized on an activity basis and inject some of the basic principles underlying a successful workshop program. In addition to streamlining its courses, providing internship experiences, conferences, and the like, the alert graduate school of education will also place increased emphasis upon individual study and research."

There are many other qualities, other than leadership, in composition of the elementary principal as depicted by Reavis:[2]

> "The objective type is inclined to co-operative, democratic, friendly, kindly, and considerate; the subjective type is often unco-operative, dictatorial, unfriendly, irascible, and contemptuous. Persons of the objective type are the happiest and most efficient in working with people; those of the subjective type are the happiest when working alone."

Even though much has been discussed and stressed in the area of leadership, it is not a concrete substance that can be easily built upon. In-service training has provided, thus far, the best medium by which an individual can improve his leadership status. College professors have been placed under heavy fire by administrators in the field because of extended course work supposedly instituted to instill a greater degree of potential leadership. This was culminated in a recent survey made of high

1/F. C. Borgeson, "Professional Preparation of the Elementary School Principal," The National Elementary Principal (April, 1949), 28:6.

2/William C. Reavis and Others, Administering the Elementary School, Prentice-Hall, Inc., New York, 1953, p. 271.

school principals regarding their background preparation before assuming public school administrative responsibilities. Their criticisms and suggestions are listed as follows:[1/]

"1. Too many college instructors are incapable and inexperienced....
2. Courses are too theoretical....
3. Too much emphasis is placed upon courses like history of education and methods of research....
4. Courses in administration are too general in nature....
5. There should be internship....
6. Colleges neglect the extremely important problem of discipline....
7. ....too many educational courses, and too few subject matter, cultural, or inspirational courses.
8. ....colleges cannot educate or should not attempt to educate individuals for the principalship....
9. ....colleges are doing a good job...."

The above items are listed in the order of reoccurrence by the 152 surveyed high school principals. Many of these items have been taken to heart by some higher institutions of learning and the professors in the field of administration. It is early yet to accurately evaluate the effects of the internship programs and workshops. The common hope of most educators is that a satisfactory solution may be evolved from this type of preparation. For a number of years, with the addition of many courses, college programs have been on a rapidly growing tangent. The cause for this unprecedented expansion of courses can be traced to the demands of the school principals who were feeling the need of a broad background in the fundamentals. This reasoning can be realized through the statements of Sears:

1/C. Earle Hoshall, "High School Principals Suggest Changes in the Preservice Education of Principals," The Bulletin of the National Association of Secondary-School Principals (November, 1951), 35:63-67.

"It must be remembered that students of school administration are concerned with many matters outside the realm of their immediate field. Administration is an aspect rather than a separate isolated division of the field of education."[1]

"The administrator cannot know administration without knowing much about the services he is to administer. Although he cannot be a specialist in health, guidance, teaching, and pupil care, yet he must know the fundamentals...."[2]

This line of thought has been further substantiated by the following text:

"The principal may acquire a comprehensive knowledge of administration through his own professional reading and study, but courses in education serve to focus his reading on definite problems. The discussion of the class in education serves to give new and varied points of view on problems that the lone worker in professional development may miss."[3]

Regardless of all that has been stated, no one has yet been able to submit a standard program for training the elementary school principal which has been accepted by the majority of the institutions and principals. Perhaps it must remain as Hagman states, "....personal and professional growing must be a lifelong phenomenon."[4]

1/Jesse B. Sears, Public School Administration, The Ronald Press Company, New York, 1947, p. 5.

2/Ibid., p. 6.

3/Reavis and Others, op. cit., p. 280.

4/Hagman, op. cit., p. 399.

CHAPTER III

PROCEDURE

CHAPTER III

PROCEDURE

Selection of colleges and universities.— The writers, desiring to have a scientific basis for the selection of a limited but justifiable number of institutions, contacted several organizations and individuals. To the knowledge of the writers, this correspondence indicated that no organization or individual thus far had compiled a listing of institutions preparing elementary school principals. With the realization of this difficulty, the writers proceeded to locate a reliable listing of institutions. Fifty-eight universities were selected based on Irwin's[1/] report, using as the criteria the number of doctorate degrees in education granted from 1940 to 1950. The institutions used in this study granted five or more in the ten-year period. The list of selected universities can be found in the Appendix.[2/] The writers attempted to select 49 state teachers colleges, one for each state in the country, and one representing the District of Columbia. In several cases, however, states were found that did not have a decentralized system of state teachers colleges, as exemplified by the states of Idaho and Nevada. To alleviate this difficulty, the writers selected at random a college or a university from that state that had not

1/Mary Irwin, American Universities and Colleges 1952, George Banta Publishing Company, Menasha, Wisconsin, 1952, pp. 54-57.

2/Appendix A, pp. 60-62.

previously been selected in Irwin's report, yet still rated on the colleges of teacher education bulletin.[1] A list of these institutions can be found in the Appendix.[2]

Once a selected list of institutions had been compiled, the task arose of determining which ones within that list actually trained elementary school principals. To conserve the time of the educational staffs, the deans, and the writers, a preliminary questionnaire in the form of a double post card was sent to the deans of the colleges of education being studied, requesting specific information in relation to the following four points:

1. Do you train elementary school principals?
2. Would you be willing to cooperate in a survey of this type?
3. To whom should we address the formal questionnaire?
4. Would you like a copy of the findings of our survey?

A copy of this preliminary questionnaire can be found in the Appendix.[3]

At the end of a six-week period, fifty per cent of the institutions had replied to the preliminary questionnaire. Endeavoring to receive a higher return, a personal letter was sent to the deans of the institutions that had not yet replied, in which was enclosed a return post card, an exact duplicate of the one previously mentioned, for their convenience.

1/American Association of Colleges for Teacher Education, Membership List, 11 Elm Street, Oneonta, New York, 1953.

2/Appendix A, pp. 63-66.

3/Appendix B, p. 68.

A copy of this letter can be found in the Appendix.[1] At the end of the first week in January, the percentage of returns had increased to 91.

Construction of the questionnaire.— During the period of time before the returns arrived, a formal questionnaire was developed and made ready for mailing. A trial run of the questionnaire was made with a group of 20 experienced teachers and elementary principals. The final revised instrument was the result of their constructive criticism and revision on the part of the writers. A letter of explanation was designed informing the deans and professors contacted of the purpose of the study and giving specific directions for completing the questionnaire. A copy of this letter[2] and questionnaire[3] can be found in the Appendix. This accompanying letter and a formal questionnaire were mailed to 49 universities and 29 state teachers colleges. The percentage of returns by February 8, 1954 was 68 per cent of the 78 institutions contacted with the formal questionnaire. Desiring a more extensive return, a follow-up letter[4] and another formal questionnaire were sent to the nonreplying institutions. Tabulation was started at this time.

1/Appendix B, p. 69.

2/Ibid., p. 70.

3/Ibid., pp. 71-72.

4/Ibid., p. 73.

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

The tabulations resulting from the study, as obtained by means of the questionnaire sent to the deans and professors of selected universities, state teachers colleges, and schools of education throughout the United States, are incorporated in this chapter. These results reveal the trends of training for the elementary school principal now in practice in the various tabulated institutions at the time of the study.

Table 1. The Number of Informal Questionnaires Sent to Institutions and the Number and Percentage of Returns

Institutions	Number Sent	Number Returned	Percentage Returned
(1)	(2)	(3)	(4)
Universities.....	58	53	91.4
State Teachers Colleges and Other Institutions*..	49	45	91.8
Total.....	107	98	91.6

*Due to the fact that some states did not list their teacher training institutions as state teachers colleges, the writers chose instead an institution located within the political boundaries of that state. Many of these institutions are state supported.

Table 1 shows that of the 107 universities, state teachers colleges, and institutions chosen in lieu of a state teachers college reporting, 98 or 91.6 per cent indicated that they did or did not train elementary school administrators. The state teachers colleges showed the smallest

percentage on returns. The response was excellent and only nine institutions failed to answer the preliminary questionnaire.

Table 2. The Number and Percentage of Institutions that Train or Do Not Train Elementary School Principals and Those Which Chose Not to Participate in the Survey

Institutions	Train		Do Not Train		Chose Not to Participate	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Universities.....	49	92.5	3	5.7	1	1.9
State Teachers Colleges and Other Institutions.....	29	64.4	15	33.3	1	2.2
Total.....	78	78.5	18	19.5	2	2.1

When tabulating the informal questionnaire returns, the writers found 78 institutions that trained the elementary school principal. A second mailing list was developed for the purpose of receiving specific information regarding their program.

Table 3 shows the tabulation of the universities that do or do not train the elementary school administrator. This is followed by Table 4 showing further tabulation of state teachers colleges and schools of education.

Table 3. A Listing of the Tabulated Universities That Do or Do Not Train the Elementary School Administrator

Institution	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
Boston University.....	x	x	
California, University of (Berkeley).....	x	x	
California, University of (Los Angeles).....	x	x	
Catholic University of America.....	x	x	
Chicago, University of.....	x	x	
Columbia University.....	x	x	
Cornell University.....	x	x	
Denver University.....	x	x	
Duke University.....	x	x	
Florida, University of.....	x	x	
Fordham University.....	x	x	
George Peabody College for Teachers.....	x	x	
George Washington University.....	x	x	
Harvard University.....		x	
Illinois, University of.....	x	x	
Indiana University.....	x	x	
Iowa, State University of.....	x	x	
Johns Hopkins University.....			x
Kansas, University of.....	x	x	
Kentucky, University of.....		x	
Louisiana State University.....		x	
Marquette University*.....		x	
Maryland, University of.....	x	x	
Michigan State College.....		x	
Michigan, University of.....	x	x	
Minnesota, University of.....	x	x	
Missouri, University of.....	x	x	
Nebraska, University of.....	x	x	
New York University.....	x	x	
North Dakota, University of.....	x	x	

(concluded on the next page)

Table 3. (Concluded)

Institutions	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
Ohio State University.....		x	
Oklahoma A. & M. College.....	x	x	
Oklahoma, University of.....	x	x	
Oregon State College.....			x
Oregon, University of.....	x	x	
Pennsylvania State College.....	x	x	
Pennsylvania, University of.....	x	x	
Pittsburgh, University of.....	x	x	
Purdue University.....			x
Rutgers University.....	x	x	
St. Louis University.....		x	
Southern California, University of.....	x	x	
Stanford University.....	x	x	
Syracuse University.....		x	
Temple University.....	x	x	
Texas, University of.....	x	x	
Virginia, University of.....	x	x	
Washington, State College of.....	x	x	
Washington University (St. Louis).....	x	x	
Washington, University of (Seattle).....		x	
Western Reserve University.....	x	x	
Wisconsin, University of.....		x	
Yale University.....	x	x	

* Program too individualized to tabulate.

Table 4. A Listing of the Tabulated State Teachers Colleges and Schools of Education That Do or Do Not Train the Elementary School Administrator

Institutions	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
Alabama			
Florence State Teachers College.....			x
Arizona			
Arizona State College.....	x	x	
Arkansas			
Arkansas State College.....			x
California			
San Francisco State College.....	x	x	
Colorado			
Adams State College.....	x	x	
Connecticut			
State Teachers College--Danbury.....			x
Delaware			
University of Delaware.....	x	x	
District of Columbia			
Wilson Teachers College.....			x
Florida			
University of Miami.....	x	x	
Georgia			
Georgia Teachers College--Collegeboro.....			x
Idaho			
University of Idaho.....	x		
Illinois			
Northern Illinois State Teachers College....	x	x	
Indiana			
Ball State Teachers College.....	x	x	

(continued on the next page)

Table 4. (Continued)

Institutions	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
Iowa			
Iowa State Teachers College.....	x	x	
Kansas			
Kansas State Teachers College—Emporia.....	x	x	
Kentucky			
Western Kentucky State College.....	x	x	
Louisiana			
Northeastern State College.....			x
Maryland			
State Teachers College—Salisbury.....			x
Massachusetts			
State Teachers College—Fitchburg.....	x	x	
Michigan			
Central Michigan College of Education.....		x	
Minnesota			
State Teachers College—Winona.....	x	x	
Mississippi			
Delta State Teachers College.....			x
Missouri			
Northeast Missouri State Teachers College..	x	x	
Montana			
Western Montana College.....			x
Nebraska			
Nebraska State Teachers College--Chadron...			x
New Hampshire			
Keene Teachers College.....	x	x	

(continued on the next page)

Table 4. (Continued)

Institutions	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
New Jersey			
New Jersey State Teachers College--Montclair.	x	x	
New Mexico			
New Mexico Western College.....		x	
North Carolina			
East Carolina College.....	x	x	
North Dakota			
Dickenson State Teachers College.....	x	x	
Ohio			
Kent State University.....	x	x	
Oklahoma			
Northeastern State College of Education.....			x
Oregon			
Eastern Oregon College.....	x	x	
Pennsylvania			
State Teachers College--Bloomsburg.....			x
Rhode Island			
Rhode Island College of Education.....		x	
South Carolina			
University of South Carolina.....	x	x	
South Dakota			
Black Hills Teachers College.....			x
Tennessee			
Memphis State College.....	x	x	
Utah			
University of Utah.....	x	x	

(concluded on the next page)

Table 4. (Concluded)

Institutions	Tabulated	Train	
		Yes	No
(1)	(2)	(3)	(4)
Vermont			
University of Vermont.....		x	
Virginia			
Longwood College.....			x
Washington			
Western Washington College of Education.....	x	x	
West Virginia			
Fairmont State College.....			x
Wyoming			
University of Wyoming.....	x	x	

Utilizing the second mailing list, formal questionnaires were sent to the institutions that had previously stated their willingness to cooperate inasmuch as they offered a program preparing the elementary school principal. Table 5 displays the distribution of returns comparing the number sent with the number returned and their percentage ratio.

Table 5. The Number of Formal Questionnaires Sent to 78 Institutions and the Percentage of the Returns

Institutions	Number Sent	Number Returned	Percentage Returned
(1)	(2)	(3)	(4)
Universities.....	49	42	85.7
State Teachers Colleges and Other Institutions.....	29	25	86.2
Total.....	78	67	86.0

The above table shows that of the number of institutions found by the writers to train elementary school principals, 42 universities and 25 state teachers colleges and colleges of education returned the formal questionnaire. The average return was 86.0 per cent.

Training the elementary principal on the undergraduate level.—Returns from the universities showed 95.2 per cent which did not begin to specialize in the training of the elementary principal on the undergraduate level. Two institutions replied in the affirmative to the questionnaire. Those universities are the University of Denver and the University of Texas, both of which are located in the western part of the country. Detailed information on the undergraduate level was not forthcoming, due to the limitations of the formal questionnaire.

Below are listed the eight institutions of the 25 tabulated which provide specialized training on the undergraduate level. These eight comprise 32 per cent of those institutions preparing elementary principals.

1. Adams State College*—Colorado
2. Cedar Falls, Iowa State Teachers College
3. Dickenson, State Teachers College—North Dakota
4. Emporia, Kansas State Teachers College
5. Idaho, University of
6. Keene Teachers College—New Hampshire
7. Memphis State College—Tennessee
8. Winona State Teachers College*—Minnesota.

* Graduate elementary principals on the bachelor's degree level.

The geographic distribution[1] is widespread, although the largest concentration is in the Midwest, represented by four, or 50 per cent of those listed. The West follows with two, or 25 per cent, and the Northeast and South are evenly divided, represented by one each, contributing the remaining 25 per cent.

The writers discovered from the analysis that only one institution was training elementary principals on the undergraduate level exclusively. This institution was Dickenson State Teachers College, North Dakota. One possible reason for this is that certification requirements in this area of the country are still far below the bachelor degree level for the elementary school teacher. Usually training standards for elementary principals are above those for the classroom teacher in respect to the degree held by the individual.

Elementary administrative training on the master's degree level.--All of the universities tabulated trained the prospective elementary administrator on the graduate level. It has been noted by the writers that since 1948 a larger portion of the nation's institutions for administrator training in the elementary schools are doing so on the graduate level.

Twenty-four of the twenty-five state teachers colleges and colleges of education, or 96 per cent of the total number tabulated, stated that they trained candidates on the graduate level. The exception to this was Dickenson State Teachers College, whose requirements can be met in the senior year of undergraduate work.[2]

1/Appendix C, p. 75.

2/Dickenson State Teachers College, Quarterly Bulletin (September, 1953), Number 24, State Teachers College.

Graduation level.— The largest number of universities training the elementary school principal on the master's degree, doctorate degree, or both, as portrayed by geographic area, is shown in Table 6. The largest number of state teachers colleges and colleges of education training the elementary school principal on the bachelor's degree, master's degree, or both, as portrayed by geographic area, is shown in Table 7. The reader will note that none of the state teachers colleges or schools of education surveyed in this grouping trained candidates for elementary school administration on the doctorate degree level.

Table 6. Level of Course Work for the Training of the Elementary Principal by Geographic Area Portrayed by 40 Universities*

Geographic Area	Level of Course Work		
	Master's Degree Only	Doctorate Degree Only	Both Degrees
(1)	(2)	(3)	(4)
Northeast.....	0	1	13
Midwest.....	5	0	7
South.....	0	0	7
West.....	3	0	4
Total.....	8	1	31

* Temple University not included in tabulation.

Harvard University was the only institution surveyed that was found by the writers to graduate elementary principals on the doctorate level only.

Table 7. Level of Course Work for the Training of the Elementary School Principal by Geographic Area as Portrayed by 25 State Teachers Colleges and Schools of Education

Geographic Area	Level of Course Work		
	Bachelor's Degree Only	Master's Degree Only	Both Degrees
(1)	(2)	(3)	(4)
Northeast.....	0	4	0
Midwest.....	1	7	1
South.....	0	4	0
West.....	0	7	1
Total.....	1	22	2

The majority of the institutions, or 88 per cent, were found to be granting the elementary school principal training program on the master's degree level only. Two institutions, Adams State College and Winona State Teachers College, representing 8 per cent of the total, were found to be training and graduating candidates on both the bachelor's and master's degree level. Dickenson State Teachers College was the only school found in the survey to be graduating administrator candidates on the acquirement of the bachelor's degree only.

Degree status for entrance.— All of the 42 universities surveyed required at least a bachelor's degree for entrance into their program. It is supposed by the writers that for a doctorate study one would have to have for presentation a master's degree or work comparable to that level of attainment. This is a point for further research.

The state teachers colleges and colleges of education graduating administrators on the master's degree level require at least a bachelor's

degree for entrance into their program. The institutions preparing and graduating candidates on the undergraduate level numbered three, or 12 per cent of the 25 institutions surveyed in this area.

Thesis requirements.— Research requirements, centered around a thesis or a major research paper, are tabulated by geographic area on two levels, undergraduate and graduate. Table 8 shows the distribution for the universities, while Table 9 shows the distribution from the state teachers colleges and other schools of education training the elementary administrator.

Table 8. Geographic Distribution of 40 Universities in Regard to Thesis Requirements

Geographic Area	Thesis Requirements		
	Required	Not Required	Optional
(1)	(2)	(3)	(4)
Northeast.....	2	4	8
Midwest.....	1	1	10
South.....	1	0	6
West.....	1	0	6
Total.....	5	5	30

The above table shows that of the 40 universities tabulated in the study, five required a thesis or research paper. This represented 12.5 per cent of the total number of institutions tabulated. They are as follows:

1. Catholic University of America
2. Chicago, University of
3. Cornell University
4. Southern California, University of

5. Texas, University of

The institutions that do not require a thesis also numbered five, or 12.5 per cent of the total tabulation. They are:

1. Columbia University
2. Fordham University
3. Pennsylvania State College
4. Western Reserve University
5. Yale University.

Table 9. Geographic Distribution of 25 State Teachers Colleges and Other Institutions in Regard to Thesis Requirements

Geographic Area	Thesis Requirements		
	Required	Not Required	Optional
(1)	(2)	(3)	(4)
Northeast.....	0	2	2
Midwest.....	3	2	3
South.....	2	0	2
West.....	2	0	6
Total.....	7	4	13

Thesis or research project requirements taken from 24 institutions of the original 25 (Dickenson State Teachers College did not train on the master's level) portrayed the following pattern. The following seven institutions, or 29.2 per cent, required the research on a thesis or major project:

1. Ball State Teachers College
2. Iowa State Teachers College—Cedar Falls
3. Kansas State Teachers College—Emporia

4. Memphis State College, School of Education

5. San Francisco State College

6. South Carolina, University of

7. Utah, University of

Four institutions, or 16.7 per cent, did not require a research project. They are as follows: (1) Fitchburg State Teachers College; (2) Keene Teachers College; (3) Northern Illinois State Teachers College; and (4) Winona State Teachers College. The remaining 13, or 45.8 per cent, declared their research was optional. This is the current trend at the present time in light of the material uncovered by this study.

Division of the academic year.— The writers were desirous of determining on which plan, semester or quarter hour, the various institutions were functioning. This would clarify, for the reader, the information derived from the course of study requirements and add to one's general knowledge of the current trends in college and university credit plan organization during the academic year.

Table 10. Geographic Distribution of 40 Universities Functioning on the Semester and Quarter Hour Plan

Geographic Area	Semester Plan	Quarter Plan
(1)	(2)	(3)
Northeast.....	13	1
Midwest.....	11	1
South.....	6	1
West.....	4	3
Total.....	34	6

Table 10 shows that 15.0 per cent of the 40 universities surveyed offered college programs on the quarter hour plan. These institutions are listed as follows:

1. Chicago, University of
2. Cornell University
3. Denver University
4. George Peobody College for Teachers
5. Oregon, University of
6. Stanford University.

Table 11. Geographic Distribution of 25 State Teachers Colleges and Schools of Education Functioning on the Semester and Quarter Hour Plan

Geographic Area	Semester Plan	Quarter Plan
(1)	(2)	(3)
Northeast.....	4	0
Midwest.....	3	6
South.....	2	2
West.....	3	5
Total.....	12	13

Table 11 shows that 48 per cent of those institutions tabulated were functioning on the semester plan. The remaining 52 per cent were functioning on the quarter hour plan. The semester plan operated largely in the Northeast, while the quarter hour plan appeared strongly as a characteristic of the West and Midwest.

Period during the year when the administrator program is offered.— The writers realized the importance of completing a specific program at an institution by a prospective elementary administrator. To compile this

information for later tabulation, questions 7, 8, and 9 of the questionnaire were slanted around full time, part time, and a combination of these two. Tabulations showed that of 40 universities, only one stated that their program could not be completed during full-time study. Furthermore, this same university, the University of Oregon, required a combination of full-time study and part-time study to be completed to meet their requirements for the elementary administrator program.

There were found to be four universities, other than the University of Oregon, where an elementary school principal candidate could not complete the program with summer or extension work, but could take the program full time if circumstances permitted. They are: (1) Iowa, State University of; (2) Michigan, University of; (3) Southern California, University of; and (4) Stanford University.

Of the eight institutions offering specialized training for the elementary school principal on the undergraduate level, only five answered this section of the questionnaire extensively enough for tabulation. These five institutions stated that an individual could complete the program during full-time study or during extension and summer school work. The individual was not required to take a combination of both full-time study, summer school, and extension work.

On the graduate level among the teachers college group, five institutions stated that the program could not be completed during full-time study. They are listed below:

1. Delaware, University of
2. Eastern Oregon College of Education

3. Fitchburg State Teachers College

4. Montclair State Teachers College

5. Winona State Teachers College.

The one institution in this section of the survey which stated that graduate work could not be completed during extension and summer work was Northern Illinois State Teachers College.

Required courses.-- To make it less difficult for the reader, Tables 12, 13, and 14 show the number of required credit hours for the various subjects in semester hours only. Those institutions functioning on the quarter hour plan which submitted information to the writers have had their quarter hour listings converted to semester hour credit. This was accomplished by the writers through the utilization of a conversion table.[1/]

Tables 12, 13, and 14 show the required courses surveyed in number and frequency of occurrence as portrayed in the following order of sequence by: (1) 40 universities; (2) 25 state teachers colleges and schools of education on a graduate level; and (3) five state teachers colleges and schools of education on the undergraduate level.

1/Appendix C, p. 76.

Table 12. Varying Numbers of Semester Hours for Required Graduate Courses from 40 Different Universities

Subjects	Number of Semester Hours															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Administration...	-	-	6	7	1	3	-	-	1	1	-	2	1	-	-	4*
Curriculum.....	-	6	10	7	1	2	-	2	-	-	-	1	-	-	-	-
Guidance.....	1	7	5	2	-	-	-	-	-	-	-	-	-	-	-	-
Measurement.....	-	3	12	1	-	-	-	-	-	-	-	-	-	-	-	-
Methods.....	-	1	4	3	-	2	-	-	-	-	-	1	-	-	-	-
Personnel.....	1	5	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Plant...	1	-	3	-	1	-	-	-	-	-	-	-	-	-	-	-
Psychology.....	1	1	10	4	-	4	-	-	-	-	-	-	-	-	-	-
Public Relations.	2	1	4	-	-	1	-	-	-	-	-	-	-	-	-	-
Seminar.....	2	5	5	1	1	4	-	-	-	-	-	-	-	-	-	-
Supervision.....	1	11	9	3	1	4	-	-	-	-	-	-	-	-	-	-
Philosophy.....	-	-	3	2	-	3	-	-	-	-	-	-	-	-	-	-
Law and Finance..	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-

* Includes three institutions requiring 18 semester hours.

Table 13. Varying Numbers of Semester Hours for Required Graduate Courses from 25 Different Institutions, Colleges, and Schools of Education

Subjects	Number of Semester Hours															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Administration.....	-	2	4	3	1	5	-	2	2	-	-	2	-	-	-	1
Curriculum.....	-	4	5	1	-	3	-	2	-	-	-	1	-	-	-	1
Guidance.....	1	2	5	-	-	1	-	-	-	-	-	-	-	-	-	-
Measurement.....	2	3	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Methods.....	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
Personnel.....	2	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Plant.....	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Psychology.....	-	3	1	2	-	3	-	-	-	-	-	-	-	-	-	-
Public Relations...	1	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Seminar.....	1	2	6	-	-	1	-	-	-	-	-	-	-	-	-	-
Supervision.....	-	7	8	-	1	1	-	1	-	-	-	-	-	-	-	-
Social Foundations.	-	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-
Philosophy.....	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-

Table 14. Varying Numbers of Semester Hours for Required Subjects from Five State Teachers Colleges on the Undergraduate Level

Subject	Number of Semester Hours									
	1	2	3	4	5	6	7	8	9	10
Administration.....	-	1	1	1	-	-	-	-	-	-
Curriculum.....	-	1	-	1	-	1	-	-	-	-
Guidance.....	-	1	2	-	-	-	-	-	-	-
Measurement.....	-	2	1	-	-	-	-	-	-	-
Methods.....	-	-	-	1	-	-	-	-	-	1
Psychology.....	-	-	-	1	-	1	-	1	-	-
Public Relations.....	1	-	-	-	-	1	-	-	-	-
Seminar.....	1	-	-	-	-	-	-	-	-	-
Supervision.....	-	2	1	-	-	-	-	-	-	-

Tables 12 and 13 show the required graduate course concentration in the areas of administration, curriculum development, and supervision. This pattern seems to be relatively consistent for all institutions training on the master's level, regardless of geographic location. The writers realize that there is a certain amount of inconsistency in course groupings as stated by the participants on the returns of the survey, due to the fact that many institutions incorporate various subtopics under one or more of the main headings of the questionnaire.

The undergraduate program shown in Table 14 shows more emphasis being placed on curriculum development, methods, and psychology. The contrast between the graduate and undergraduate levels is shown by the emphasis on administration and supervision on the graduate level, as compared to methods and psychology on the undergraduate level. The emphasis on curriculum is fairly common on all levels of preparation.

–	–	–	–	–	–				–
–	–	–	–	–	–		–		–
–	–	–	–	–	–	–			–
–	–	–	–	–	–	–			–
	–	–	–	–	–		–	–	–
–	–		–		–		–	–	–
–	–	–	–		–	–	–	–	
–	–		–	–	–	–	–	–	
–	–	–	–	–	–	–	–		–

Certification.— Upon the completion of the elementary school principalship program at a specified institution, the individual is often confronted with the necessity of obtaining state certification.

From the results of the 40 universities tabulated, the writers found that 36 answered that they assured recommendation for certification for the individual who completed his prescribed program of courses for the position of elementary school principal within the state in which the institution was located. Licenses are usually granted by the State Department of Education and some departments set experience requirements in addition to training. The remaining 4, or 10 per cent, are named as follows:

1. Chicago, University of — Two years of elementary teaching experience.
2. Illinois, University of — Local school systems have individual standards.
3. Michigan, University of — No information given.
4. Missouri, University of — Undergraduate and graduate work determines certification.

Recommendation for state certification of individuals completing the various programs at the 25 institutions in elementary administration or principalship training is granted in 96 per cent of the cases. The University of Utah is the only exception. There the individual must apply to the State Department of Public Instruction presenting his college course credits in addition to three years teaching experience in the public schools before state certification is granted. Of the eight institutions offering specialized training on the undergraduate level, only one,

Memphis State College, does not obtain state certification for its graduates.

Previous experience requirements.— Previous professional experience has been considered by many to be a prime prerequisite of a successful elementary school administrator. To substantiate this claim in part, the writers have developed tables showing the number and frequency, by geographic area, of those institutions requiring this experience.

Table 15. Geographic Distribution of Previous Required Professional Experience as Given by 40 Universities

Geographic Area	Required Teaching Experience		
	Elementary Only	Secondary Only	Both
(1)	(2)	(3)	(4)
Northeast.....	6	1	2
Midwest.....	4	0	1
South.....	1	0	3
West.....	5	0	1
Total.....	16	1	7

The results of Table 15 show that of the 40 universities surveyed, 60 per cent required some type of previous teaching experience. Previous elementary teaching experience accounted for 66.7 per cent of the total. Cornell University was the only one found that required teaching experience on the secondary level exclusively. It was noted also that seven institutions required their candidates to have prior teaching experience on both levels before acceptance into the program.

Table 16. Geographic Distribution of Previous Required Professional Experience as Given by 25 State Teachers Colleges and Other Institutions

Geographic Area	Required Teaching Experience		
	Elementary Only	Secondary Only	Both
(1)	(2)	(3)	(4)
Northeast.....	1	0	0
Midwest*.....	6	1	1
South.....	0	0	0
West.....	3	1	1
Total.....	10	2	2

* Winona State Teachers College requires elementary experience on the undergraduate level.

The writers found only 10 institutions of the 25 requiring previous teaching experience. They are listed as follows:

1. Ball State Teachers College
2. Eastern Oregon College of Education
3. Iowa State Teachers College
4. Montclair State Teachers College
5. Northeastern Missouri State Teachers College
6. Northern Illinois State Teachers College
7. San Francisco State Teachers College 1/
8. Western Kentucky State College
9. Western Washington College of Education
10. Winona State Teachers College. 2/

1/San Francisco State Teachers College is the only one requiring elementary teaching experience on the undergraduate level.
2/Winona State Teachers College requires both elementary and secondary teaching experience.

The length of time concerning previous elementary teaching before elementary principalship status is granted varies from two to three years, as illustrated by Iowa State Teachers and Ball State Teachers College. The Midwest appears to have the highest standards concerning previous teaching requirements with six of the ten, or 60 per cent of the group, located in that area.

None of the twenty-five institutions required previous administrative experience on either the bachelor's degree or master's degree level. However, on the university level, two institutions required this experience. They are the University of Oregon and the University of Virginia. This represented 5 per cent of the total listing of the universities tabulated.

Internship program.— For many years teacher training institutions have required a certain amount of practice teaching near the level at which the individual wishes to teach, supervised by college and university personnel. The writers wished to discover through the survey to what extent, if any, the practice training, commonly called "Internship", had been developed for the prospective elementary administrator. The following table projects the findings:

Table 17. A Tabulation of the Universities Incorporating Credit Received, Duration of Training, Location of Training, and Degree of Requirement of Internship Program

Institution Offering Internship	Credit Received*	Duration of Training (Weeks)	Location		Required	
			On Campus	Off Campus	Yes	No
(1)	(2)	(3)	(4)	(5)	(6)	(7)
California, University of.....	2	15	x	x		x
Cornell University...	B[b]	15		x		
Columbia University..	B[b]	15	x	x		x
Denver University....	B[b]	15		x		x
George Peabody College for Teachers.....	4	B[b]		x		x
Maryland, University of.....	16	18		x		x
New York University..	6-8	15-30		x		x
Oklahoma, A. & M.....	B[b]	B[b]	x	x		x
Oklahoma, University of.....	2-6	18		x		x
Pennsylvania State Teachers College...	9[c]	A[a]	x	x		x
Rutgers University...	3	15		x		x
Southern California, University of.....	2	30		x	x	
Stanford University..	B[b]	B[b]	x	x		x
Texas, University of.	3	B[b]	x	x		x

*All credit shown is tabulated in semester hours.
a/One credit per week.
b/No information given.
c/Average number of credits granted.

A study of Table 17 shows that of the 14 universities offering the internship program, only two required this program of their candidates. The duration of this training was usually 15 weeks, but in two instances it went as high as 30 weeks. The location of the training is off campus in 57.1 per cent of the cases.

Table 18. A Tabulation of State Teachers Colleges and Institutions of Education Incorporating Credit Received, Duration of Training, and Location of Training for the Internship Program

Institution Offering Internship	Credit Received*	Duration of Training (Weeks)	Location	
			On Campus	Off Campus
(1)	(2)	(3)	(4)	(5)
Ball State Teachers College.....	2.7	12-36		x
Northeastern Missouri State Teachers College..	None	None		
Northern Illinois State Teachers College.....	8	9		x
San Francisco State College.....	3-12	6-18	x	
Utah, University of.....	6.7	12		x

*All credits shown are tabulated in semester hours.

The reader will note that of the five, or 20 per cent offering this type of program, the first three are located in the Midwest, and the remaining two in the Western part of the country. Further information given by the institutions relates that none of them requires this program of their prospective elementary principals.

Selection of candidates for elementary programs.— In response to the question regarding selective recruitment, 10 of the 40 universities stated

that they made no definite attempt to recruit high caliber individuals for the candidacy of elementary school administrators. The remaining 30, or 75 per cent replied in the affirmative. In 76 per cent of the cases, the state teachers colleges and schools of education stated that they made a definite attempt to recruit high caliber candidates for their program.

Revisions of the current programs.-- The writers assumed that with the growing demands for elementary school principals for our public schools, institutions of higher learning would be continually revising their current practices to further the educational experiences of their candidates. For many years, course work in specific content subjects was to provide the necessary information and experience for the individual preparing in elementary administration. Today, however, emphasis appears to be shifting from exclusive class lectures to more practical experiences centered around workshops and internship activities.

The last question of the instrument was slanted to determine what revisions the deans and professors were considering which might improve their present programs. The universities offering suggestions for improving their elementary administrator programs numbered 28, or 71.8 per cent of the 40 institutions tabulated. Their suggestions and the frequency of occurrence are tabulated as follows:

	Number Responding
1. A required, improved internship program.....	19
2. Successful teaching experience required prior to graduate study.....	6
3. Extensive six-year program. (Two years on the graduate level).....	3

	Number Responding
4. Administrative load increased.....	3
5. Improved undergraduate courses.....	3
6. Higher standards for selecting candidates....	2
7. Greater number of required workshops.....	1

There were several other suggestions related to a specific, single institution which were believed by the writers to be too individualized to show any extensive trend or pattern. The reader will notice from the two previous listings that the internship program held top priority in the comments given by the universities and a higher proportion also by the state teachers colleges. The combined figure was 25, or 58.1 per cent of the total number of the institutions offering self-criticisms.

Eighteen of the twenty-five state teachers colleges and schools of education tabulated stated they would consider the following revisions in their current programs. The remaining seven institutions, or 28 per cent, offered no suggestions.

The suggestions and frequency of occurrence are listed as follows:

	Number Responding
1. Internship program to be required.....	6
2. Successful teaching experience (2 to 3 years) required prior to graduate study.....	6
3. A greater number of workshops to be required.	2
4. A higher basic requirement in sociology and anthropology.....	1
5. Extensive six-year program (2 years on the graduate level).....	1

Boston University
School of Education
Library

	Number Responding
6. An individualized curriculum offered.....	1
7. Higher standards for selection of candidates.....	1

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the problem.-- The problem of the survey was to determine the patterns for training the elementary school principal in the United States. To accomplish this task, it became necessary to contact a representative group of universities and colleges. Lacking an extensive listing of this type, 107 institutions were selected on the following bases: (1) Fifty-eight universities were selected according to the number of doctorate degrees granted from 1940 to 1950. (2) The 49 state teachers colleges and schools of education were chosen at random to represent each of the various states and the District of Columbia.

A preliminary questionnaire in the form of a double post card was mailed to the deans of the schools of education for the purpose of determining which of the selected institutions actually trained elementary school principals. The initial return numbered 84 per cent. This percentage was increased to 91 as the result of a follow-up letter sent to the nonreplying institutions. The final mailing list of 78 institutions was established from the results of the preliminary questionnaire. The formal questionnaire, containing 21 major items, was mailed to the participating institutions. Sixty-five of the final returns were extensive enough for tabulation. This study reports the pattern for training elementary school principals in these institutions. The analysis of the programs was further limited due to the fact that the survey was confined within the

limitations of the bachelor's and master's levels of preparation.

Conclusions.--

1. The level of institutional preparation was found to be on the master's level in the majority of cases, with the present trend toward a degree higher than the master's.
   a. The universities prepare the elementary school principal on both the master's and doctorate level in 77.5 per cent of the cases.
   b. None of the universities graduates elementary school principals on the bachelor's level.
   c. The state teachers colleges and schools of education prepare the elementary school principal only on the master's level in 84 per cent of the returns.
   d. None of the state teachers colleges and schools of education in the survey graduates elementary school principals on the doctorate level.
2. Previous professional experience was required by the majority of the institutions surveyed.
   a. Teaching experience was required prior to graduation in elementary administration in 60 per cent of the universities and 56 per cent of the state teachers colleges and schools of education.
   b. Two universities reported a requirement of previous administrative experience.

3. Required courses vary considerably from one institution to another, yet curriculum development is the one area in which emphasis was placed on both levels of preparation.
   a. All institutions training on the master's level stress administration and supervision.
   b. All institutions training on the undergraduate level stress methods and psychology.
4. The certification of the elementary school principal was usually controlled by the state department of education.
   a. Ninety per cent of the universities stated that they assured recommendation for certification of the individual completing the prescribed program.
   b. Ninety-six per cent of the colleges and schools of education replied in the same manner.
5. The internship program for the elementary school principal is witnessing a steady growth at the present time.
   a. The internship program is offered by 35 per cent of the universities and 25 per cent of the state teachers colleges and schools of education.
   b. The internship program is optional in all but two institutions. At those institutions it is a requirement for the candidate.
6. Measures for improving the current programs for the elementary school principal were characterized by two popular suggestions.
   a. Required elementary school teaching experience prior to the completion of the administrative program.

b. A required internship program for prospective elementary school administrative candidates.

(The university group gave higher priority to item (b), whereas the state teachers colleges considered both suggestions of equal importance.)

7. Program requirements of the various institutions differ widely. Certain of these trends are characterized in the following items:

a. Thesis requirements were reported as optional by 75 per cent of the universities and 54.2 per cent of the state teachers colleges and schools of education.

b. The administration program can be completed at the universities during full-time study in all but one institution. There are five universities of the group tabulated where a candidate could not complete the program with summer school or extension work only.

c. Recruitment of high caliber individuals by institutions in preparation for the elementary principalship was stated in the affirmative by 75 per cent of the universities and 76 per cent of the colleges.

Suggestions for further research.-- At the conclusion of this study, the writers realized the possibilities for further research regarding elementary administration in the following areas:

1. A more complete tabulation of state teachers colleges throughout the country.

2. A study of the doctorate programs offered by various institutions.

3. A survey of the methods for recruitment of prospective administrator candidates.
4. An analysis of the state department of education requirements for certification of the elementary school principal.
5. A more extensive study of the internship programs offered by various institutions throughout the country.
6. A study of the available curriculum for prospective administrative candidates as offered by universities and colleges.
7. A study to find the degree requirements for entrance to the various universities for the doctorate degree program in elementary administration.

APPENDIX A

A LISTING OF THE UNIVERSITIES CONTACTED

FOR THE DEVELOPMENT OF THIS STUDY

1. Boston University--Boston, Massachusetts
2. California, University of--Berkeley, California
3. California, University of--Los Angeles, California
4. Catholic University--Washington, D. C.
5. Chicago, University of--Chicago, Illinois
6. Cincinnati, University of--Cincinnati, Ohio
7. Colorado, University of--Boulder, Colorado
8. Columbia University--New York, New York
9. Cornell University--Ithaca, New York
10. Denver University--Denver, Colorado
11. Duke University--Durham, North Carolina
12. Florida, University of--Gainesville, Florida
13. Fordham University--New York, New York
14. George Peabody College for Teachers--Nashville, Tennessee
15. George Washington University--Washington, D. C.
16. Harvard University--Cambridge, Massachusetts
17. Illinois, University of--Urbana, Illinois
18. Indiana University--Bloomington, Indiana
19. Iowa State College--Ames, Iowa
20. Iowa, University of--Iowa City, Iowa
21. Johns Hopkins University--Baltimore, Maryland

22. Kansas, University of--Lawrence, Kansas
23. Kentucky, University of--Lexington, Kentucky
24. Louisiana State University--Baton Rouge, Louisiana
25. Marquette University--Milwaukee, Wisconsin
26. Maryland, University of--College Park, Maryland
27. Michigan State College--East Lansing, Michigan
28. Michigan, University of--Ann Arbor, Michigan
29. Minnesota, University of--Minneapolis, Minnesota
30. Missouri, University of--Columbia, Missouri
31. Nebraska, University of--Lincoln, Nebraska
32. New York University--New York, New York
33. North Carolina, University of--Durham, North Carolina
34. North Dakota, University of--Grand Forks, North Dakota
35. Northwestern University--Evanston, Illinois
36. Ohio State University--Columbus, Ohio
37. Oklahoma A. and M. College--Stillwater, Oklahoma
38. Oklahoma, University of--Norman, Oklahoma
39. Oregon State College--Corvallis, Oregon
40. Oregon, University of--Portland, Oregon
41. Pennsylvania State College--State College, Pennsylvania
42. Pennsylvania, University of--Philadelphia, Pennsylvania
43. Pittsburgh, University of--Pittsburgh, Pennsylvania
44. Purdue University--Lafayette, Indiana
45. Rutgers University--New Brunswick, New Jersey
46. St. Louis University--St. Louis, Missouri

47. Southern California, University of--Los Angeles, California
48. Stanford University--Stanford, California
49. Syracuse University--Syracuse, New York
50. Temple University--Philadelphia, Pennsylvania
51. Texas, University of--Austin, Texas
52. Virginia, University of--Charlottesville, Virginia
53. Washington, State College of--Pullman, Washington
54. Washington University--St. Louis, Missouri
55. Washington, University of--Seattle, Washington
56. Western Reserve University--Cleveland, Ohio
57. Wisconsin, University of--Madison, Wisconsin
58. Yale University--New Haven, Connecticut

A LISTING OF THE STATE TEACHERS COLLEGES, UNIVERSITIES,

AND STATE COLLEGES CHOSEN IN LIEU OF STATE TEACHERS COLLEGES

1. Alabama
   Florence State Teachers College--Florence, Alabama

2. Arizona
   Arizona State College--Flagstaff, Arizona

3. Arkansas
   Arkansas State Teachers College--Conway, Arkansas

4. California
   San Francisco State College--San Francisco, California

5. Colorado
   Adams State College--Alamosa, Colorado

6. Connecticut
   State Teachers College--Danbury, Connecticut

7. Delaware
   University of Delaware--Newark, Delaware

8. District of Columbia
   Wilson Teachers College--Washington, D. C.

9. Florida
   University of Miami--Coral Gables, Florida

10. Georgia
    Georgia Teachers College--Collegeboro, Georgia

11. Idaho
    University of Idaho--Moscow, Idaho

12. Illinois
    Northern Illinois Teachers College--De Kalb, Illinois

13. Indiana
    Ball State Teachers College--Muncie, Indiana

14. Iowa
    Iowa State Teachers College--Cedar Falls, Iowa

15. Kansas
    Kansas State Teachers College--Emporia, Kansas

16. Kentucky
    Western Kentucky State College--Bowling Green, Kentucky

17. Louisiana
    Northeastern State College--Natchitoches, Louisiana

18. Maine
    Gorham State Teachers College--Gorham, Maine

19. Maryland
    State Teachers College--Salisbury, Maryland

20. Massachusetts
    State Teachers College--Fitchburg, Massachusetts

21. Michigan
    Central Michigan College of Education--Mount Pleasant, Michigan

22. Minnesota
    State Teachers College--Winona, Minnesota

23. Mississippi
    Delta State Teachers College--Cleveland, Mississippi

24. Missouri
    Northeast Missouri State Teachers College--Kirksville, Missouri

25. Montana
    Western Montana College--Dillon, Montana

26. Nebraska
    Nebraska State Teachers College--Chadron, Nebraska

27. Nevada
    University of Nevada--Los Vegas, Nevada

28. New Hampshire
    Keene Teachers College--Keene, New Hampshire

29. New Jersey
    New Jersey State Teachers College--Upper Montclair, New Jersey

30. New Mexico
    New Mexico Western College--Silver City, New Mexico

31. New York
    Albany College for Teachers--Albany, New York

32. North Carolina
East Carolina College--Greenville, North Carolina

33. North Dakota
Dickenson State Teachers College--Dickenson, North Dakota

34. Ohio
Kent State University--Kent, Ohio

35. Oklahoma
Northeastern State College of Education--Tahlequah, Oklahoma

36. Oregon
Eastern Oregon College--La Grand, Oregon

37. Pennsylvania
State Teachers College--Bloomsburg, Pennsylvania

38. Rhode Island
Rhode Island College of Education--Providence, Rhode Island

39. South Carolina
University of South Carolina--Columbia, South Carolina

40. South Dakota
Blackhills Teachers College--Spearfish, South Dakota

41. Tennessee
Memphis State College--Memphis, Tennessee

42. Texas
Sam Houston State Teachers College--Huntsville, Texas

43. Utah
University of Utah--Salt Lake City, Utah

44. Vermont
University of Vermont--Burlington, Vermont

45. Virginia
Longwood College--Farmville, Virginia

46. Washington
Western Washington College of Education--Bellingham, Washington

47. West Virginia
Fairmont State College--Fairmont, West Virginia

48. Wisconsin
    Wisconsin State College--Oshkosh, Wisconsin

49. Wyoming
    University of Wyoming--Laramie, Wyoming

APPENDIX B

November 21, 1953

Dear Sir:

We are graduate students at Boston University, making a study of the requirements for the preparation of the elementary school principal throughout the United States.

Would you be willing to cooperate with our efforts in this study? If so, please fill out and mail the return addressed card.

The check list that will follow this card will take approximately twenty minutes of your time.

Sincerely yours,

1. Do you prepare students for the position of elementary school principals? ( )

2. Are you willing to cooperate in completing a checklist of the requirements for the position of an elementary school principal? ( )

3. If your answers to one and two are yes, to whom should the checklist be addressed? ( )

4. Name_____ Title_____

   Address_____

5. Would you like a summary of our findings? ( )

_____

Name Title

15 Otis Place
Newtonville, Mass.
December 13, 1953

Dear Sir:

In the latter part of November we sent to your office a preliminary questionnaire regarding our proposed thesis entitled, "Patterns of Training for the Elementary School Principal in the United States."

As yet we have not received any confirmation from you. We would like very much to include your institution in our study.

We would appreciate your filling in the card that has been enclosed if you have not already returned our preliminary questionnaire.

Sincerely yours,

Howard A. Stapley
Carl G. Pohlman

15 Otis Place
Newtonville, Mass.
December 18, 1953

Dear Sir:

The enclosed check list is sent to you in connection with a survey being conducted in partial fulfillment of the requirements for the degree of Master of Education at Boston University. This check list will form an important part of our research study, "A Pattern of Training For the Elementary School Principal in the United States."

We are primarily interested in: (1) the requirements desired by your department prior to the training of the elementary school principal, (2) the training he receives while completing his course of study at your institution, and (3) the length of internship training demanded by your program.

To conserve your time, we have prepared a questionnaire on which you can indicate some of your answers by merely drawing a circle around the answer or answers provided by the writers. Others, however, are subjective thus requiring an individual comment from yourself. In those cases, we have provided a blank space for your use.

If it is convenient for you to do so, we would appreciate also your sending us a current school catalogue listing the courses of study in your school of education.

Yours sincerely,

Howard Stapley
Carl G. Pohlman

Name of the institution _____

1. Do you begin to specialize the training of prospective elementary administrators on the undergraduate level ? Yes No

2. Do you train prospective elementary administrators on the graduate level ? Yes No

3. Do you graduate elementary administrators on the:
Bachelor level ( ), Master's level ( ), Doctorate level ( ).

4. Does your course of study require a bachelors degree for entrance ?
Yes No

5. Do you require a thesis on the master's level?
Yes No Optional

6. Does your institution function on the quarter plan ( ), semester plan ( ) ?

	Undergraduate		(Masters) Graduate	
7. Can your program of training be completed during full time study ?	Yes	No	Yes	No
8. Can your program of training be completed during extension and summer school work ?	Yes	No	Yes	No
9. Does your program of study require a combination of numbers seven and eight ?	Yes	No	Yes	No

10. Please list hours on the REQUIRED courses:

	Undergraduate	(Masters) Graduate		Undergraduate	(Masters) Graduate
Administration	____	____	Physical Plant	____	____
Curriculum	____	____	Psychology	____	____
Guidance	____	____	Public Relations	____	____
Measurements	____	____	Seminar	____	____
Methods	____	____	Supervision	____	____
Personnel	____	____	Other: _____	____	____

	Undergraduate	(Masters) Graduate
11. May your students, who are undertaking the elementary principalship program, qualify for state certification upon its completion ?	Yes No	Yes No
12. If your answer to number eleven is (No), where do they receive their certification ?		
a. At another state teachers college.	_____	_____
b. At the state university.	_____	_____
c. Other:	_____	_____
13. How many hours of credit are required to graduate in administration ?	_____	_____
14. Do you require previous professional experience of your students ?	Yes No	Yes No
15. a. Teaching experience:		
1. Elementary ----------	Yes No	Yes No
2. Secondary ----------	Yes No	Yes No
b. Administrative ----------	Yes No	Yes No
15. Do you offer an elementary administrator internship program ?	Yes No	Yes No
16. Do you require the internship program ?	Yes No	Yes No
17. How many credit hours are given for this program ?	_____	_____
18. How long does this training last ? (Weeks.) ----------	_____	_____
19. Where does this program take place ?	a. On campus b. Off campus c. Both	a. On campus b. Off campus c. Both
20. Do you make a definite attempt to recruit high caliber individuals for elementary administrative training ?	Yes No	Yes No

21. If you were changing your elementary administration program, what would be your first revision in its structure ?

15 Otis Place
Newtonville, Mass.
February 11, 1954

Dear Sir:

In December, we sent to you a questionnaire regarding our proposed thesis entitled, "Patterns of Training For The Elementary School Principal in the United States."

As yet we have not received the return from you. We would like, very much, to include your institution in our study to help make it more valid.

We have included another blank questionnaire with this letter in the hope that in case the previous one didn't reach you or has become misplaced, you will find time to complete and return it to us.

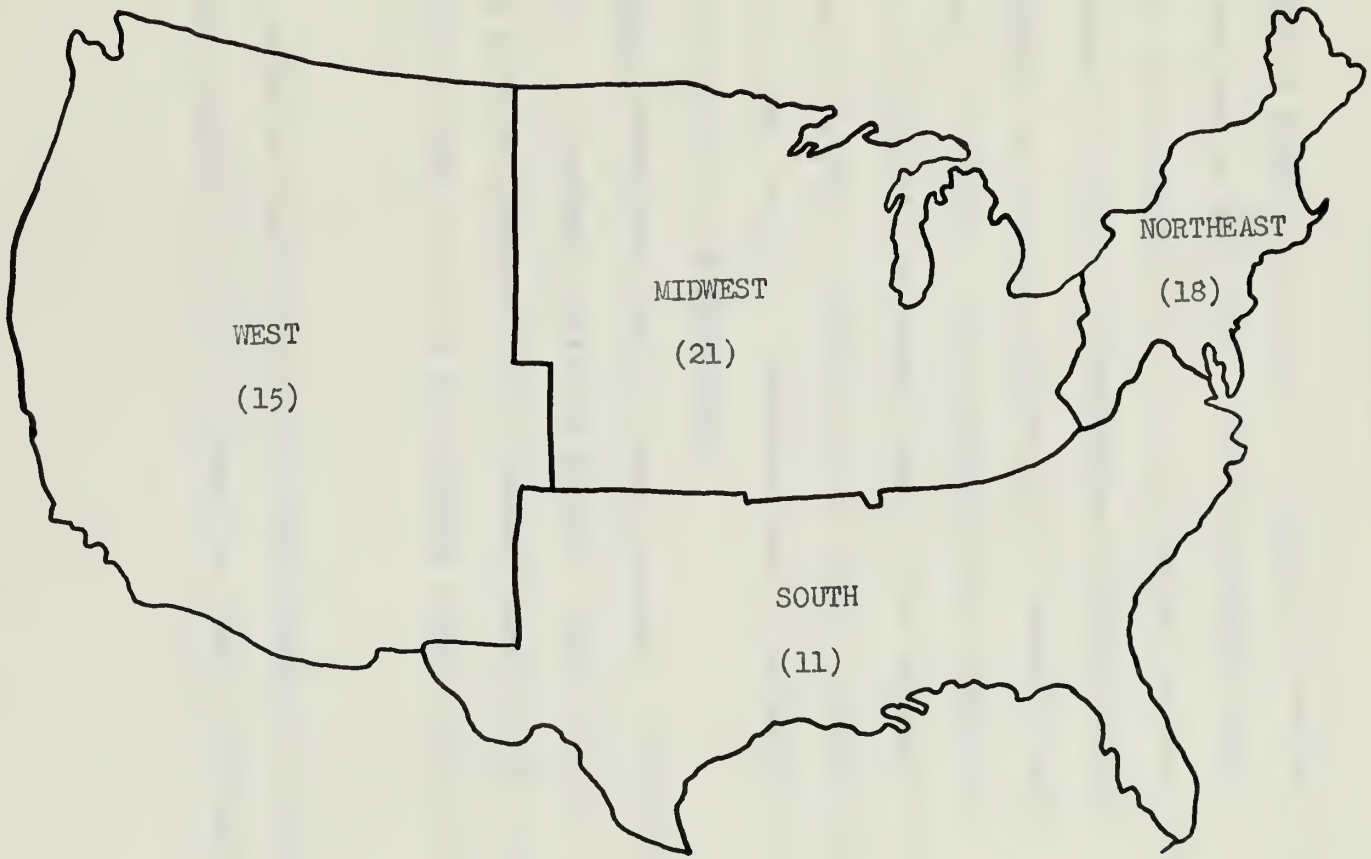
Since we hope to finish our tabulation of all returns in the early part of March, your rapid response would be greatly appreciated.

Sincerely yours,

Howard Stapley
Carl G. Pohlman

APPENDIX C

NUMBER AND GEOGRAPHIC LOCATION OF TABULATED INSTITUTIONS



CONVERSION TABLE

Quarter Hours as reckoned by schools on a quarterly system (12 weeks per quarter): one quarter hour equals 2/3 of one semester hour.

Term Hours: one term hour is 5/8 of one semester hour when a regular two-semester system is followed (as Northwestern University does).

Graduate Units: one graduate unit equals four semester hours. (At the University of Illinois -- not universally true, however.)

Time Unit: A Time Unit (as formerly used in the University of New Hampshire) is an hour a week of student work in class or preparation, or 600 Time Units for a B.S. degree. A semester hour is equivalent of 4.17 Time Units; a Term Hour is 2.78 Time Units.

Contact Hours: (Texas Tech. and Air Force programs) Contact Hour also called clock hour. In general, this rule applies: From 20 to 34 contact hours gives not over one semester hour of credit; from 35 to 54 contact hours, two semester hours; for 55 or more contact hours, three semester hours.

The above table was composed for the writers through the courtesy of Dr. Donn W. Hayes, Registrar, School of Education, Boston University.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Borgeson, F. C., "Professional Preparation of the Elementary School Principal," The National Elementary Principal (April, 1949), 28:2-8.

2. Briggs, Thomas H., Improving Instruction, The Macmillan Company, New York, 1938.

3. Dougherty, James H., Frank H. Gorman, and Claude A. Philipps, Elementary School Organization and Management, The Macmillan Company, New York, 1950.

4. Editorial Committee, The National Elementary School Principal, The Elementary School Principal--Today and Tomorrow, Twenty-seventh Yearbook, 1948, National Education Association Publication, Washington, D. C.

5. Elsbree, Willard S., and Harold J. McNally, Elementary School Administration and Supervision, American Book Company, New York, 1951.

6. Hagman, Harlan L., The Administration of American Public Schools, McGraw-Hill Book Company, New York, 1951.

7. Hansen, Harry, The World Almanac and Book of Facts for 1954, New York World-Telegram and The Sun, New York, 1954.

8. Hayward, W. George, "The Preparation We Need," National Elementary Principal (May, 1953), 32:10-12.

9. Hoshall, C. Earle, "High School Principals Suggest Changes in the Pre-service Education of Principals," The Bulletin of the National Association of Secondary-School Principals (November, 1951), 35:63-67.

10. Hunt, Herold C., "School Administration," The Nation's Schools (January, 1953), 51:45-47.

11. Irwin, Mary, American Universities and Colleges, 1952, George Bantan Publishing Company, Manasha, Wisconsin, 1952.

12. Kyte, George C., The Principal At Work, Ginn and Company, New York, 1941.

13. Moehlman, Arthur B., School Administration, Houghton Mifflin Company, Boston, 1940.

14. Otto, Henry J., "At the University of Texas," The National Elementary Principal (May, 1953), 28:16.

15. _____, Elementary School Organization and Administration, Appleton-Century-Crofts, Inc., New York, 1944.

16. Reavis, William C., Paul R. Pierce, Edward H. Stulken, and Bertrand L. Smith, Administering the Elementary School, Prentice-Hall, Inc., New York, 1953.

17. Reeder, Ward G., The Fundamentals of Public School Administration, The Macmillan Company, New York, 1941.

18. Sears, Jesse B., "A Program of Instruction for School Administrators," Educational Administration and Supervision (March, 1949), 35:129-149.

19. _____, Public School Administration, The Ronald Press Company, New York, 1947.

20. Shores, J. Harlan, and Others, "Schools of Education Provide," Elementary School Principal (May, 1953), 28:13-18.

21. Templeton, Arthur, "The Yonkers System of Selecting Principals," School Executive (June, 1952), 71:61.

22. Wahlquist, John Thomas, The Administration of Public Education, Ronald Press Company, New York, 1952.

a pattern of training for the elementary ....

BOSTON UNIVERSITY
1 1719 02545 9225

Date Due

OCT	1954	Renewed	
OCT	6 1954	March 18, 1959	
OCT 13 1954		OCT 24 1959	
OCT 20 1954		MAY	1961
FEB 19 1955		MAY 8	1961
AUG 5 1955			
AUG 12 1955		AUG 14 1955	
AUG 12 1955			
OCT 3 1955		JUN 8	
OCT 1955			
NOV 7 1955			
In use		MAR 14 1968	
In use			
JAN 28 1959			

Demco 293-5

ELBE
S 516-R

Ed.

Thesis
Pohlman, C.G.
et al.
1954

Stored