THE SELECTION AND ON-THE-JOB PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS IN OHIO CITIES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

RICHARD LEE FEATHERSTONE, B.F.A., A.M.

The Ohio State University
1954

Approved by:

Adviser

Department of Education
ACKNOWLEDGMENT

The writer wishes to express appreciation to Dr. Roald F. Campbell for his help and advice. Dr. Campbell's guidance was a major factor in the completion of the study. Appreciation is also expressed to Dr. John Ramseyer and the members of the School-Community Development Study for their suggestions and permission to use some of the data collected by the members of the study.

In addition, the writer would like to thank his wife, Jane Scott Featherstone, for her encouragement and aid in the development of the study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. STATEMENT AND DEVELOPMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>Importance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Importance to the elementary principal</td>
<td>5</td>
</tr>
<tr>
<td>Importance to elementary teachers</td>
<td>6</td>
</tr>
<tr>
<td>Importance to superintendents</td>
<td>7</td>
</tr>
<tr>
<td>Importance to children and parents</td>
<td>7</td>
</tr>
<tr>
<td>Importance to persons training prospective principals</td>
<td>8</td>
</tr>
<tr>
<td>The Need for Selection and On-The-Job Preparation Programs</td>
<td>10</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>12</td>
</tr>
<tr>
<td>Internships</td>
<td>12</td>
</tr>
<tr>
<td>On-The-Job preparation program</td>
<td>13</td>
</tr>
<tr>
<td>Elementary principalship</td>
<td>13</td>
</tr>
<tr>
<td>Host</td>
<td>13</td>
</tr>
<tr>
<td>City</td>
<td>14</td>
</tr>
<tr>
<td>Selection program</td>
<td>14</td>
</tr>
<tr>
<td>Scope and Limitations of the Study</td>
<td>14</td>
</tr>
<tr>
<td>Review of Related Studies</td>
<td>15</td>
</tr>
<tr>
<td>Sources of Data</td>
<td>17</td>
</tr>
</tbody>
</table>
# II. A BRIEF HISTORY OF THE ELEMENTARY SCHOOL PRINCIPALSHIP AND PROGRAMS FOR SELECTION AND ON-THE-JOB TRAINING IN OHIO

## Evolution of the Elementary School Principalship in Ohio Cities

- Responsibilities of the one-teacher stage
- Responsibilities of the head-teacher stage
- Responsibilities of the teaching-principal stage
- Responsibilities of the building-principal stage
- Responsibilities of the supervising-principal stage

## Reasons for the changes in the duties of the principal

## A Brief Historical Development of Requirements For Selection of Principals

- Historical methods of selection

## A Brief History of the Development of Programs for On-The-Job Preparation of the Elementary School Principal

- Beginning of on-the-job preparation in Ohio cities
- A description of the Akron plan

## Summary
CHAPTER III. AN ANALYSIS OF THE RATINGS GIVEN THE CRITERIA FOR
THE SELECTION OF CANDIDATES FOR THE ELEMENTARY
SCHOOL PRINCIPALSHIP .................................... 35
Development of the Instrument ............................ 35
Selection of Persons to Rate the Criteria ............... 37
Elementary principals ..................................... 37
Professors of educational administration ............... 38
Superintendents of schools ................................ 38
Elementary school teachers ............................... 39
Comparison of the Ratings Given the Various
Criteria by the Professional Groups ..................... 40
Previous experience and education ....................... 41
Professional abilities and personal
characteristics .............................................. 48
Professional abilities ..................................... 48
Personal characteristics ................................ 58
Criteria Added by the Various Members of the
Professional Groups ....................................... 67
Summary .................................................. 72

CHAPTER IV. AN ANALYSIS OF THE RATINGS GIVEN THE CRITERIA FOR
THE DEVELOPMENT OF PROGRAMS FOR ON-THE-JOB PREPARATION
OF THE ELEMENTARY SCHOOL PRINCIPAL ............. 74
Development of the Instrument and the Selection
of Persons to Rate the Criteria ........................ 74
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparisons of the Ratings Given the Various Criteria by the Professional Groups Queried</td>
<td>76</td>
</tr>
<tr>
<td>Administrative arrangement and program planning</td>
<td>77</td>
</tr>
<tr>
<td>School experiences</td>
<td>85</td>
</tr>
<tr>
<td>Supervision</td>
<td>92</td>
</tr>
<tr>
<td>University affiliation</td>
<td>98</td>
</tr>
<tr>
<td>Criteria Added by the Various Members of the Professional Groups</td>
<td>101</td>
</tr>
<tr>
<td>Summary</td>
<td>105</td>
</tr>
<tr>
<td>V. PRESENT PRACTICES WITHIN OHIO CITIES WITH REGARD TO THE SELECTION AND ON-THE-JOB PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS</td>
<td>107</td>
</tr>
<tr>
<td>The Full-Time Elementary Principalship in Ohio Cities</td>
<td>108</td>
</tr>
<tr>
<td>Programs for the Selection of the Elementary Principal</td>
<td>111</td>
</tr>
<tr>
<td>Interest in Altering the Present Methods of Selecting Candidates</td>
<td>112</td>
</tr>
<tr>
<td>Operational Policies Affecting the Selection and Training of Candidates for the Elementary Principalship</td>
<td>115</td>
</tr>
<tr>
<td>Who selects Ohio city elementary principals</td>
<td>120</td>
</tr>
<tr>
<td>Processes used to select elementary principals in Ohio cities</td>
<td>120</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Use of interviews</td>
<td>121</td>
</tr>
<tr>
<td>Use of field reports</td>
<td>125</td>
</tr>
<tr>
<td>Written examinations as one step in the selection of the elementary school principal</td>
<td>127</td>
</tr>
<tr>
<td>On-The-Job Training as a Method of Preparing</td>
<td>129</td>
</tr>
<tr>
<td>Elementary Principals</td>
<td>129</td>
</tr>
<tr>
<td>Altering Present Methods of On-The-Job Preparation</td>
<td></td>
</tr>
<tr>
<td>Preparation of the Elementary Principal</td>
<td>129</td>
</tr>
<tr>
<td>Summary</td>
<td>133</td>
</tr>
<tr>
<td>VI. PARTIALLY-DEFINED AND WELL-DEFINED PROGRAMS FOR</td>
<td></td>
</tr>
<tr>
<td>SELECTION AND ON-THE-JOB PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS IN CERTAIN OHIO CITIES</td>
<td>135</td>
</tr>
<tr>
<td>Questionnaire and returns</td>
<td>135</td>
</tr>
<tr>
<td>Year in Which the Selection Program was Initiated</td>
<td>136</td>
</tr>
<tr>
<td>Partially-defined Programs for Selecting Elementary School Principals in Ohio Cities</td>
<td>137</td>
</tr>
<tr>
<td>Well-defined Programs for the Selection of Candidates</td>
<td>141</td>
</tr>
<tr>
<td>Superintendents' Evaluation of Existing Programs</td>
<td>146</td>
</tr>
<tr>
<td>Weaknesses of the various selection programs</td>
<td>147</td>
</tr>
<tr>
<td>Programs for the On-The-Job Training of Elementary School Principals</td>
<td>147</td>
</tr>
<tr>
<td>On-the-job programs in Ohio cities</td>
<td>147</td>
</tr>
</tbody>
</table>
Number of principals trained through on-the-job training programs ........................................ 148
On-the-job preparation programs reported by superintendents ............................................. 148
Well-defined programs ........................................ 152
Description of the program ........................................ 153
Modification of the Akron plan ........................................ 156
Evaluation of the Existing On-The-Job Training Programs ..................................................... 158
Strong points of the on-the-job programs as reported by the superintendents ........................................ 158
Weaknesses of the various on-the-job training programs ......................................................... 159
VII. Summary ........................................ 160
VII. EVALUATION OF EXISTING PROGRAMS FOR SELECTION AND ON-THE-JOB PREPARATION ........................................ 162
Evaluation of the Existing Practices for the Selection of Candidates ........................................ 163
Previous experience and education ........................................ 164
Professional abilities ........................................ 167
Personal characteristics ........................................ 172
Evaluation of Existing Programs for On-The-Job Training with Criteria for Developing such Programs ........................................ 178
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative arrangements</td>
<td>179</td>
</tr>
<tr>
<td>School experiences</td>
<td>183</td>
</tr>
<tr>
<td>Supervision</td>
<td>186</td>
</tr>
<tr>
<td>University affiliation</td>
<td>188</td>
</tr>
<tr>
<td>Summary</td>
<td>190</td>
</tr>
<tr>
<td>VIII. SUMMARY AND CONCLUSIONS</td>
<td>193</td>
</tr>
<tr>
<td>Conclusions Regarding Selection and On-The-Job Training Programs</td>
<td>200</td>
</tr>
<tr>
<td>Conclusions relating to the selection of candidates</td>
<td>201</td>
</tr>
<tr>
<td>Conclusions relating to on-the-job preparation program</td>
<td>206</td>
</tr>
<tr>
<td>IX. A SUGGESTED PROGRAM OF ACTION</td>
<td>213</td>
</tr>
<tr>
<td>Planning Programs for the Selection of Candidates</td>
<td>214</td>
</tr>
<tr>
<td>Initiating the program</td>
<td>214</td>
</tr>
<tr>
<td>Developing policies which affect selection</td>
<td>216</td>
</tr>
<tr>
<td>Defining the responsibility for selection</td>
<td>217</td>
</tr>
<tr>
<td>Defining the stages of the selection process</td>
<td>219</td>
</tr>
<tr>
<td>Determining the selection criteria</td>
<td>222</td>
</tr>
<tr>
<td>Examining the candidate's qualifications</td>
<td>225</td>
</tr>
<tr>
<td>Appointment to the position of cadet or principal</td>
<td>226</td>
</tr>
<tr>
<td>Planning Programs for On-The-Job Training of the Elementary School Principal</td>
<td>227</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>238</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>APPENDIX A. Rating Scale</td>
<td>244</td>
</tr>
<tr>
<td>APPENDIX B. Covering Letters for Rating Scales</td>
<td>250</td>
</tr>
<tr>
<td>APPENDIX C. Covering Letter and Questionnaire Number One</td>
<td>255</td>
</tr>
<tr>
<td>APPENDIX D. Covering Letter and Questionnaire Number Two</td>
<td>261</td>
</tr>
<tr>
<td>APPENDIX E. Cincinnati Bulletin</td>
<td>267</td>
</tr>
<tr>
<td>APPENDIX F. Canton Bulletin</td>
<td>271</td>
</tr>
<tr>
<td>APPENDIX G. Warren Bulletin</td>
<td>275</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Have Completed His Bachelor's Degree and Have Some Work on The Master's Degree, Majoring in Elementary Education&quot;</td>
<td>42</td>
</tr>
<tr>
<td>II.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Show Marked Knowledge of Professional Techniques (Curriculum Development, Guidance, Special Education, Library Techniques, Remedial Methods, etc.)&quot;</td>
<td>43</td>
</tr>
<tr>
<td>III.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Have a Wide Knowledge of The Various Techniques in Motivating and Guiding People in Group Participation&quot;</td>
<td>44</td>
</tr>
<tr>
<td>IV.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should be Aware of The Need for Informing the Public as to The Role of School --Its Significance and Its Needs&quot;</td>
<td>45</td>
</tr>
<tr>
<td>V.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Have a Broad, General Education&quot;</td>
<td>46</td>
</tr>
<tr>
<td>VI.</td>
<td>Summary of Responses to the Five Criteria Reported Under The Heading &quot;Previous Experience and Education&quot;</td>
<td>47</td>
</tr>
<tr>
<td>VII.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Must Be Able to Give Direction to a Task Placed Before a Group&quot;</td>
<td>49</td>
</tr>
<tr>
<td>VIII.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Show Evidence of Ability to Organize Resources and Materials for Group Use&quot;.</td>
<td>50</td>
</tr>
<tr>
<td>IX.</td>
<td>Responses Obtained to The Criterion, &quot;The Candidate Should Have Knowledge of Interview Techniques&quot;</td>
<td>51</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>X. Responses Obtained to the Criterion, &quot;The Candidate Should Be Able to Recognize and Help Develop The Ability of Others&quot;</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>XI. Responses Obtained to the Criterion,&quot; The Candidate Should Have Knowledge of the Need for Cooperative Effort in Solving Group Problems&quot;</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>XII. Responses Obtained to the Criterion, &quot;The Candidate Should Show Promise as a Better Than Average Public Speaker&quot;</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>XIII. Responses to the Criterion, &quot;The Candidate Should Have an Excellent Command of The English Language&quot;</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>XIV. Responses obtained to the Criterion, &quot;The Candidate Should Recognize The Importance of Continued Professional Activities&quot;</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>XV. Responses Obtained to the Criterion, &quot;The Candidate Should Recognize The Role of Organized Groups Such as P.T.A., League of Women Voters, Service Clubs, etc.&quot;</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>XVI. Summary of the Responses to the Nine Criteria Reported Under the Heading &quot;Professional Abilities&quot;</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>XVII. Responses Obtained to the Criterion, &quot;The Candidate Should Show Enthusiasm for His Work&quot;</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>XVIII. Responses Obtained to the Criterion, &quot;The Candidate Should Be An Emotionally Stable Person&quot;</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>XIX. Responses Obtained to the Criterion, &quot;The Candidate Should Have The Physical Stamina for High Energy Output&quot;</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>XX. Responses Obtained to the Criterion, &quot;The Candidate Should Have The Ability to Inspire Team-work&quot;</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>XXI. Responses Obtained to the Criterion, &quot;The Candidate Should be Accurate in His Work&quot;</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XXII. Responses Obtained to the Criterion, &quot;The Candidate Should Show Evidence of Consideration for The Welfare of the Group Members With Whom He Works&quot;</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>XXIII. Responses Obtained to the Criterion, &quot;The Candidate Should be Convinced That Democracy is a Desirable Way of Life&quot;</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>XXIV. Responses Obtained to the Criterion, &quot;The Candidate Should Show Evidence of Being Able to Identify Himself With The Problems of Others&quot;</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>XXV. Responses Obtained to the Criterion, &quot;The Candidate Should Dress in an Appropriate Manner&quot;</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>XXVI. Summary of the Responses to the Nine Criteria Reported Under the Heading &quot;Personal Characteristics&quot;</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>XXVII. Responses Obtained to the Criterion, &quot;The Program of Training Should be Planned by the Superintendent, Administrative Staff Members, Representatives of the Teaching Staff and Advisors from the Candidate's Chosen University&quot;</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>XXVIII. Responses Obtained to the Criterion, &quot;The Program Should Include a Required Series of Experiences for all Students With Additional Experiences Planned to Meet the Needs of the Individual&quot;</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>XXIX. Responses Obtained to the Criterion, &quot;The Trainee Should Receive a Special Contract Which Would be Valid Only for the Stipulated Term of The Contract&quot;</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>XXX. Responses Obtained to the Criterion, &quot;The Trainee Should Receive a Suitable Salary From The Sponsoring Board of Education or School District&quot;</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>XXXI. Responses Obtained to the Criterion, &quot;The Trainee Should be Required to Spend a Period of Time Within The Same School System After Completing The Training Program&quot;</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XXXII. Responses Obtained to the Criterion, &quot;The Trainee Should Begin His Program by Observing; Gradually Accepting Responsibility for Some Part of The School Program&quot;</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>XXXIII. Summary of the Responses to the Six Criteria Reported Under the Heading &quot;Administrative Arrangements&quot;</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>XXXIV. Responses Obtained to the Criterion, &quot;The Trainee Should Be Given The Responsibility of Providing Research Material for Teaching Units of Work&quot;</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>XXXV. Responses Obtained to the Criterion, &quot;The Candidate Should Have The Opportunity to Work On a Curriculum Project&quot;</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>XXXVI. Responses Obtained to the Criterion, &quot;The Candidate Should Have The Opportunity to Interview Children and Parents in Disciplinary Cases&quot;</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>XXXVII. Responses Obtained to the Criterion, &quot;The Trainee Should Have The Opportunity to Work With Exceptional or Deviate Children&quot;</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>XXXVIII. Responses Obtained to the Criterion, &quot;The Trainee Should Have The Opportunity to Help Individual Teachers in The Classroom Program&quot;</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>XXXIX. Responses Obtained to the Criterion, &quot;The Trainee Should Work With Youth Groups and Parent Groups, Such as Boy Scouts, Girl Scouts, P.T.A., etc.&quot;</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>XL. Responses Obtained to the Criterion, &quot;The Trainee Should Have The Opportunity to do Research on a Problem Concerning The School District&quot;</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>XLI. Summary of The Response to The Seven Criteria Included Under The Heading &quot;School Activities&quot;</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>XLII. Responses Obtained to the Criterion, &quot;The Trainee Should be Supervised by The Sponsoring Superintendent or Delegated Administrative Officer and Members of a University Staff&quot;</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XLIII. Responses Obtained to the Criterion, &quot;The Trainee's Work Should Be Evaluated Jointly by The Sponsoring Administrator and the University Staff Member Supervising His Program&quot;</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>XLIV. Responses Obtained to the Criterion, &quot;The Teaching Staff With Whom The Trainee Works Should Evaluate His Work&quot;</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>XLV. Responses Obtained to the Criterion, &quot;The Trainee Should Provide Some Evidence of a Program of Self Evaluation&quot;</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>XLVI. Summary of the Ratings of the Four Criteria Included Under the Heading &quot;Supervision&quot;</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>XLVII. Responses Obtained to the Criterion, &quot;The Trainee Should Receive Graduate Credit for Organized On-The-Job Training&quot;</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>XLVIII. Responses Obtained to the Criterion, &quot;The Trainee Should be Expected to Enroll in a Trainee Seminar at The University Where He is Taking His Work&quot;</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>XLIX. Summary of the Ratings Given the Two Criteria Included Under the Heading &quot;University Affiliation&quot;</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>L. Point in Enrollment at Which a Full-Time Elementary Principal Was Employed in Twenty-Five Ohio Cities</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>LI. Number of Rooms Used as a Factor to Determine The Need for a Full-Time Principal in Twenty-Three Ohio Cities</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>LII. Extent of Development of Programs for The Selection of Elementary Principals in 135 Ohio City School Systems</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>LIII. Responses of the Superintendents in Number and Per Cent to the Question on Interest in Improving the Selection Practices</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>LIV. Responses to the Question of the Selection of Elementary Principal Candidates in 135 Ohio Cities From Outside or Inside the School System</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>LV. Responses to the Question Concerning the Practices Followed With Regard to the Selection of Men and/or Women for the Position of Elementary Principal in 135 Ohio Cities</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>LVI. Responses to the Question About the Practice Followed in 135 Ohio Cities, With Regard to Restricting Selection of Elementary Principal Candidates According to the Type of Teaching</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>LVII. Responses to the Question of Who Selected Candidates for the Elementary Principalship in 135 Ohio Cities</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>LVIII. Responses to the Question on the Use of Interviews in the Selection of Candidates for the Elementary Principalships in 135 Ohio Cities</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>LIX. Responses to the Question on the Use of Field Reports in the Selection of Candidates for the Elementary Principalships in 135 Ohio Cities</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>LX. Responses to the Question on the Extent of use of Written Examinations in the Selection of Candidates for the Elementary Principalship in 135 Ohio Cities</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>LXI. Responses to the Question on the Number and Extent of Development of Programs for Preparing (On-The-Job) the Elementary Principal in 135 Ohio Cities</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>LXII. Responses to the Question Concerning the Interest of Superintendents With Regard to Modifying Their Programs for On-The-Job Preparation of the Elementary School Principal in 135 Ohio Cities</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>LXIII. Responses to the Question on the Length of Time The Selection Programs Had Been in Effect in The Various Cities to July, 1953</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>LXIV. Responses to the Question on the Length of Time On-The-Job Preparation Programs Had Been in Effect in the Various Cities to 1935</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>LXV. Responses to the Number of Persons Having Completed the On-The-Job Training Program and the Length of Time the Program Has Been in Effect</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

STATEMENT AND DEVELOPMENT OF THE PROBLEM

Development of the elementary principalship from the head teacher's or clerk's position to one of community leadership has been relatively slow. The modern elementary principal, it seems, should be a well-prepared, carefully selected person, in order to meet rather rigid requirements of educational-community leadership. The position seems to demand a person who knows and understands good human relations, has an excellent background in curriculum and child development, is able to help the new teacher initiate his career and the experienced teacher develop an awareness of the more modern methods of education. Thus, it can be seen why most educators believe that the position of the elementary principal is one of great importance.

In order to meet these requirements, the wise superintendent no longer "gives" the position of the elementary principalship to the high school coach or some other deserving person. Instead, the modern superintendent carefully selects candidates for the principalship and provides some plan of on-the-job preparation for the prospective principals.

In the broadest sense, programs for the selection of candidates for the elementary school principalship have been in effect since the first person was selected. In other words, some criteria, whether they were personal, political, or otherwise, were used in the initial
selection. The development of well-defined programs, based on defensible criteria has been relatively recent.

Like the evolution of the programs for selecting elementary principals, the development of definite programs for on-the-job preparation of elementary principals has been comparatively recent. Further, there has been a great deal of confusion as to what constitutes an on-the-job training program. In some school situations the programs are termed "internships." In other cities the on-the-job programs have been called "cadet training programs." Still other superintendents have not attempted to name their plans but have stated that their candidates go through an on-the-job training program. Admittedly, there is a difference between the basic concept of an "internship" and a regular on-the-job training program. This difference will be brought out in this study. However, it is interesting to examine some of the antecedents of the development of the on-the-job preparation programs for training young principals. The "internship," as conceived by some professional groups, may have been used as a guide in the development of certain on-the-job training programs.

Other professions have been convinced of the need for practical, supervised training for their future practitioners for many years, or have recently become interested in improving the position of their executive selection and training program. A study of medical education shows that the early doctor of medicine foresaw a need for practical work beyond college training that could be supervised by men who had been successful in the field. More recently, these periods of intern-
ship, or cadet training, have been designed on flexible schedules according to the areas of specialization.

In addition to the field of medicine, leaders in the area of business administration have become increasingly aware of the need for executive selection and development. Many of the large industrial concerns have instituted programs for the selection and preparation of executives.¹

Paralleling the development of the industrial programs for training school administrators, several universities have developed internship programs. Programs at Teachers College, Columbia, and The University of Maryland provided internship experience for candidates for any administrative position.² The program at the Southern Illinois University covered internships for teachers, supervisors, and administrators.³

Internship programs have become increasingly important in the field of educational administration. In fact, at least one educator believes that "the administrative internship as part of a man's training is here to stay and is due to expand widely."⁴

¹ Personnel Divisions of: Detroit Edison, Ford Motor Co., General Motors Corporation, Detroit, Michigan.


Following the development of the selection and training programs of other professional groups and certain universities, a few Ohio city superintendents have designed programs for selection and on-the-job preparation of the elementary school principal. These programs differ from the accepted definitions of "internships" only to the extent that (1) the programs for selection and on-the-job training have not been initiated by a university or formal academic training group, and (2) there is no formal connection with a university staff for supervision. Generally speaking, these programs developed by the superintendents have come into being because of a recognized need for better methods of selecting and on-the-job preparation of the new elementary principal.

Regardless of the sponsoring groups or type of training program, the prime purpose of the various plans has been to produce a better end-product through the selection and training of more capable executives.

STATEMENT OF THE PROBLEM

The process of developing programs for the selection and the on-the-job training of elementary school principals has been slow and difficult. The writer believes that a definite contribution to the educational pattern of Ohio might be made if several questions with regard to such programs could be answered.

Foremost among these questions is one that relates to the present scene. In what Ohio cities are there programs for the selection and on-the-job preparation of elementary school principals?
Naturally evolving from this question is another question. What are the distinguishing characteristics of these programs? At the same time, it would be valuable to know the thinking of various members of the education profession with regard to the development of selection and on-the-job preparation programs. Thus, the primary objectives of this study will be threefold. These objectives are: (1) to locate the various programs for the selection and on-the-job preparation of elementary school principals now in effect in Ohio cities; (2) to evaluate the existing programs in light of criteria for such programs as recommended by teachers, professors, principals, and superintendents; and (3) to develop a guide relating to programs for the selection and on-the-job preparation of elementary school principals, which can be used by Ohio city superintendents to plan such programs.

IMPORTANCE OF THE STUDY

The outcomes of a study which opened the way to better leadership in the elementary schools should be of immediate importance to at least six groups of people. Elementary principals, teachers, superintendents, children, parents, and professors of educational administration should benefit from better leadership in the elementary school.

Importance to The Elementary Principal

A beginning elementary principal faces a myriad of problems which must be solved in order that he may be secure in his position. Usually, the new elementary principal has been left alone to face these problems. He has been forced to make decisions relating to personnel, discipline, policies not covered by board of education rulings, and
his own actions in the role of principal. If in the selection process a strong, resourceful person has been selected, the new principal may pull through the initial stages of the work. Thus, a well-defined selection program would be important to those persons who aspire to be principals. Such a program would provide some assurance that only the better candidates would be selected.

Even the better candidates may become still better principals if, in the initial stages of the principalship, they receive some well-planned supervision of their work. The opportunity to gradually work into the responsibility of the principalship might be helpful to practically all beginning principals. Thus, a well-defined on-the-job training program might be of extreme value to the new principal.

Importance to Elementary Teachers

A study related to determining methods of better selection and on-the-job training should be of immediate importance to the elementary teacher. Ordinarily, it has been recognized that the important outcomes in education are directly related to the work of the classroom teachers. If the teacher is happy, well-adjusted, and well-trained, one other major activator for successful teaching experience may be the relationship between the principal and teacher. It has been stated that "the teacher load never seems heavy when a friendly, happy atmosphere prevails in the school." It would seem that a "friendly, happy

---

atmosphere" could best be developed under the direction of understanding and intelligent leadership. It must follow that the development of well-defined programs for the selection and on-the-job training of elementary principals would provide better leadership. Thus, through better and more understanding leadership, the teacher would receive certain benefits.

**Importance to Superintendents**

As will be pointed out in more detail later in this chapter, it has been quite possible that the superintendents of Ohio cities have had to select more persons for the elementary principalship during the past ten years than for any other administrative position. Lately some superintendents have been placing more emphasis on the leadership role of the elementary principal. Since the elementary principal often acts in close relationship with many parents, he becomes an important public relations man in the school system. In the writer's opinion, the status of the elementary principalship has grown greatly in the eyes of most superintendents. Therefore, it behooves all city superintendents to select the best possible candidates for the elementary principalship. Further, on-the-job training would help the trainee to develop a sound administrative philosophy, which in turn should prove valuable to the superintendent.

**Importance to Children and Parents**

Most parents want their children to have the best educational training that can be given to them. Furthermore most children want to learn. However, they like to learn in an atmosphere which reflects
warmth and understanding. The development of well-defined selection and on-the-job training programs certainly could add to the possibilities of employing and training persons whose prime educational goal would be to help provide the best education possible for the child in an acceptable school atmosphere.

Importance to Persons Training Prospective Principals

Certainly, professors of educational administration have a deep interest in providing better leadership and candidates for the elementary schools. The staff members of various educational institutions have been interested in training which goes beyond the classroom for some time.

Newell states that university professors began to explore the possibilities of such programs (internships) early in the 1940's. In fact, during the school year of 1947-48, five universities offered internship programs. Some of the university programs provided that an intern should carry extensive administrative responsibilities, whereas others provided only for observation; some provided for supervision of the intern by the sponsoring administrator and university coordinator, whereas others provided none; some provided for substantial amounts of university credit, whereas others provided none.7


7 Loc. cit.
Baber indicated that as late as 1953 the internship programs were still in the formative stages. As suggested earlier, the internship program may be considered as related to the on-the-job programs described in this study. The part of the internship program which might be thought of as synonymous with the on-the-job training would be the actual job experiences of the trainee. On-the-job training programs and internships should provide the professors of educational administration an opportunity to evaluate the candidates more effectively and to examine their own educational theories of instructing young administrators.

The origin and plans of the selection and on-the-job preparation programs existing in Ohio cities are shown in the main body of the study. If the results of the study give some insight as to how selection and on-the-job preparation programs can be developed to provide effective leadership, or a clearer picture of methods of training young leaders, it will make little difference whether the programs are called "cadet," "on-the-job," or "internships."

It seems reasonable to assume that a prospective administrator who has been carefully selected and properly trained on-the-job, will be much better able to carry on when he becomes a principal. Further, if proper guidance is given, the trainee should develop excellent principles to guide himself in his future work. Thus, a better-trained principal should be an asset to the educational profession.

---

THE NEED FOR SELECTION AND ON-THE-JOB
PREPARATION PROGRAMS

The heavy birth rate of the war years has caused a large increase in the number of children attending the elementary schools of Ohio, as well as the United States. Statistics supplied by the Elementary Division of the State Department of Education in Ohio show that during the school year of 1947-48 there were 718,737 pupils enrolled in grades one through eight. By the beginning of the school year of 1953-54, the enrollment had increased by 237,433 children. Thus, there were 956,170 children enrolled on Ohio's elementary schools at the beginning of the 1953-54 school year. Assuming there were thirty pupils to one teacher, such an enrollment increase would mean a need for approximately 7,900 more elementary teachers over a six-year period. It would follow that a substantial number of elementary principals would be needed to supervise the additional teachers who work with children.

Further, evidence from the Bureau of Vital Statistics of the State of Ohio indicates that the birth rate has been continuing its climb from the low figures of the pre-World War II years. During the calendar year 1952, a total of 206,779 children were born. This figure was larger in the calendar year of 1953 when 210,727 children were born. Projecting these figures through a six-year period would give a picture of continuing need for more buildings, teachers, and principals.

Jenkins' study gives some data regarding the number of persons entering the administrative position of elementary principal in a one-
Jenkins shows that in the one-year period, 1951-52 through 1952-53, eighty-nine persons entered the Ohio city elementary principalship for the first time. In addition, six persons changed from another educational position to the principalship, making a total of ninety-five new principals selected in a period of one year. Thus, it would seem that there is, and will be, a definite need for selecting and providing on-the-job training for an increasing number of elementary principals throughout the State of Ohio.

The second major reason for the need for programs for selection and on-the-job preparation relates to the important task of improving leadership among school administrators. In the educational profession, there has usually been some continual effort made to improve the educational offerings. One means of improving educational offerings might be to provide better-trained leadership. Neffeman, when referring to on-the-job and internship programs, states:

In the direction of instruction which constitutes the principal's major responsibility, our training programs have relied far too implicitly in telling the principal what to do rather than showing him how to perform his functions. The training program must include actual practice in the work of the principal under the guidance of the faculty of the school of education and the immediate direction of a competent principal in any practical school situation.

9 David F. Jenkins, "Changes in Personnel in Public School Administration in Ohio for the School Year 1952-53" (Columbus: School-Community Development Study, December, 1953), Table 4 (mimeographed).

Thus, the development of well-planned, supervised programs for on-the-job training might be one answer to providing more effective leadership for the elementary schools of Ohio.

DEFINITION OF TERMS

During the course of the study, several terms, or words, have been used quite freely in describing certain phases of the work. In order for the reader to understand the meaning of these words and/or phrases, they are defined in the following paragraphs.

Internships

As has been pointed out early in this chapter, the term, internship, is usually thought of in regard to other professions, such as medicine. Originally, the term was used to "designate students who boarded at the school where they studied . . . ."\(^{11}\) Over a period of years, however, the term came to mean "a period of professional education designed for helping a student make the difficult transition from his studies in school to actual practice in the field of his profession."\(^{12}\) Thus, it is generally assumed that an "internship" is initiated by an academic institution; further, that a substantial part of the supervision of an intern's work is done by the staff of the university initiating the program. The internship in school administration may be defined as a period of training after or conterminous with graduate work, during which the intern has the opportunity to work in a practical

\(^{11}\) Clarence A. Newell, op. cit., p. 92.

\(^{12}\) Loc. cit.
school situation under the supervision of the university advisor, as well as the immediate school administrator.

**On-The-Job Preparation Program**

Throughout this study, the descriptive phrase, "on-the-job preparation program," has been used to describe a period of training coming after formal academic work, in an actual school situation where pre-planned structured experiences have been developed and supervision by the school district is furnished. The on-the-job program differs from the "internship" previously described only to the extent that there is no formal university connection. In other words, such a training program may have been developed by any superintendent or board of education without taking into consideration university supervision or direction.

**Elementary Principalship**

For the purpose of this study, the term, "elementary principalship," has been used to describe a full-time administrative position as educational leader in the elementary schools of the State of Ohio.

**Host**

Throughout the study the word, "host," has been affixed to various nouns; such as, host superintendent, host board of education, and host school district. In every case, the term was used to indicate that the person, persons, or school district provided the place for and/or developed the selection and on-the-job training program for the "trainee" as part of his job.
City

For the purpose of this study, the word, "city," was used to describe any school district which had 5,000 or more inhabitants according to the United States Census of 1950. In the State of Ohio, there were 135 such city school districts in 1952.

Selection Program

The words, "selection program," were used to indicate that there was an actual predetermined series of procedures to go through before a person was selected for the positions of elementary principal, cadet, trainee, or assistant principal.

SCOPE AND LIMITATIONS OF THE STUDY

The plan for the study was designed to cover the various city school districts within the State of Ohio. It was thought that the size of a city would have an important bearing on the development of the programs for selecting and preparing elementary principals. In other words, it seemed doubtful that the village or rural school superintendents would find the development of selection or on-the-job preparation programs very helpful, since they so infrequently select new/or replacement principals. Thus, the basic plans of the study were set up to survey the various Ohio cities as defined in the preceding section of this chapter.

The study was limited to the selection and on-the-job preparation of elementary principals in the Ohio cities. No attempt was made to include an analysis or evaluation of any program which did not directly affect the elementary principal.
REVIEW OF RELATED STUDIES

Although there have been several studies during the past few years which have some relationship to the study as presented here, the writer believes that none of these works has been directed to the problem as explained in an earlier section of this chapter. Several handbooks and pamphlets have been developed which bear directly on the program of selection and preparation of the school administrator. In each, however, these pamphlets have been directly associated with the "internship." Newell and Will prepared "The Intern's Handbook" in May of 1950.13 Neal prepared a handbook describing a university program on graduate internships in 1950.14 Another handbook was developed by Newell as part of the work of the Middle Atlantic Region of Cooperative Programs in Educational Administration.15 These handbooks and descriptive programs have all been directed to defining a program for "internships" in educational administration. The material in these pamphlets relating to the on-the-job phase of the internship programs was helpful in determining the activities that trainees should experience in on-the-job preparation programs.

The study, as presented herein, differs from the handbooks in that it was aimed primarily at Ohio city school systems, with the

---


basic purpose of aiding the superintendent within these cities to set up detailed plans for selection and on-the-job preparation programs. The criteria developed in the study were derived from analyzing existing programs, as well as theory about such programs for selecting and preparing elementary school principals. Further differences are:

1. the selection and on-the-job preparation programs described herein were directed toward the elementary principalship; (2) the suggestions and thinking of nearly 135 Ohio city superintendents and other professional persons provided the basic data for this study.

A study somewhat related to this one was completed by Waterhouse in 1938. Waterhouse was of the opinion that a training program for principals might be patterned after the regular practice teaching program. He developed the idea in a master's thesis entitled "Training Elementary School Principals." Waterhouse surveyed several city school programs in the United States. With the data collected and the work he was doing, he developed a program for training elementary school principals for the city of Akron. The program, somewhat modified, has been continued in the Akron school system since that time.

The relationship of this study to that of Waterhouse's is that the "Akron system" of selection and on-the-job preparation programs was included. The study, as presented herein, is broader in scope and

---


17 Loc. cit.

18 Loc. cit.
more detailed in analysis of existing programs. Further, an attempt was made to provide a working procedure for any city superintendent to use in planning selection and on-the-job preparation programs.

SOURCES OF DATA

The primary source of data used in this study was from questionnaire materials which were secured from the city superintendents in the State of Ohio. There were two major questionnaires which were sent only to city superintendents. In addition, records and other data of the School-Community Development Study were used as a basis for determining the present status of the Ohio city elementary principal. A more detailed explanation of the School-Community Development Study data will be given in Chapter II. In addition, a list of criteria relating to selection and on-the-job preparation programs was developed. A more comprehensive description of the development of the criteria and selection of persons to receive the criteria will be found in Chapters III and IV. Several informal interviews with superintendents were used to gather data. In addition, one formal interview with the superintendent was held.

These instruments and steps discussed above were used in a planned sequence in order to obtain the data in some usable order. A copy of each instrument, covering letters, and other material will be found in the Appendix.

Initially, the primary questionnaire, as developed, was tested by certain members of the School-Community Development Study. These persons filled out the questionnaire, checked for time involved and
clarity of questions. After approval, the instrument was sent to each of the 135 Ohio city superintendents. After a substantial waiting period, a follow-up letter was sent to those superintendents who had not returned the questionnaire. Further, a summary of the results of the questionnaire was mailed to all the superintendents who had indicated an interest in receiving it.

From the returns of the first questionnaire it was possible to determine which school district should receive the second, more detailed instrument. The second instrument was designed to collect more detailed information regarding the partially-defined and well-defined programs of selection and on-the-job preparation located through the first questionnaire. A more complete description of the development of the second questionnaire may be found in Chapter VI. When approved, the second questionnaire was sent to those city superintendents who had stated that they had either (1) a well defined program of selection and/or on-the-job preparation for the elementary principal, or (2) some appropriate policies for the selection and on-the-job preparation of the elementary school principal but had not developed a well-defined program. A total of forty-eight questionnaires were distributed. A short follow-up letter was mailed to those superintendents who did not answer within a reasonable period of time.

The next major step was an interview with the superintendent of the city which seemed (from the questionnaire) to have the most extensive program for the selection and on-the-job preparation of the elementary school principals. The interview was used to provide fill-in material as well as to check the communication values of the ques-
tionnaire with regard to the city involved.

In order to sample the thinking of various groups of people who work directly in the procedures of selection and/or preparation with the elementary school principal, a criteria rating sheet was prepared. The check list was designed to test thinking about the selection and on-the-job preparation of the elementary school principal. The check list was sent to selected superintendents and professors who were engaged in selecting and training elementary school principals, principals who had been engaged in such programs, and teachers who had worked with principals who had been selected or were going through an on-the-job training program.

OVERVIEW OF SUBSEQUENT CHAPTERS

Chapter II is presented to give the reader a brief history of the elementary principalship and some of the antecedents of the existing selection and on-the-job preparation programs in Ohio. The materials presented in Chapters III and IV are summaries and analyses of the ratings given the criteria for selection and on-the-job preparation programs by the persons queried. Chapter V gives an overview of the present practices with regard to the selection and on-the-job preparation of elementary principals. The material contained in Chapter VI gives a detailed picture of the programs for selection and on-the-job preparation at the time the data were gathered. Chapter VII is an analysis of the existing programs for selection and on-the-job preparation in light of the criteria presented in Chapters III and IV. The summary and conclusions are presented in Chapter VIII.
Chapter IX is designed to provide a guide for planning, selection and on-the-job preparation programs.
CHAPTER II

A BRIEF HISTORY OF THE ELEMENTARY SCHOOL PRINCIPALSHIP
AND PROGRAMS FOR SELECTION AND ON-THE-JOB
TRAINING IN OHIO

The material contained in this chapter was gathered in order to give the reader a picture of the historical aspects of the problem. The data for the major sections of this chapter were found in publications dating as far back as 1935 and as late as May, 1954. The major portion of the chapter will be devoted to tracing the development of the elementary principalship, and the selection and on-the-job preparation programs in effect in Ohio cities.

EVOLUTION OF THE ELEMENTARY SCHOOL
PRINCIPALSHIP IN OHIO CITIES

The amount of written material recording the development of the elementary principalship in Ohio cities was very limited. However, it can be expected that the evolution of the principalship followed closely the pattern of development throughout the United States. In a sense, the evolutionary pattern shown on the following pages was also a picture of the growth of the educational system throughout the United States. In reality, the first schools were "elemental" in nature; that is, the basic subjects of reading, writing, and numbers were taught.

Without tracing the entire educational history of American
schools and the school principalship, it is sufficient to say that there were several stages in the development of the schools from the religious schools of yesterday to the public schools familiar today. Along with the growth of the school system, there was the closely correlated evolution of the elementary principalship.

Crouch listed five stages in the evolutionary process of the principalship. These steps and the chief duty of each were:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Chief Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One teacher . . . . . . . . . .</td>
</tr>
<tr>
<td>2.</td>
<td>Head teacher . . . . . . . . .</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching principal (part time)</td>
</tr>
<tr>
<td>4.</td>
<td>Building principal (full time)</td>
</tr>
<tr>
<td>5.</td>
<td>Supervising principal (full time)</td>
</tr>
</tbody>
</table>

Although, to the writer's knowledge, it has not been defined, a sixth stage has been evolving during the past few years. Such a stage might be called the "school-community leader" step in the growth pattern.

It would follow that as the principal's role changed, so changed the duties and responsibilities of the personnel involved. A brief description of the duties and responsibilities mentioned in the preceding paragraph follows. The information used in these descriptions

---

was obtained from three major sources.²

Responsibilities of the One-Teacher Stage

In the first stage, the one-room school, the teacher usually had many duties. In addition to the instructional task, there were often many other jobs which are now considered to be custodial in nature. In addition, the teacher had to make out the administrative reports that were needed.

Responsibilities of the Head-Teacher Stage

A definite change was needed when the centers of population began to grow, and when more children were enrolled. The simple pattern of the past could no longer be functional. In some of the school centers there were several masters, or teachers, within the same building. The most logical step was to appoint one of the masters to be "head master" or head teacher. The head teacher had the prime task of teaching, plus minor administrative tasks; such as, making out forms, distributing the pay, and, in some systems, setting down school needs in order that all the rooms might be supplied. As the school enrollments continued to grow and other duties increased, it became evident that additional time would be needed to develop some form of organization.

Responsibilities of the Teaching-Principal Stage

The next logical step in the growth process was to free the head teacher during part of the school day, in order that he might accomplish his administrative tasks. Thus, the responsibility of the person serving as part-time teacher plus part-time principal was divided during this stage. Certainly, such a plan must have been extremely frustrating since, in the writer's experience, administrative problems do not always occur during any particular part of the school day. The addition of more administrative tasks and book work was probably the major cause of the next step toward the present-day concept of the principalship.

Responsibilities of The Building-Principal Stage

The fourth stage in the development was brought about by the mass of paper work and the addition of more rooms and larger enrollments. The building principal was definitely a paper and supply administrator. The prime duty of the building principal was to provide for the non-educational needs of the school.

Responsibilities of The Supervising-Principal Stage

Educational leaders were among the first to recognize that the role of the building principal usually did not contribute much to the educational growth of the children of the school. In addition, there was a need for cooperative efforts among the teaching staffs and some leadership and creative efforts in the classroom. Thus, the fifth stage came into being. The supervising principal's primary duties were directly connected with the supervision of instruction. In order
to do such work, the supervising principal had to be better trained than his four counterparts. Training for the supervising principal was designed to include human relations, as well as professional academic work.

If the sixth stage as defined by the writer were accepted, the position of the principal and his responsibilities would be greater than before. The supervising principal would have to add to his duties of instructional guidance the responsibility of community leadership. Thus, the "school-community leader" type of principal would be another step in the growth stages of the elementary principalship.

The descriptions presented previously of the various stages in the evolution of the elementary principalship should not imply that the growth has been completed in all geographical areas. It may be assumed that each of the six stages exists throughout the school systems of the State of Ohio.

Reasons for the Changes in the Duties of the Principal

Although, over a period of years, there have been many different factors contributing to the need for changing the concept of the principalship, the major reason seems to have been directly related to growth in school population. Pierce states:

The growth of cities, which became marked about 1830, continued at such a rapid pace in the subsequent decades that school enrollments were multiplied many times. The problems in administration thus created made so many demands on the time of the superintendents that they were unable to give personal attention to the management and supervision of local schools. The logical step was to turn local management of schools over to the principals.®

® Pierce, op. cit., p. 7.
Among the other reasons for change, Pierce cites:

Prominent among these were . . . the grading of schools, the consolidation of departments under a single principal, the freeing of the principal from teaching duties, recognition of the principal as the supervisory head of the school, and finally the establishment of the Department of Elementary-School and Secondary-School principals within the National Education Association.4

Whatever the reasons, the change from the one-teacher to the school-community leader type of principal has been very gradual. Further, in some Ohio cities, the status of the elementary principal has moved along at a similar slow rate of development.

It has been previously mentioned that all six types of the principalship probably exist in the State of Ohio. However, it is very improbable that all the various stages exist within the major cities of Ohio. Most likely, the majority of the principalships within Ohio cities are either the building-principal, supervising-principal, or school-community leader type. Regardless of the type of principalship, the selection of candidates has most likely been a problem from the beginning.

A BRIEF HISTORICAL DEVELOPMENT OF REQUIREMENTS FOR SELECTION OF PRINCIPALS

Certainly, since the first principal was selected, there have been some requirements or series of requirements the candidate had to meet. Of course, it is recognized that in the early days the require-

---

4 Pierce, op. cit., p. 16.
ments were little more than political in nature. Fortunately, more and more emphasis has been placed on the need for a wise selection of the elementary principal. The development of the selection programs from the political appointment to the justifiable educational qualifications has been slow.

**Historical Methods of Selection**

With recognition of the principalship, the first methods of selection came into being. Pierce states, "In Providence in 1800, principals were elected in the town meeting." According to Pierce, the city board of trustees of Cincinnati, Ohio was among the first to adopt the policy of placing all departments under one school head. Thus, the first elementary principalship was established in Ohio.

The action by the Cincinnati Board of Trustees meant that, in some fashion, someone had to select the principals, or head masters. As late as 1857, Pierce says that "principals were nominated in Cincinnati by school trustees." About the same period of time, other cities were following a similar pattern of selection. It was near the end of the nineteenth century that the first refinements in the selection of principals began.

The city of Cincinnati was among the first of the large cities,

---

5 Pierce, *op. cit.*, p. 152.


on the national as well as the state level, to adopt some form of selection of candidates other than by hit or miss. Examinations were introduced in the selection process in Cincinnati as early as 1838. The examinations covered "English grammar, reading, spelling, handwriting, geography, and arithmetic . . . . Apparently the examinations were largely oral . . . and one member of the board conducted the examination in each subject."9

After the developments made by the Cincinnati group, no evidences of progress in the methods of selection in the state of Ohio were found until the work of Waterhouse in the late 1930's. Actually, Waterhouse's major concern was the on-the-job training of the principal. However, a study of Waterhouse's thesis showed a definite concern for selection when he stated, "... the manner of appointment of elementary school principals has been, by and large, a practice that can no longer be defended."10

Upon the recommendation of Waterhouse, the Akron Board of Education adopted some policies which have provided the basis for most of the selection and on-the-job training programs in Ohio today. Unfortunately, there was no written record of the policies adopted. However, the personnel now working in the Akron School System, who were also members of that system in 1935-38, verbally described their

8 Ibid., p. 153.
9 Ibid., p. 153.
10 Waterhouse, op. cit., p. 32.
recollection of the program to the writer. A description follows.

Prior to February, 1953, the selection of "cadet" principals in the Akron School System had been accomplished on an informal basis by:

1. Principal or supervisor's recommendation to the central office personnel.

2. Interviews of those persons recommended by a committee from the central administrative staff.

After evaluating the candidate during the interview, the central administrative staff selected the persons to be considered as "cadets" for the ensuing year. Due consideration was given to the recommendations of the principal or supervisor.

According to information furnished in a letter from the Director of Research of the Cincinnati Public Schools, the administration within that system used a plan similar to Akron's until 1949 or 1950. Sometime during the period of 1949-50 the Superintendent of the Cincinnati Public Schools approached the Director of the Evaluation Division of The Bureau of Educational Research at The Ohio State University and asked that the members of the Evaluation Division prepare a written examination, of the essay type, to be used in the selection of candidates for principalships.

At the same time, the Cincinnati Board of Education adopted an objective examination as another part of the selection process. A complete description of the selection program of the Cincinnati Public Schools, which was one of the most well-defined programs in the state of Ohio, will be found in Chapter VI.
A BRIEF HISTORY OF THE DEVELOPMENT OF PROGRAMS FOR ON-THE-JOB PREPARATION OF THE ELEMENTARY SCHOOL PRINCIPAL

In developing an historical description of the programs of on-the-job preparation of the elementary school principal in Ohio, it was very difficult to establish the location of the first training program. The major reason that difficulties were encountered was that some superintendents considered an on-the-job training program to be their conferences, at infrequent intervals, with the new principals. Actually, the writer thought a well-defined on-the-job preparation program to be one in which certain definite policies were adopted by the board of education, and one which was well thought through by the administration and board members. Thus, the rather general definition described above was used to determine the first on-the-job preparation program in the State of Ohio.

Beginning of On-The-Job Preparation in Ohio Cities

According to available data, the first program for providing on-the-job preparation for the elementary principal was put into effect in Akron, Ohio in (circa) 1935. The program was, in a sense, the dream of the Superintendent of the Akron Public Schools and some members of the faculty of The Ohio State University. A study of Waterhouse's thesis would indicate that he had in mind a plan for training cadets under master principals. In fact, Waterhouse stated:

The desirability of organizing a part of the principalship course under the direction of master principals is unquestioned. Every prospective principal must have the opportunity of close association with at least two or three principals who thoroughly
understand the new trends in educational philosophy.\textsuperscript{11}

Another example of Waterhouse's strong beliefs about the value of a well-defined on-the-job training program was shown when he said, "Such a practice will reduce materially the cost otherwise reflected in inefficiency or failure to organize the training of inexperienced principals."\textsuperscript{12}

From such beliefs, and following in-service training patterns of other professions, the first well-defined on-the-job preparation program in Ohio was created.

A Description of the Akron Plan

Waterhouse described the "Akron Plan" as follows:

Cadet principals, then, are teachers who have been selected for a year's training for an elementary school principalship. During this year the cadet principals continue with the usual salary increment given in accordance with the salary schedule, but they are not assigned definitely to any one building as teacher or ass't principal. Instead, an effort is made to provide a comprehensive experience in the broad field of elementary education, not only in the several types of school organizations in Akron but also, as far as possible, in typical elementary schools of other cities.

The individual needs of the cadet principals require extreme flexibility in planning their experiences in order to achieve the objectives of the program. Consequently, the work of the group is directed and coordinated by a member of the administrative staff, the executive assistant in charge of elementary education.

During the first semester the cadet principal works in an elementary school under the guidance and direction of the building principal . . . .
Approximately six weeks during the year the cadet principal serves as a substitute teacher in from ten to fifteen schools for the purpose of general orientation with curriculum, methods, pupil and teacher problems. Approximately four weeks during the year, the cadet principal observes in from ten to twenty schools to study methods of superior teachers.

As part of his observation he spends one day in each of several places:

He observes at Goodrich School (a school for deviate children).

The cadet principal gives one day to Bryan School (an ungraded school). Another day at Spicer Demonstration-Laboratory School (a school for sight-saving and University of Akron teacher training).

Howard training school is Akron's vocational school for boys and the cadet principal spends one day there.

The cadet principal spends one day at a high school of his own choosing.

He visits, of course, selected elementary schools that have special programs of particular interest to him. He observes also a teacher of French and a teacher of speech in the elementary schools.

The cadet principal visits headquarters, (central administration of Akron Schools), studying the work of the professional library, curriculum laboratory and textbook department, the attendance department, the school dentist and the administrative and supervision office.

Textbooks and supplies are received in and dispersed from the board of education warehouse where the principal spends another day. Each cadet divides his time during the second semester between two elementary schools of different type (social, economic, administrative differences).

The cadet principals attend all staff meetings which regular principals attend.

Insofar as such a program is possible, the cadet principals make a study of elementary education in other cities.

These excerpts describing the program of cadet principalships give some idea of the "Akron Plan" as it was in 1938. A complete description of the present Akron plan, and developments from the
beginning described above, will be presented in Chapter VI.

SUMMARY

The development of the elementary principalship in Ohio, as well as the nation, has been a slow evolutionary process. The development of the principalship has paralleled the growth of the school systems in pupil population, as well as complexity of curriculum content. The evolutionary process has gone through five stages, and it seems that it will go through a sixth stage. These stages were: (1) one-teacher, (2) head-teacher, (3) teaching-principal, (4) building-principal, (5) supervising-principal, and (6) school-community leader.

The development of selection programs for candidates for the principalship has followed the evolution of the responsibilities and duties of the principal. The early selection programs were political in nature. Oral examinations were used in some cities as a step in determining the selection of a candidate. In other cities, written examinations relating to history, spelling, and grammar were used, in addition to subjective judgment, to select candidates. From the cities examined, it would seem that the Board of Trustees of the City of Cincinnati were among the first in Ohio, as well as the nation, to define the principalship and initiate some form of selection program.

Well-defined on-the-job preparation programs have been in effect in Ohio since around 1935. From the material examined, it would seem that the Akron Plan was the first of such programs in the State of Ohio. The plan was conceived as a training period under the tutelage of master elementary principals. The plan involved a period of train-
ing of one year for the candidate for the elementary school principalship.
CHAPTER III

AN ANALYSIS OF THE RATINGS GIVEN THE CRITERIA FOR THE SELECTION OF CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

During the search through the literature pertaining to the selection of elementary school principals, it became evident that opinions about the subject varied greatly. Some of the basic opinions were in direct conflict. In some cases the recommended requirements for selection were so general that any person could be selected. Conversely, the requirements were so specific and demanding in other suggested programs that a prospective candidate might be discouraged. Definitely, the suggestions and recommendations for selection programs covered a range from very general to very specific. Since the range was so great, it was decided that a group of criteria should be developed to measure thinking about some important factors with regard to the selection of the elementary school principal.

DEVELOPMENT OF THE INSTRUMENT

Initially, all the material mentioned above was screened for suggestions concerning the selection of the elementary school principal. During the screening process, each statement that could be considered a criterion was extracted. The criteria were typed on standard 3 x 5 cards.
A group of principals, superintendents, and other persons who were interested in training elementary principals were asked to sort the cards, in order to give a value rating from low to high for each of the criteria. After sorting, a record was made of the order, and the cards were again submitted to a group of persons who were interested in the selection of elementary principals. For the second sorting, the persons were asked to eliminate those statements which seemed to be of low value and/or duplicated a thought expressed in another statement. From the original list of 140 statements relating to selecting an elementary principal, a total of fifty criteria were selected.

The final step was to eliminate all statements, which, from the writer's point of view, were either duplicative or conflicting. Thus, a short list of criteria pertaining to the selection of candidates for the elementary principalship was assembled. A value scale was applied to each criterion and provisions were made for the recipient to mark the scale in one of five categories.

The scale for marking was developed as follows:

0 - of no importance when selecting a candidate
1 - of minor importance when selecting a candidate
2 - might be expected in most cases when selecting a candidate
3 - fairly important when selecting a candidate
4 - of utmost importance when selecting a candidate

---

1 Appendix A.
After the criteria were duplicated, they were prepared for mailing with a covering letter from the Director of The School-Community Development Study.2

**SELECTION OF PERSONS TO RATE THE CRITERIA**

During the development of the criteria, it became evident that at least four groups of professional people would be immediately interested in the statements. Further, it was expected that the thinking of the individuals in these four professional groups would be of value to the study. The groups selected were:

1. Elementary principals
2. Professors of educational administration
3. Superintendents of schools
4. Elementary school teachers

The selection of individuals within each of these groups, to whom questionnaires were to be sent, was determined by setting up certain qualifications. A statement and explanation of these qualifications follows.

**Elementary principals**

In the second questionnaire, the superintendents were asked (1) to list the names and addresses of any elementary school principals who had gone through a selection and/or on-the-job training program, and (2) for permission to contact those persons for the purpose of

---

2 Appendix B.
obtaining their opinions with regard to such programs. Many of the superintendents listed names and addresses of several principals who met the qualifications. In order to sample the thinking of a substantial number of these persons, it was decided to send the questionnaire to all those principals who worked in a city where programs for selection and/or on-the-job preparation were well defined, and where at least three persons had gone through the program. A total of thirty-seven elementary school principals were asked to mark the instrument. Thirty, or 82 per cent of those queried, answered the questionnaire.

Professors of Educational Administration

During the early fall of 1953, the writer attended the annual meeting of the National Conference of Professors of Educational Administration. While at the meeting, a list of the membership of the group was obtained. Thirty-one names, from the membership list, known through their writing and positions to be especially interested in the selection and on-the-job training of elementary school principals were selected. From the thirty-one, a total of nineteen, or 63 per cent, of the questionnaires were returned.

Superintendents of Schools

The returns from the original questionnaire gave a fairly clear picture of the number and extent of the development of various selection and on-the-job training programs throughout the state of Ohio. Through the second questionnaire, it was possible to further define and evaluate the various programs. Thus, from the results, it was
possible to select a representative group of eighteen Ohio city
superintendents to receive the questionnaire. A total of fourteen,
or 78 per cent of those queried, returned the questionnaire.

**Elementary School Teachers**

Recognizing the difficulties inherent in an attempt to select
a group of elementary teachers to rate the criteria, it was decided
that several superintendents should be asked to do the selecting.
One basic qualification was given to the superintendents of five
large Ohio cities. The superintendents were asked to select teachers
who had worked with principals who had gone through some form of
selection and/or on-the-job preparation program. The number of
teachers selected from each city was in direct relation to the number
of elementary principals from that city who had been asked to rate
the criteria. From the total of forty-five teachers to whom the
statements of criteria were sent, thirty-eight, or 85 per cent, were
returned.

An analysis shows that in each of the four professional groups
the criteria relating to the development of selection programs were
sent to persons having some experience or interest in selection and/or
on-the-job preparation programs. No attempt was made to separate the
two groups; that is, to send the selection criteria to those persons
who had experienced only a selection program. Instead, the criteria
were sent to persons who had gone through some selection program or
had gone through an on-the-job preparation program. Thus, the instru-
ment was sent to all persons who, in the writer's opinion, could give
some valuable thinking when rating the criteria in the questionnaire.

**COMPARISON OF THE RATINGS GIVEN THE VARIOUS CRITERIA**

**BY THE PROFESSIONAL GROUPS**

In order to provide some method of comparing the ratings given the criteria by the members of the various groups, the individual returns were summarized and recorded under the different degrees of importance described earlier in this chapter. In addition, the arithmetic mean for each professional group marking each criterion was calculated. In these calculations of the mean, all figures were rounded off to the nearest tenth of a point. Summaries of the total number of persons responding, the number of each group marking each degree of importance on the scale, and the mean for each group may be found in the tables.

Throughout the construction of the tables, there were some obvious irregularities with regard to the total numbers of persons reported to have returned the questionnaire and the totals shown in the tables.

It will be noted that in some cases the totals shown for each professional group indicate that more persons had answered the questionnaire than was reported earlier in this chapter. In other cases, the figures in the total column were less than the number of persons reporting. These irregularities may be explained by recognizing the following factors:

1. In a few cases the person reporting wished to mark more than one of the five ratings provided.
2. Some of the persons rating the individual criterion did not mark each statement. No explanations were given for the omissions.

Previous Experience and Education

Five basic statements were provided for the various professional persons to mark with regard to the previous experience and education of the candidate. Table I shows the responses of the persons queried with regard to the candidate's academic training. The criterion was: "The candidate should have completed his Bachelor's degree and have some work on the Master's degree, majoring in elementary education." The range from the lowest mean rating—professors, 3.2—to the highest—superintendents, 3.9—was small. The teachers gave a rating of 3.7 and the principals a rating of 3.6. In general, all four professional groups rated the criterion as very important in the selection of a candidate.

There were several comments regarding the criterion. They are reported in the following paragraphs. One principal expressed a rather firm belief with regard to the previous academic training of a candidate when he stated, "I feel that the principal should have the Master's degree. He or she should have the same or more training than the teachers on the staff."

Although the previous teaching experience of the candidate was discussed in another chapter and another questionnaire, two of the principals commented about prior teaching experience. One said, "The candidate should have teaching experience in more than one grade."

Another stated:
I feel it very valuable to have lived in a classroom with children varying from five years old to thirteen years. It seems to me that a principal would better understand the children if at least three years of teaching experience were required - Grade 3 to Grade VI or a sampling of similar grades.

**TABLE I**

**RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE COMPLETED HIS BACHELOR'S DEGREE AND HAVE SOME WORK ON THE MASTER'S DEGREE, MAJORING IN ELEMENTARY EDUCATION"**

<table>
<thead>
<tr>
<th>PROFESSIONAL GROUP</th>
<th>NUMBER MARKING EACH DEGREE OF IMPORTANCE</th>
<th>NUMBER REPORTING</th>
<th>MEAN DEGREE OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1 3 3 22</td>
<td>29</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>5 5 10</td>
<td>20</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 14</td>
<td>15</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 1 8 28</td>
<td>38</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>2 9 17 74</td>
<td>102</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Among the comments made by the professors, only one was mentioned more than once. Three of the professors indicated rather strong feelings about the previous training of the person to be selected.

In the criterion, reference was made to a specific major in elementary education. One professor stated that, "I see no real reason why his major should not be purely school administration, without the usual segmentation into elementary school, etc." Another professor indicated that as long as that section of the criterion mentioned above was left in the requirement, he would "rule this one out for me."

Still another professor said, "There is no good reason why a candidate
for the elementary principalship should not be a person who has been trained in general administration." No significant comments were added by the superintendents or teachers.

The second criterion in the first section of the selection group was related to the professional knowledge of the candidate. It was stated thus: "The candidate should show marked knowledge of professional techniques (curriculum development, guidance, special education, library techniques, remedial methods, and so forth.)" Table II shows the summary of responses and the mean rating for each of the professional groups. Again, the mean ratings for the groups were so similar that there was little doubt that the persons questioned regarded the criterion to be very important. The principals and professors gave the low rating of 3.4, while the superintendents gave a rating of 3.5. The teachers' rating was 3.6.

### TABLE II

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW MARKED KNOWLEDGE OF PROFESSIONAL TECHNIQUES, (CURRICULUM DEVELOPMENT, GUIDANCE, SPECIAL EDUCATION, LIBRARY TECHNIQUES, REMEDIAL METHODS, ETC.)"

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>4  9  16</td>
<td>29</td>
<td>3.4</td>
</tr>
<tr>
<td>Professors</td>
<td>3  7  12</td>
<td>22</td>
<td>3.4</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2  4  9</td>
<td>15</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>3  10  26</td>
<td>39</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12  30  63</strong></td>
<td><strong>105</strong></td>
<td><strong>3.5</strong></td>
</tr>
</tbody>
</table>
The third statement in the previous experience and education section was made concerning the candidate's knowledge of motivating and guiding people in group participation. The criterion read: "The candidate should have a wide knowledge of the various techniques in motivating and guiding people in group participation." Table III shows the results of the ratings. The range from the teachers' low of 3.4 to the superintendents' high of 3.7 was slight. The average rating for the principals was 3.5 and for the professors, 3.6. Obviously, all the persons within the groups which marked the scale considered a need for knowledge of group work and leadership as important to the prospective elementary principal.

**TABLE III**

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE A WIDE KNOWLEDGE OF THE VARIOUS TECHNIQUES IN MOTIVATING AND GUIDING PEOPLE IN GROUP PARTICIPATION."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree Of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>2 10 17</td>
<td>29</td>
<td>3.5</td>
</tr>
<tr>
<td>Professors</td>
<td>1 7 14</td>
<td>22</td>
<td>3.6</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 3 11</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 15 20</td>
<td>38</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>7 35 62</td>
<td>104</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Another criterion in the first section of the questionnaire dealt with the candidate's thinking about the role of the school in the...
community. It was stated thus: "The candidate should be aware of the need for informing the public as to the role of school—its significance and its needs." The information contained in Table IV shows the average scores for each of the groups marking the criterion. The principals' rating was low with a 3.6, and the professors and superintendents providing the high rating of 3.8. The teachers' rating was 3.7. The ratings might be interpreted to mean that the criterion was very important when considering a candidate for the principalship.

### TABLE IV

**RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD BE AWARE OF THE NEED FOR INFORMING THE PUBLIC AS TO THE ROLE OF SCHOOL—ITS SIGNIFICANCE AND ITS NEEDS."**

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>3 7 19</td>
<td>29</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>3 18</td>
<td>21</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>3 12</td>
<td>15</td>
<td>3.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>2 9 27</td>
<td>38</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5 22 76</strong></td>
<td><strong>103</strong></td>
<td><strong>3.7</strong></td>
</tr>
</tbody>
</table>

The last criterion in the first section of the questionnaire pertained to the type of educational background that might be expected of a candidate. The criterion read: "The candidate should have a broad, general education." A broad, general education was intended to
include work in areas other than education, and academic training in other fields, and so forth. The information shown in Table V shows that the members of the four groups were of the same relative opinion about the importance of the criterion. The low rating of 3.5 was given by the principals and professors, while the high rating of 3.8 was provided by teachers. The superintendents' rating was 3.7. Generally, their ratings indicated that a broad, general education would be very desirable.

TABLE V
RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE A BROAD, GENERAL EDUCATION."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>18</td>
<td></td>
<td>29</td>
<td>3.5</td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
<td>21</td>
<td>3.5</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td></td>
<td></td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>32</td>
<td>38</td>
<td></td>
<td></td>
<td>103</td>
<td>3.8</td>
</tr>
</tbody>
</table>

A comparison of the mean ratings given each criterion by all professional groups showed that criterion four, which related to the "need for informing the public as to the role of the school . . . .," was judged to be the most important of the five criteria. The average rating was 3.7, which might be interpreted to mean that the criterion was "very important" when selecting candidates. The lowest
A rating of 3.5 was given to two criteria. The criterion which related to the "professional knowledge" of the candidate and the criterion regarding the candidate's knowledge of "guiding people in group participation," received the low ratings. The criterion regarding the "academic training" of the candidate, and the criterion relating to the "broad, general education" experiences, received a rating of 3.6.

Under inspection, the small range in ratings would indicate that all of the criteria were judged to be "very important when considering the selection of candidates." Table VI shows a summary of responses to the five criteria reported under the heading, "Previous Experience and Education."

**TABLE VI**

SUMMARY OF RESPONSES TO THE FIVE CRITERIA REPORTED UNDER THE HEADING, "PREVIOUS EXPERIENCE AND EDUCATION"

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic training</td>
<td>2 9 17 74</td>
<td>102</td>
<td>3.6</td>
</tr>
<tr>
<td>2. Professional techniques</td>
<td>12 30 63</td>
<td>105</td>
<td>3.5</td>
</tr>
<tr>
<td>3. Group participation</td>
<td>7 35 62</td>
<td>104</td>
<td>3.5</td>
</tr>
<tr>
<td>4. Role of school</td>
<td>5 22 76</td>
<td>103</td>
<td>3.7</td>
</tr>
<tr>
<td>5. General education</td>
<td>4 25 73</td>
<td>103</td>
<td>3.6</td>
</tr>
</tbody>
</table>
Professional Abilities and Personal Characteristics

Although the criteria in the original questionnaire were not divided into categories, they have been placed in one of the two groups mentioned above for clarity of presentation in this chapter. It was realized that the question of categorization of the criteria was difficult due to the inherent communication problems; i.e. one person might interpret a criterion in a different manner than another person. Therefore, the criteria were placed under the categories at the writer's discretion.

The headings, "Professional Abilities" and "Personal Characteristics," were used as general descriptive terms. It was thought that those criteria relating to professional training should be included in the category, "Professional Abilities."

Professional Abilities

Nine of the remaining eighteen criteria were placed in the category of professional abilities. The first of the nine, and the results of the ratings given to it, may be found in Table VII. This criterion was related to the ability of the candidate to give direction to a task placed before a group. It was stated thus: "The candidate must be able to give direction to a task placed before a group." The professors rated the criterion with the low score of 3.5; while the principals and teachers, with a rating of 3.8, gave the criterion the high score. The superintendents gave a rating of 3.6. The general ratings might have been interpreted to mean that the persons queried were of the opinion that the criterion was very important when
responses obtained to the criterion, "the candidate must be able to give direction to a task placed before a group."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>7 24</td>
<td>31</td>
<td>3.8</td>
</tr>
<tr>
<td>Professors</td>
<td>1 10 11</td>
<td>22</td>
<td>3.5</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 4 10</td>
<td>15</td>
<td>3.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>7 31</td>
<td>38</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>2 28 76</td>
<td>106</td>
<td>3.7</td>
</tr>
</tbody>
</table>

The second criterion was directly related to the candidate's ability to organize resources and materials for group use. It was written thus: "The candidate should show evidence of ability to organize resources and materials for group use." The ratings of importance given by the various groups were so close that there could be little doubt as to the thinking of the individuals within the groups. The principals and superintendents rated the criterion at the low of 3.4, while the professors and teachers rated the criterion at the high of 3.5. Generally, the criterion was rated as very important.

Table VIII shows the ratings of this second criterion.

Another criterion in this group was related to the knowledge of the candidate's interview techniques. The criterion read: "The candidate should have knowledge of interview techniques." The results
of the ratings may be found in Table IX. The professors rated the
criterion with a low of 2.8, while the superintendents gave a high
rating of 3.3. The principals, at 3.1, and the teachers, at 3.2,
rated the criterion as being between the importance placed upon it by
the professors and the superintendents. However, the general rating
might be interpreted to be fairly important.

TABLE VIII
RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW
EVIDENCE OF ABILITY TO ORGANIZE RESOURCES AND
MATERIALS FOR GROUP USE

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>17 13 30</td>
<td>30</td>
<td>3.4</td>
</tr>
<tr>
<td>Professors</td>
<td>10 11 21</td>
<td>21</td>
<td>3.5</td>
</tr>
<tr>
<td>Superintendents</td>
<td>9  5 14</td>
<td>14</td>
<td>3.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>2 13 20</td>
<td>35</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>2 49 49 100</td>
<td></td>
<td>3.5</td>
</tr>
</tbody>
</table>

One criterion was suggested as pertaining to the ability of
the candidate to develop the ability of others. It was written thus:
"The candidate should be able to recognize and help develop the ability
of others." The results of the ratings given this criterion are shown
in Table X. Again, there was very little diversity in the ratings
given by the various groups. The low rating of 3.7 was given by the
superintendents. The principals and teachers gave the next highest
### TABLE IX

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE KNOWLEDGE OF INTERVIEW TECHNIQUES."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>5 16 9</td>
<td>30</td>
<td>3.1</td>
</tr>
<tr>
<td>Professors</td>
<td>1 4 13 4</td>
<td>22</td>
<td>2.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 8 6</td>
<td>15</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 5 16 15</td>
<td>37</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2 15 53 34</strong></td>
<td><strong>104</strong></td>
<td><strong>3.1</strong></td>
</tr>
</tbody>
</table>

### TABLE X

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD BE ABLE TO RECOGNIZE AND HELP DEVELOP THE ABILITY OF OTHERS."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>6 24</td>
<td>30</td>
<td>3.8</td>
</tr>
<tr>
<td>Professors</td>
<td>3 19</td>
<td>22</td>
<td>3.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td>4 11</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>7 31</td>
<td>38</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20 85</strong></td>
<td><strong>105</strong></td>
<td><strong>3.8</strong></td>
</tr>
</tbody>
</table>
rating of 3.8, and the high rating of 3.9 was given by the professors. The criterion rated very high in the thinking of the persons queried.

The fifth criterion listed under the heading of professional abilities was concerned with the candidate's knowledge of solving group problems. The criterion was stated thus: "The candidate should have knowledge of the need for cooperative effort in solving group problems." The results of the ratings may be found in Table XI. The range of the ratings given by the various groups was three-tenths of a point. The principals and superintendents provided the low rating of 3.6. The teachers rated the criterion at a mid-point of 3.7. The professors provided the high rating of 3.8. Thus, the criterion was rated as very important when selecting candidates.

**TABLE XI**

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE KNOWLEDGE OF THE NEED FOR COOPERATIVE EFFORT IN SOLVING GROUP PROBLEMS."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>11 19</td>
<td>30</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>1 2 18</td>
<td>21</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>6 9</td>
<td>15</td>
<td>3.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>9 29</td>
<td>38</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>1 28 75</td>
<td>104</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Another criterion related to the candidate's ability as a public speaker. The criterion was: "The candidate should show promise as a
better than average public speaker." The results of the ratings may be found in Table XII. As in many of the other ratings, the groups placed a similar value on the importance of this criterion. The professors rated the criterion with a low of 2.8. The principals gave a rating of 2.9, and the superintendents and teachers gave a rating of 3.0. The ratings indicated that the criterion was considered to be fairly important.

TABLE XII

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW PROMISE AS A BETTER THAN AVERAGE PUBLIC SPEAKER

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1  7 16 7</td>
<td>31</td>
<td>2.9</td>
</tr>
<tr>
<td>Professors</td>
<td>6 13 3</td>
<td>22</td>
<td>2.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2 11 3</td>
<td>16</td>
<td>3.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>7 23 7</td>
<td>37</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 22 63 20</strong></td>
<td><strong>106</strong></td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>

The results of the ratings given to the criterion concerning the candidate's ability to use the English language may be found in Table XIII. The criterion was stated thus: "The candidate should have an excellent command of the English language." The principals and professors gave a low rating of 3.3, while the teachers gave an intermediate rating of 3.6. The superintendents gave the high rating of 3.7. Generally, the rating might be construed to be very high.
TABLE XIII

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE AN EXCELLENT COMMAND OF THE ENGLISH LANGUAGE."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1 2 14 12</td>
<td>29</td>
<td>3.3</td>
</tr>
<tr>
<td>Professors</td>
<td>2 10 10</td>
<td>22</td>
<td>3.5</td>
</tr>
<tr>
<td>Superintendents</td>
<td>5 10</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 12 24</td>
<td>37</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>1 5 41 56</td>
<td>103</td>
<td>3.5</td>
</tr>
</tbody>
</table>

The eighth criterion in this group dealt with the candidate's thinking about continued professional activities. The criterion was stated: "The candidate should recognize the importance of continued professional activities." The results of the ratings may be found in Table XIV. As in many other situations, there was small spread in the ratings. The teachers and principals concurred with the low rating of 3.6. The professors gave the high rating of 3.8, and the superintendents' rating was 3.7. The criterion might be considered as very important when selecting a candidate.

The final criterion listed in this group embraced the candidate's thinking about the role of organized groups. It was stated thus: "The candidate should recognize the role of organized groups; such as P.T.A., League of Women Voters, service clubs, etc." The results of the ratings may be found in Table XV. The persons making
### TABLE XIV

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD RECOGNIZE THE IMPORTANCE OF CONTINUED PROFESSIONAL ACTIVITIES."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>28</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>19</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>12</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>35</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>3.6</td>
</tr>
</tbody>
</table>

### TABLE XV

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD RECOGNIZE THE ROLE OF ORGANIZED GROUPS SUCH AS P.T.A., LEAGUE OF WOMEN VOTERS, SERVICE CLUBS, ETC."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>30</td>
<td>3.4</td>
</tr>
<tr>
<td>Professors</td>
<td>21</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>14</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>39</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>3.3</td>
</tr>
</tbody>
</table>
the ratings were close to agreement with regard to the importance of the criterion in the selection process. The professors gave the low rating of 3.2, and the teachers and superintendents rated the criterion at 3.3. The principals gave the high rating of 3.4. Thus, the criterion might be considered as important when selecting candidates.

A comparison of the ratings given each of the nine criteria in this section by all four of the professional groups may be found in Table XVI. The criterion receiving the lowest rating of the nine, a 3.0, was number six which related to public speaking. Criterion three and nine received ratings of 3.1 and 3.3 respectively. Criterion three was related to the candidate's knowledge of interview techniques and criterion nine related to the candidate's thinking about the role of organized groups. Two criteria, two and seven, received a rating of 3.5. Criterion two was regarding the candidate's ability to organize resources for group work and criteria seven related to the candidate's ability to use the English language. Criteria eight, relating to the candidate's thinking about continued professional activities, received a rating of 3.6, while criterion five, relating to the candidate's thinking about cooperative efforts in solving group problems, received a rating of 3.7. The highest ratings were shared by criterion one, relating to the candidate's ability to give direction to a task, and criterion four, relating to developing the ability of others. The rating given the two criteria was 3.8.

An inspection of the various value ratings would give the impression that all the nine criteria were rated from "fairly important" to "very important" when selecting a candidate. It was interesting to
### TABLE XVI

**SUMMARY OF THE RESPONSES TO THE NINE CRITERIA REPORTED UNDER THE HEADING, "PROFESSIONAL ABILITIES."**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direction to task</td>
<td>2 28 76</td>
<td>106</td>
<td>3.8</td>
</tr>
<tr>
<td>2. Organize resources</td>
<td>2 49 49</td>
<td>100</td>
<td>3.5</td>
</tr>
<tr>
<td>3. Interview techniques</td>
<td>2 14 53 34</td>
<td>104</td>
<td>3.1</td>
</tr>
<tr>
<td>4. Ability of others</td>
<td>20 85</td>
<td>105</td>
<td>3.8</td>
</tr>
<tr>
<td>5. Cooperative effort</td>
<td>1 28 75</td>
<td>104</td>
<td>3.7</td>
</tr>
<tr>
<td>6. Public speaker</td>
<td>1 22 63 20</td>
<td>106</td>
<td>3.0</td>
</tr>
<tr>
<td>7. English language</td>
<td>1 5 41 56</td>
<td>103</td>
<td>3.5</td>
</tr>
<tr>
<td>8. Professional activities</td>
<td>3 26 65</td>
<td>94</td>
<td>3.6</td>
</tr>
<tr>
<td>9. Organized groups</td>
<td>14 42 48</td>
<td>104</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Note that those criteria relating to human relations such as "developing the ability of others" and the "need for cooperative effort in solving group problems" received fairly high ratings in the group of nine. Conversely, although considered important, the candidate's "ability as a public speaker," "knowledge of interview techniques,"
and "thinking about the role of organized groups" were rated as rather low.

The "ability to give direction to a task" was given one of the highest ratings, and it might be assumed that such an ability would be very important when considering candidates. The candidate's "knowledge of the English language," and his ability to "organize resources," while not rated as high as some of the other criteria, were still considered as important by the rating groups. The candidate's thinking about continued professional activities was also considered important in the selection process.

**Personal Characteristics**

The criteria included in the "personal characteristic" section were thought of in terms of their relationship to the candidate's actions and not just possession of the characteristics. In fact, the criteria placed in this group were considered as relating directly to the performance of the candidate. For example, a candidate who was exceedingly accurate in his work could become overly conscious of this characteristic and apply it to his own detriment. Thus, how the candidate used the characteristic was considered more important than the possession of the trait. Nine additional criteria were placed in the category of personal characteristics. The results of the ratings of importance of these criteria, when selecting candidates for the elementary principalship, will be shown on the succeeding pages.

The first criterion dealt with the candidate's enthusiasm for his work. It was stated: "The candidate should show enthusiasm for
his work." Table XVII shows the results of the ratings. Three out of four groups concurred on the relative value of the first criterion. The principals, superintendents, and teachers gave the high rating of 3.9. The professors gave the low rating of 3.7. Actually, there was little difference in the ratings. The criterion was given a rating of very high importance.

**TABLE XVII**

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW ENTHUSIASM FOR HIS WORK."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>3 28</td>
<td>31</td>
<td>3.9</td>
</tr>
<tr>
<td>Professors</td>
<td>1 4 16</td>
<td>21</td>
<td>3.7</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 15</td>
<td>16</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers</td>
<td>4 33</td>
<td>37</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 12 92</td>
<td>105</td>
<td>3.9</td>
</tr>
</tbody>
</table>

The emotional make-up of the candidate was presented in the second criterion in this group. It was stated thus: "The candidate should be an emotionally stable person." The results of the ratings may be found in Table XVIII. A comparison of the mean ratings given the criterion leaves little doubt that the members of the rating groups felt that it was important. The professors and teachers rated the criterion at 3.8, while the principals and superintendents gave the criterion a rating of 3.9.
TABLE XVIII
RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD BE AN EMOTIONALLY STABLE PERSON."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1 29</td>
<td>30</td>
<td>3.9</td>
</tr>
<tr>
<td>Professors</td>
<td>3 19</td>
<td>22</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 15</td>
<td>16</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers</td>
<td>4 28</td>
<td>32</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>9 91</td>
<td>100</td>
<td>3.9</td>
</tr>
</tbody>
</table>

The third criterion to be considered pertained to the physical stamina of the candidate. The criterion was written thus: "The candidate should have the physical stamina for high energy output." The results of the ratings may be found in Table XIX. All of the four groups rating the criterion considered it to be fairly important in value. The principals and superintendents gave a rating of 3.7 to the criterion, and the teachers were very close with a 3.6 value rating. The professors were low with a 3.3 rating.

Another value statement which was rated by the members of the various groups related to the ability of the candidate to inspire teamwork. It was stated thus: "The candidate should have the ability to inspire teamwork." The results of the ratings may be found in Table XX. As was true with some of the other criteria, the ratings of this criterion were very close. The professors and superintendents gave the
criterion the low score of 3.7. The principals gave an intermediate rating of 3.8, and the teachers rated the criterion at a high of 3.9. Generally, the criterion received a rating of very important.

**TABLE XIX**

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE THE PHYSICAL STAMINA FOR HIGH ENERGY OUTPUT."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1  5  24</td>
<td>30</td>
<td>3.7</td>
</tr>
<tr>
<td>Professors</td>
<td>1  12  9</td>
<td>22</td>
<td>3.3</td>
</tr>
<tr>
<td>Superintendents</td>
<td>4  11</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>2  10  26</td>
<td>38</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4  31  70</strong></td>
<td><strong>105</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>

**TABLE XX**

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE THE ABILITY TO INSPIRE TEAMWORK."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>6  24</td>
<td>30</td>
<td>3.8</td>
</tr>
<tr>
<td>Professors</td>
<td>6  17</td>
<td>23</td>
<td>3.7</td>
</tr>
<tr>
<td>Superintendents</td>
<td>4  11</td>
<td>15</td>
<td>3.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>1  3  33</td>
<td>37</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1  19  85</strong></td>
<td><strong>105</strong></td>
<td><strong>3.8</strong></td>
</tr>
</tbody>
</table>
Another in the series of criteria was concerning the accuracy of the candidate's work. It read: "The candidate should be accurate in his work." Table XXI represents the results of the ratings. The teachers and professors gave the low rating of 3.6 for the criterion. The principals rated the value statement at 3.7, and the superintendents gave the high rating of 3.8. The criterion was considered as very important by the rating groups.

Another criterion was considered that was directed to the candidate's regard for the welfare of other members of his group. It was written thus: "The candidate should show evidence of consideration for the welfare of the group members with whom he works." The relatively great importance of this criterion was reflected in the ratings given by the various groups. The principals and professors rated the criterion at a high of 3.9. The superintendents and teachers gave it a 3.8 rating value. The ratings given this criterion are shown in Table XXII.

The seventh criterion in the series pertained to the candidate's beliefs concerning democracy as our way of life. The criterion was stated: "The candidate should be convinced that democracy is a desirable way of life." The results of the ratings may be found in Table XXIII. As might be expected, the ratings for the criterion were very high. An interpretation of the ratings of each of the four groups showed that the criterion was rated at 3.9 out of a possible four-point total by each of the groups.

The eighth criterion of this group covered the ability of the candidate to identify himself with the problems of others. It was
### TABLE XXI

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD BE ACCURATE IN HIS WORK."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Reporting</th>
<th>Number Marking Each Degree of Importance</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>30</td>
<td>1   7   22</td>
<td>3.7</td>
</tr>
<tr>
<td>Professors</td>
<td>21</td>
<td>1   8   12</td>
<td>3.6</td>
</tr>
<tr>
<td>Superintendents</td>
<td>15</td>
<td>3   12</td>
<td>3.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>37</td>
<td>1   11  25</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>3   29  71</td>
<td>3.7</td>
</tr>
</tbody>
</table>

### TABLE XXII

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW EVIDENCE OF CONSIDERATION FOR THE WELFARE OF THE GROUP MEMBERS WITH WHOM HE WORKS."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Reporting</th>
<th>Number Marking Each Degree of Importance</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>30</td>
<td>4   26</td>
<td>3.9</td>
</tr>
<tr>
<td>Professors</td>
<td>21</td>
<td>1   20</td>
<td>3.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td>15</td>
<td>1   2   12</td>
<td>3.8</td>
</tr>
<tr>
<td>Teachers</td>
<td>37</td>
<td>5   32</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>1   12  90</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Stated thus: "The candidate should show evidence of being able to identify himself with the problems of others." The results of the
ratings may be found in Table XXIV. The ratings for this criterion showed a small range from the superintendents' low of 3.5 to the professors' high of 3.9. The principals rated the criterion at 3.6, while the teachers gave a rating of 3.7. Generally, the criterion was considered very important by the rating groups.

TABLE XXIII

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD BE CONVINCED THAT DEMOCRACY IS A DESIRABLE WAY OF LIFE."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td></td>
<td>2 28 30</td>
<td>3.9</td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td>2 19 21</td>
<td>3.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td></td>
<td>1 13 14</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>2 35 37</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7 95 102</td>
<td>3.9</td>
</tr>
</tbody>
</table>

The last criterion in the series pertained to the candidate's taste in wearing appropriate clothing. It was stated: "The candidate should dress in an appropriate manner." Table XXV represents the ratings of this criterion. A rather substantial range in the value ratings was evident. The professors gave the low rating of 2.9, and the superintendents rated the statement as the high of 3.5. The principals gave a rating of 3.2, and the teachers rated the criterion at 3.4. By inspection, an over-all rating of fairly important might be interpreted from the ratings.
### TABLE XXIV

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD SHOW EVIDENCE OF BEING ABLE TO IDENTIFY HIMSELF WITH THE PROBLEMS OF OTHERS."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1 11 18</td>
<td>30</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>6 15</td>
<td>21</td>
<td>3.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 6 8</td>
<td>15</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 11 26</td>
<td>38</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3 34 67</strong></td>
<td><strong>104</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>

### TABLE XXV

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD DRESS IN AN APPROPRIATE MANNER."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>5 14 11</td>
<td>30</td>
<td>3.2</td>
</tr>
<tr>
<td>Professors</td>
<td>1 5 11 4</td>
<td>21</td>
<td>2.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td>7 8</td>
<td>15</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>2 17 16</td>
<td>35</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 12 49 39</strong></td>
<td><strong>101</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>
In addition to other data, the mean scores of all the professional groups with regard to the degree of importance of each of the nine criteria included under the heading, "Personal Characteristics," may be found in Table XXVI.

TABLE XXVI

SUMMARY OF THE RESPONSES TO THE NINE CRITERIA REPORTED UNDER THE HEADING, "PERSONAL CHARACTERISTICS"

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Degree of Importance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Enthusiasm</td>
<td>1</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>2. Emotionally stable</td>
<td>9</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>3. Physical stamina</td>
<td>4</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>4. Inspire teamwork</td>
<td>1</td>
<td>15</td>
<td>91</td>
</tr>
<tr>
<td>5. Accurate</td>
<td>3</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>6. Welfare of individuals</td>
<td>1</td>
<td>12</td>
<td>90</td>
</tr>
<tr>
<td>7. Democracy</td>
<td>7</td>
<td>95</td>
<td>102</td>
</tr>
<tr>
<td>8. Problems of others</td>
<td>3</td>
<td>34</td>
<td>67</td>
</tr>
<tr>
<td>9. Manner of dress</td>
<td>1</td>
<td>12</td>
<td>49</td>
</tr>
</tbody>
</table>

The lowest rating of 3.3 was given to the criterion relating to the candidate's manner of dress. Two criteria received ratings of 3.6. One criterion, Number 3, was with regard to the physical stamina of the candidate and the other criterion related to the candidate's ability to identify himself with others. The criterion
relating to the accuracy of the candidate's work was given a rating of 3.7; while the criterion relating to the ability to inspire teamwork was rated at 3.8. Four criteria received the highest ratings given any in the group. These criteria related to (1) enthusiasm for work; (2) emotional stability; (3) consideration for the welfare of the group; and (4) democracy as a way of life received the high rating of 3.9.

An examination of the ratings shows that the groups considered the manner of dress of the candidate as important, but less important than the other criteria. In fact, there was a substantial range in the ratings between the low criterion and the high criterion. With the exception of the criterion related to manner of dress, all of the criteria were rated very important to utmost important when considering a candidate for the elementary principalship. Two criteria, relating to human relations, were given ratings close to "of utmost importance." These criteria pertained to the candidate's consideration for the welfare of group members and his attitude toward democracy as a way of life. Two other criterion, one relating to the candidate's enthusiasm for his job and another regarding his emotional stability, were rated near the highest rating, "of utmost importance." The remaining criteria were rated at various points on the scale between very important and "of utmost importance" when selecting candidates.

CRITERIA ADDED BY THE VARIOUS MEMBERS OF THE PROFESSIONAL GROUPS

The various members of the professional groups selected to rate the criteria were asked to add any criteria that, in their
opinion, should be a part of the list submitted. As might be expected, the criteria added usually expressed the desires which would be peculiar to each distinct group. For example, a superintendent asked for a young person, in order that more years of service might follow. A teacher added an understanding of child development, and a professor added the need for clearly conceived educational beliefs. With very few exceptions, the criteria added were also rated by the individuals as "of utmost importance" when selecting a candidate. Thus, the individual numerical ratings will not be shown in the following pages.

One criterion was added by at least one member from each of the four groups. One member from each four groups added the statement that the candidate should have "high moral" values. Interestingly enough, the same question arose during the construction of the instrument. The criterion relating to moral values was deleted because of the many different definitions of moral values.

A total of four principals added criteria to the list. The criteria added follow:

a. The candidate should be honest.

b. The candidate should have good judgment.

c. The candidate should have tact.

d. The candidate should have and desire to work with children.

e. The candidate should not have delusions of omnipotence.

f. The candidate should be a pleasant and agreeable co-worker.
g. The candidate should have a varied and enriched life outside the school.

Several of the professors (10) made comments or added additional criteria. The additional statements expressed concern about several areas of the elementary principalship. Concerning the area of leadership, the professors added the following criteria:

a. The ability to delegate and to hold others responsible for duties delegated (added by two professors).

b. The ability to stimulate and lead out in the face of opposition.

c. The ability to make decisions.

d. The ability to discriminate between the important major problems of concern and the unimportant petty detail.

e. The ability to know how to apply basic administrative principles.

In addition, the question of philosophy was brought up by two professors. Two of these statements follow:

a. Should have thought through educational philosophy.

b. Should hold clearly conceived educational beliefs (but not dogmatic).

Other professors indicated that staff and community relations criteria should be added. These are:

a. Ability to help both staff and community define the direction of the educational enterprises clearly.

b. Encourage (staff) experimentation.

Regarding the previous experience of the candidate, the professors added:

a. Should have previous teaching experience in the elementary field.
b. Should know how to teach.

c. Should know how to evaluate teaching.

Other professors added statements regarding the person's personal characteristics and abilities. They stated that the candidate should have the ability to:

a. Budget time adequately.

b. Make use of educational findings.

c. Write effectively when required in his job.

d. Show a good sense of humor and a relaxed approach to all situations.

e. Act in relation to high moral values.

Two of the superintendents added criteria to the lists. These additions were:

a. Should be young enough to have years of service in administration.

b. Should have personality acceptable to fellow teachers.

c. Should have taught in the elementary schools at various levels.

d. Should measure up to high moral standards.

Several teachers (12) added one or more criteria to the list. The major concern of the teachers pertained to child development. They added:

a. Should understand child development (three teachers mentioned this criterion).

b. Should be aware of social and emotional development (child).

c. Should be able to handle children of all ages in the elementary school.
In addition, statements relating to staff and public relations were added.

a. Should be able to inspire the loyalty of his co-workers.

b. Should try to develop understanding between teachers and parents.

c. Should have a wholesome sense of humor, or at least be optimistic.

d. Should be alert to new suggestions for the good and welfare of his school.

e. Should not become involved in time-consuming outside obligations which will hamper his effectiveness as a leader, counselor, and friend of his teachers.

f. Should show evidence of good public relations.

One teacher was very firm in expressing her beliefs as to the previous experience necessary for the candidate. She stated, "The candidate should have completed at least five years of successful classroom teaching experience on one or more elementary grade levels." Another teacher stated that "the candidate should be informed of problems and curriculum of all levels of school—kindergarten, primary as well as intermediate."

The writer believes that most of the additional criteria added by the members of the four groups were covered in some manner in the original instrument. For example, the principals added: "The candidate should be a pleasant and agreeable co-worker." Criterion six included under "Personal Characteristics" was stated: "The candidate should show evidences of consideration for the welfare of the group members with which he works." Certainly, the two criteria
are directly related. Another example would be the criterion added by the professor which was stated: "The candidate should have the ability to help both staff and community define the direction of the educational enterprise clearly." Criterion four included under the heading, "Previous Experience and Education," was stated: "The candidate should be aware of the need for informing the public as to the role of the school--its significance and its needs." Again, there seems to be a definite overlapping of thoughts between the two criteria. A comparison of other added criteria to those included in the original instrument would probably show more overlapping.

SUMMARY

Among the twenty-three criteria rated, only four were given ratings below 3.5 or "very important." None of the average ratings were lower than 3.0 or "fairly important" when selecting a candidate. The majority of the criteria were rated at 3.5 or higher. By inspection, such a rating would indicate that most of the criteria were at least very important when considering a candidate for the elementary principalship.

The four criteria receiving the highest ratings which were very close to "of utmost importance" were related to (1) the candidate's enthusiasm for his work, (2) the candidate's emotional stability, (3) the candidate's concern for the welfare of others, and (4) the candidate's attitude toward democracy as a way of life. The four criteria which were rated as "fairly important" were regarding the candidate's (1) manner of dress, (2) knowledge of interview tech-
niques, (3) ability as a public speaker, and (4) thinking about the role of organized groups such as Parent-Teacher Associations, League of Women Voters, et cetera. The remaining fifteen criteria were on the scale between very important and "of utmost importance" when considering candidates for the elementary principalship.

Generally, all the criteria might be accepted when considering candidates for the elementary principalship. However, the criteria should be considered in light of their relative importance, that is, more weight should be given to the candidate's thinking about a democratic way of life, or consideration of the welfare of others than to his manner of dress or ability as a public speaker.

Since one criterion was added by at least one member from all four professional groups, it should probably be added to the original list. Such a criterion would relate to the candidate's "moral values." It would seem that the majority of the criteria added were covered in the original list.
CHAPTER IV

AN ANALYSIS OF THE RATINGS GIVEN THE CRITERIA FOR THE DEVELOPMENT OF PROGRAMS FOR ON-THE-JOB PREPARATION OF THE ELEMENTARY SCHOOL PRINCIPAL

The data and the analysis of the material, as reported in this chapter, deal with the results of the ratings given a series of criteria for developing on-the-job preparation programs. The data were gathered in the same manner as that described in the opening pages of Chapter III. In fact, the instrument used to collect the data for this chapter was the second section of the instrument used to collect the data presented in Chapter III. Thus, only a brief outline of the development of the instrument and other stages in the research process will be presented here.

DEVELOPMENT OF THE INSTRUMENT AND THE SELECTION of persons to rate the criteria

Initially, periodicals, books, pamphlets, and other reference sources were examined for possible criteria that could be used in developing programs for on-the-job preparation. The total was well over 100 when these criteria were complete. A sorting and evaluation process described in Chapter III was used to reduce the number of criteria to a more usable total. In the final evaluation nineteen

---

1 Appendix A.
criteria were used.

It was thought that there were four professional groups who should rate the various criteria, in order that an accurate picture of the individual criterion values might be shown. Thus, the same group of elementary principals, professors of educational administration, superintendents of schools, and teachers who rated the criteria described in Chapter III were asked to rate these additional criteria pertaining to on-the-job preparation programs. All qualifications and requirements for selecting persons to rate the instrument were the same for both sets of criteria.

The recipients of the instrument were asked to rate each criterion according to a value scale. The scale was identical with that used to evaluate the criteria described in Chapter III, except that it was designed to relate to planning an on-the-job preparation program instead of a selection program. The scale for marking was developed as follows:

0 - of no importance when planning an on-the-job training program
1 - of minor importance when planning an on-the-job training program
2 - might be expected when planning an on-the-job training program.
3 - fairly important when planning an on-the-job training program.
4 - of utmost importance when planning an on-the-job training program
COMPARISONS OF THE RATINGS GIVEN THE VARIOUS CRITERIA
BY THE PROFESSIONAL GROUPS QUERIED

As was done in Chapter III, the ratings given each of the criteria by the members of the professional groups were compiled and summarized. A summary of the total number of persons responding, the number in each group marking each degree of importance on the rating scale, and the mean rating given each criterion by each group may be found in the tables on the following pages. In the calculations all figures were rounded off to the nearest tenth of a point.

In the interpretation of the tables, it should be remembered that the value scale was in five steps from zero to four. Therefore, in order to have a perfect rating (of utmost importance when planning an on-the-job training program) all the persons queried would have to have rated the criterion as four. There were no cases where this happened. However, as might be expected, the majority of the averages were between the ratings of three and four.

None of the criteria in the original instrument were categorized. However, for convenience in reporting, the criteria have been grouped under the following headings: "Administrative Arrangements and Program Development," "School Experiences," "Supervision," and "University Affiliation." It was recognized that some of the criteria could be included under more than one heading. However, for convenience of reporting, the criteria were grouped at the writer's discretion.
Administrative Arrangements and Program Planning

Six criteria were placed under the heading, "Administrative Arrangements and Program Planning." The first of the criteria related to the persons who should be involved in planning a program for on-the-job preparation of the elementary school principal. The criterion was: "The program of training should be planned by the superintendent, administrative staff members, representatives of the teaching staff, and advisors from the candidate's chosen university."

The results of the ratings given to this criterion may be found in Table XXVII. The mean ratings, given by the various members of the four groups, were closely grouped. The superintendents and teachers gave the low average rating of 3.2. The principals gave an average rating of 3.3, and the professors' rating was a high of 3.5. Generally,
the ratings indicated that the criterion was important when planning a program.

The second criterion pertained to the type of on-the-job training and the sequence of the experiences the candidate should have. The criterion read: "The program should include a required series of experiences planned to meet the needs of the individual." The results of the ratings given this criterion may be found in Table XXVIII. Again, the range in the average ratings, from the low of 3.2 to the high of 3.6, was slight. The professors gave the low rating of 3.2 and the teachers the high rating of 3.6. The principals and superintendents gave a rating of 3.5. From the ratings it would seem that the criterion is important.

Two professors marking the criterion noted that on-the-job

<p>| TABLE XXVIII |
| RESPONSES OBTAINED TO THE CRITERION, &quot;THE PROGRAM SHOULD INCLUDE A REQUIRED SERIES OF EXPERIENCES FOR ALL STUDENTS WITH ADDITIONAL EXPERIENCES PLANNED TO MEET THE NEEDS OF THE INDIVIDUAL&quot; | |</p>
<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>3 12 17</td>
<td>32</td>
<td>3.5</td>
</tr>
<tr>
<td>Professors</td>
<td>3 9 8</td>
<td>20</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>6 7</td>
<td>13</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 2 6 26</td>
<td>35</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>1 8 33 58</td>
<td>100</td>
<td>3.5</td>
</tr>
</tbody>
</table>
training programs can be easily turned into stereotyped, detail jobs. For example, one stated that "this experience should be less of the office nature and more of working with adults--staff and public. He should learn to accept his primary responsibility as a builder and interpreter of the educational program." Another explained, "Too many seem to get wrapped up in the purely clerical and never seem to sense the very important problems."

One teacher expressed concern about the length of such a training program. She stated, "This might have important bearing on the relative importance of the various items--and would require at least a two-year period before the candidate would be ready for 'active duty'."

Another criterion pertaining to administrative arrangements was related to the type of contract the candidate should have. The first criterion was: "The trainee should receive a special contract which would be valid only for the stipulated term of the training program." The results of the ratings given the criterion may be found in Table XXIX. The rating of 1.9 given by the principals' group was low, and the rating of 2.6 given by the professors was high. The teachers gave a value of 2.2 to the criterion, while the superintendents gave it a rating of 2.4. The low rating of 1.9 was one of the lowest given any criterion. Generally it would seem that, in the thinking of the rating groups, special contracts were of little importance.

The fourth criterion within the heading listed above was: "The trainee should receive a suitable salary from the sponsoring board of
education or school district." Table XXX shows the results of the ratings. The average rating of 2.6 given by the superintendents was the lowest, and the rating of 3.2 given by the teachers was the highest. The principals gave a value rating of 2.9 to the criterion, while the professors rated it at 3.0. An interpretation of the scoring would indicate that the importance of a suitable salary fluctuated from "might be expected" to "fairly important" when planning a program of on-the-job training. One teacher commented on the criterion by stating that the salary paid the trainee should be "in relation to, or compare favorably with the 'going rate' of the salary schedule of the classroom teacher (or above)." Another added that "she worked just like a teacher--felt it was quite fair."

TABLE XXIX
RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD RECEIVE SPECIAL CONTRACT WHICH WOULD BE VALID ONLY FOR THE STIPULATED TERM OF THE CONTRACT."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>6 8 6 4 7</td>
<td>31</td>
<td>1.9</td>
</tr>
<tr>
<td>Professors</td>
<td>4 3 1 2 3</td>
<td>22</td>
<td>2.6</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 2 3 3 3</td>
<td>12</td>
<td>2.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>5 4 8 10 5</td>
<td>32</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>12 18 20 29 18</td>
<td>97</td>
<td>2.2</td>
</tr>
</tbody>
</table>
TABLE XXX

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD RECEIVE A SUITABLE SALARY FROM THE SPONSORING BOARD OF EDUCATION OR SCHOOL DISTRICT."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Member Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2 4 4 4 14</td>
<td>28</td>
<td>2.9</td>
</tr>
<tr>
<td>Professors</td>
<td>1 7 10 7</td>
<td>24</td>
<td>3.0</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 6 4 3</td>
<td>14</td>
<td>2.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>4 3 10 16</td>
<td>33</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>3 8 20 28 40</td>
<td>99</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The fifth criterion read: "The trainee should be required to spend a period of time within the same school system after completing the training program." The results of the ratings may be found in Table XXXI. A low average rating of 1.9 was given by the professors, while a high rating of 2.8 was given by the teachers. The principals gave a 2.5 value rating, and the superintendents rated the criterion at 2.6. The general rating of the criterion was low. In general, the ratings indicated that the criterion was of little importance when planning a program for on-the-job preparation.

Another criterion was included in this category. This criterion was: "The trainee should begin his program by observing; gradually accepting responsibility for some part of the school program."

Table XXXII shows the results of the ratings. There was very little
TABLE XXXI
RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD BE REQUIRED TO SPEND A PERIOD OF TIME WITHIN THE SAME SCHOOL SYSTEM AFTER COMPLETING THE TRAINING PROGRAM"

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Professors</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>

TABLE XXXII
RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD BEGIN HIS PROGRAM BY OBSERVING; GRADUALLY ACCEPTING RESPONSIBILITY FOR SOME PART OF THE SCHOOL PROGRAM."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>14</td>
<td>40</td>
</tr>
</tbody>
</table>
range in these ratings. The lowest rating was that of the professors at 3.0, and the highest rating was that of the teachers at 3.4. The principals gave the criterion of 3.1 value, and the superintendents provided a 3.2 rating. By inspection, the ratings can be interpreted to mean that the persons rating the criterion considered it to be "fairly important" when planning an on-the-job preparation program.

One teacher commented on the criterion by stating:

I think the plan Columbus has is excellent. . . . They assume responsibility immediately upon assignment; for example helping new teachers, making survey of new school districts, revising school directory, conducting committee meetings, taking charge of book exhibits, etc. . . . Through this type of work a cadet visits most of the elementary schools, becomes acquainted with principals, teachers, parents, and the staff of the central office. . . .

Another noted that during her training period she "worked just as though she was a teacher--felt that it was quite fair."

A summary of the ratings given each criterion by all persons queried may be found in Table XXXIII. An examination of the average ratings given the criterion shows that the low rating of 2.2 was given to criterion three relating to special contracts. Criterion number five, relating to the trainee's spending a period of time after completing the program in the school district, was given a rating of 2.5, while criterion four regarding salary considerations was rated at 3.0. Criterion number six, pertaining to the gradual acceptance of responsibility for school function, was rated at 3.2; and criterion one, regarding who should plan the program, was rated at 3.3. The high rating of 3.5 was given criterion two, which was with regard to experiences that the trainee should have.
Obviously, the persons rating the criterion did not believe that special contracts were too important when planning an on-the-job training program. At best, the criterion received one of the lowest ratings given. Another requirement which did not seem to be considered as being too important was with regard to requiring a period of service in the host school district after completion of the training program. The criterion was rated as of little importance.

### TABLE XXXIII

**SUMMARY OF THE RESPONSES TO THE SIX CRITERIA REPORTED UNDER THE HEADING, "ADMINISTRATIVE ARRANGEMENTS."**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program planning</td>
<td>1 5 6 39 49</td>
<td>100</td>
<td>3.3</td>
</tr>
<tr>
<td>2. Required experiences</td>
<td>1 8 33 58</td>
<td>100</td>
<td>3.5</td>
</tr>
<tr>
<td>3. Special contract</td>
<td>12 18 20 29 18</td>
<td>97</td>
<td>2.2</td>
</tr>
<tr>
<td>4. Suitable salary</td>
<td>3 8 20 28 40</td>
<td>99</td>
<td>3.0</td>
</tr>
<tr>
<td>5. Period of time</td>
<td>9 13 25 26 29</td>
<td>102</td>
<td>2.5</td>
</tr>
<tr>
<td>6. Responsibility</td>
<td>5 14 40 43 43</td>
<td>102</td>
<td>3.2</td>
</tr>
</tbody>
</table>

The other four criteria in this section were all rated from "fairly important" to "very important." A suitable salary for the trainee, a gradual acceptance of responsibility, and a program
planned by a definite group of people were considered to be "fairly important." A required series of experiences for all trainees with other experiences for those who needed them was considered "very important" when planning an on-the-job training program.

School Experiences

Seven criteria were categorized as school experiences. The first criterion was: "The trainee should be given the responsibility of providing research material for teaching units of work." The results of the ratings given by the various groups may be found in Table XXXIV. The teachers' average rating was low with a 2.9 value; while the principals' rating was 3.2; and the average rating for the professors was 3.3. The superintendents' average rating was high with 3.5. In general, the data might be interpreted to mean that the Criterion had some importance when planning training programs.

<table>
<thead>
<tr>
<th></th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Group</td>
<td>0  1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1  3  15 11</td>
<td>30</td>
<td>3.2</td>
</tr>
<tr>
<td>Professors</td>
<td>4  8 10</td>
<td>22</td>
<td>3.3</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1  4 7</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>4  6 12 15</td>
<td>37</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>4  1 14 39 43</td>
<td>101</td>
<td>3.1</td>
</tr>
</tbody>
</table>
The second criterion was rather general and involved the trainee's work on a curriculum project at the building level. It was stated thus: "The candidate should have the opportunity to work on a curriculum project." Table XXXV shows the various ratings of the criterion. The low rating of 3.3 was given by the teachers, and the high rating of 3.8 was given by the professors. The principals rated the criterion at 3.5, and the superintendents placed a 3.4 value on it. The value difference among the groups was slight; and, in the thinking of the persons queried, the criterion had importance in an on-the-job training program.

TABLE XXXV
RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE THE OPPORTUNITY TO WORK ON A CURRICULUM PROJECT."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2 10 16</td>
<td>28</td>
<td>3.5</td>
</tr>
<tr>
<td>Professors</td>
<td>5 16</td>
<td>21</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2 2 6</td>
<td>10</td>
<td>3.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 1 4 12 18</td>
<td>36</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 1 8 29 55</strong></td>
<td><strong>95</strong></td>
<td><strong>3.4</strong></td>
</tr>
</tbody>
</table>

Criterion number three was directed toward the trainee's work with parents and children in disciplinary cases. The criterion was stated as follows: "The candidate should have the opportunity to interview children and parents in disciplinary cases." The results
of the ratings of this criterion may be found in Table XXXVI. Again, the ratings of the various persons were fairly close together. The professors' average rating was a low of 3.2, while the principals provided a high of 3.7. The average rating of the teachers was 3.6, and the superintendents gave a 3.4 value to the criterion. Generally speaking, the groups rated the criterion as important when planning an on-the-job training program.

### TABLE XXXVI

RESPONSES OBTAINED TO THE CRITERION, "THE CANDIDATE SHOULD HAVE THE OPPORTUNITY TO INTERVIEW CHILDREN AND PARENTS IN DISCIPLINARY CASES."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2 6 21</td>
<td>29</td>
<td>3.7</td>
</tr>
<tr>
<td>Professors</td>
<td>1 3 10 9</td>
<td>23</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 4 6</td>
<td>11</td>
<td>3.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 7 27</td>
<td>37</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5 5 27 63</strong></td>
<td><strong>100</strong></td>
<td><strong>3.5</strong></td>
</tr>
</tbody>
</table>

The fourth criterion pertained to the trainee's need to work with exceptional, or deviate, children. It was stated thus: "The trainee should have the opportunity to work with exceptional, or deviate, children." The ratings given the criterion by the members of the various groups may be found in Table XXXVII. The professors provided the low average rating of 2.7; the superintendents rated the criterion with a 3.2 value, and the teachers provided a 3.4
value. The principals' average rating was the high of 3.5. With the exception of the professors, the rating group seemed to think that such activity was very important in an on-the-job training program.

TABLE XXXVII

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD HAVE THE OPPORTUNITY TO WORK WITH EXCEPTIONAL OR DEVIATE CHILDREN."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0  1  2  3  4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>4  9 18</td>
<td>31</td>
<td>3.5</td>
</tr>
<tr>
<td>Professors</td>
<td>1  9 9 5</td>
<td>24</td>
<td>2.7</td>
</tr>
<tr>
<td>Superintendents</td>
<td>3  4 5</td>
<td>12</td>
<td>3.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>1  2 15 19</td>
<td>37</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>2  18 37 47</td>
<td>104</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Another criterion in this category concerned actual classroom experiences. The criterion was related to the place in an on-the-job preparation program for time in which the trainee might work with individual teachers in the classroom program. It was stated as follows: "The trainee should have the opportunity to help individual teachers in the classroom program." The results of the ratings may be found in Table XXXVIII. The results would indicate that the members of the professional groups marking the criterion considered it very important. The principals, superintendents, and teachers gave a value rating of 3.6, and the professors rated the criterion at 3.7.
### TABLE XXXVIII

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD HAVE THE OPPORTUNITY TO HELP INDIVIDUAL TEACHERS IN THE CLASSROOM PROGRAM."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1 1 6 q22</td>
<td>30</td>
<td>3.6</td>
</tr>
<tr>
<td>Professors</td>
<td>6 17</td>
<td>23</td>
<td>3.7</td>
</tr>
<tr>
<td>Superintendents</td>
<td>4 8</td>
<td>12</td>
<td>3.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>2 2 6 26</td>
<td>36</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3 3 22 73</strong></td>
<td><strong>101</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>

Another criterion referred to the trainee's work with youth and parent groups. The criterion was stated thus: "The trainee should work with youth groups and parent groups; such as Boy Scouts, Girl Scouts, P.T.A., etc." The results of the ratings may be found in Table XXXIX. There was a difference of three-tenths of a point in the average ratings of the four groups, ranging from the superintendents' low of 2.7 to the teachers' high of 3.0. The principals' rating was 2.8, and the professors' average rating was 2.9. The over-all rating might be considered as indicating that the criterion was of importance when planning training programs.

The last criterion was included to measure thinking about the experiences the candidate should have on a school-district level, particularly some form of research that would affect the total school district. It was stated thus: "The trainee should have the opportunity to do research on a problem concerning the school district."
TABLE XXXIX
RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD WORK WITH YOUTH GROUPS AND PARENT GROUPS, SUCH AS BOY SCOUTS, GIRL SCOUTS, P.T.A., ETC."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1 11 12 7</td>
<td>31</td>
<td>2.8</td>
</tr>
<tr>
<td>Professors</td>
<td>2 6 4 8</td>
<td>20</td>
<td>2.9</td>
</tr>
<tr>
<td>Superintendents</td>
<td>6 3 3</td>
<td>12</td>
<td>2.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>15 7 13</td>
<td>35</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>3 38 26 31</td>
<td>98</td>
<td>2.9</td>
</tr>
</tbody>
</table>

The data shown in Table XL are an analysis of the ratings given the criterion. The principals gave the low rating of 2.6, and the professors' and superintendents' average ratings were 2.8. The teachers gave the high rating of 3.1. The general rating could be interpreted to mean that the criterion was "fairly important" when planning an on-the-job training program. In addition to other data, the summary of the ratings given to each criterion by all of the persons queried may be found in Table XLI. The low rating of 2.9 was given to criterion six, relating to work with youth and parent groups, and criterion seven, regarding the trainee's doing research on a problem which affected the entire school district. Criterion one, regarding the trainee's providing research materials for doing units of work, was rated at 3.1; and criterion four, regarding work with exceptional children, was rated at 3.2. Criterion two, which was with regard to the
TABLE XL

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD HAVE THE OPPORTUNITY TO DO RESEARCH ON A PROBLEM CONCERNING THE SCHOOL DISTRICT."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendents</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

TABLE XLI

SUMMARY OF THE RESPONSES TO THE SEVEN CRITERIA INCLUDED UNDER THE HEADING, "SCHOOL ACTIVITIES."

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Units of work</td>
<td>4</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2. Curriculum project</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>3. Disciplinary cases</td>
<td>5</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>4. Exceptional children</td>
<td>2</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>5. Individual teachers</td>
<td>3</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>6. Youth and parent groups</td>
<td>3</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>7. Research problems</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>
trainee's doing a curriculum project, and criterion four, relating to work with parents and children in disciplinary cases, were rated at 3.5. Criterion five, relating to classroom work with individual teachers, received a rating of 3.6.

An inspection of the ratings listed in the above paragraph would show that the person queried considered all of the criteria as "fairly important," or higher on the value scale when planning on-the-job training programs. Although the two low criteria were not rated as "fairly important," they might be considered so since only one-tenth of a point separated them from that value rating. However, it should be noted that work with youth and parent groups and doing a research problem on the school district level were the least important of the seven criteria in this section. Actually, only one of the criteria was rated as very important. The criteria relating to the trainee's doing actual classroom work with the individual teacher was considered very important. The remaining criteria pertaining to providing research materials for units of work, work with exceptional children, work on a curriculum project, and work with parent and teachers in disciplinary cases were rated as "fairly important" when planning an on-the-job training program.

Supervision

The supervision and evaluation of an on-the-job preparation program might be considered as two very important factors in the planning of such a program. Four criteria were included in the category of supervision.
The first criterion defined the person, or persons, who would have the responsibility for supervising the trainee's work. The criterion was stated thus: "The trainee should be supervised by the sponsoring superintendent, or his delegated administrative officer, and members of a university staff." The results of the ratings given to this criterion may be found in Table XLII. The ratings of the persons queried indicated that they believed that the criterion was "fairly important" when planning a program for on-the-job preparation of elementary principals. The low rating of 3.1 was given by the principals. The professors and superintendents gave an average rating of 3.2, and the teachers placed a high value of 3.4 of the criterion.

**TABLE XLII**

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD BE SUPERVISED BY THE SPONSORING SUPERINTENDENT OR DELEGATED ADMINISTRATIVE OFFICER AND MEMBERS OF A UNIVERSITY STAFF."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2 5 8 12</td>
<td>27</td>
<td>3.1</td>
</tr>
<tr>
<td>Professors</td>
<td>1 3 5 8</td>
<td>17</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2 5 4</td>
<td>11</td>
<td>3.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>5 3 14</td>
<td>22</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>3 15 21 38</td>
<td>77</td>
<td>3.2</td>
</tr>
</tbody>
</table>
The definition of the person, or persons, who would need to evaluate the work of the trainee formed the substance of the second criterion. It was suggested that the evaluation be a cooperative process by the sponsoring administrator and the university staff member supervising the program. The criterion read: "The trainee's work should be evaluated jointly by the sponsoring administrator and the university staff member supervising his program." A summary of the reactions of the various persons with regard to the value of such a criterion may be found in Table XLIII. The professors' and teachers' average rating was a low of 3.2, while the superintendents' high rating was 3.4. The principals rated the criterion at 3.3. Inspection would show that the group rated the criterion as "fairly important" when planning an on-the-job preparation program.

### TABLE XLIII

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE'S WORK SHOULD BE EVALUATED JOINTLY BY THE SPONSORING ADMINISTRATOR AND THE UNIVERSITY STAFF MEMBER SUPERVISING HIS PROGRAM."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2 4 8 17</td>
<td>31</td>
<td>3.3</td>
</tr>
<tr>
<td>Professors</td>
<td>1 3 7 11</td>
<td>22</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 5 7</td>
<td>13</td>
<td>3.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>1 2 4 10 17</td>
<td>34</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>2 5 11 30 52</td>
<td>100</td>
<td>3.3</td>
</tr>
</tbody>
</table>
Another criterion in the category of supervision and evaluation was related to the part the teaching staff should play in rating the trainee's work. It was stated: "The teaching staff with whom the trainee works should evaluate his work." Table XLIV shows the results of the ratings of this criterion. The range in the average ratings was small. The principals' and superintendents' average ratings of 2.5 were the lowest, while the professors' and teachers' ratings of 2.8 were the highest values given. It was interesting to note the rather low over-all rating given the criterion was "of some importance" when planning a program. One teacher commented that she was of the opinion that "only selected qualified representatives of the teaching staff should evaluate the trainee's work. No other comments were made concerning the criterion.

**TABLE XLIV**

RESPONSES OBTAINED TO THE CRITERION, "THE TEACHING STAFF WITH WHOM THE TRAINEE WORKS SHOULD EVALUATE HIS WORK."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>2 4 11 5 9</td>
<td>31</td>
<td>2.5</td>
</tr>
<tr>
<td>Professors</td>
<td>2 7 5 8</td>
<td>22</td>
<td>2.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>1 5 6 1</td>
<td>13</td>
<td>2.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 7 14 11</td>
<td>35</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>5 7 30 30 29</td>
<td>101</td>
<td>2.7</td>
</tr>
</tbody>
</table>

The essence of the last criterion in the category was the
trainee's responsibility for self evaluation. The criterion read as follows: "The trainee should provide some evidence of a program of self evaluation." A summary of the results of the ratings may be found in Table XLV. The superintendents' average rating was low with a 3.2 value, while the professors' rating was high with a 3.8 value rating. The principals' rating was 3.3, and the teachers' average rating was 3.4. The ratings might be interpreted to mean that the members of the groups considered self evaluation to be "fairly important" when planning an on-the-job training program.

A summary of the total average ratings of each of the four criteria listed under the heading, "Supervision," may be found in Table XLVI. Criterion number three, relating to the place of the teacher in evaluating the trainee's program, had a low value rating of 2.7. Criterion number four, regarding self evaluation, received the highest rating of 3.4. Criterion number one, pertaining to the persons responsible for supervising the trainee's work, was rated at 3.2. The remaining criterion, number two, pertained to the persons who should evaluate the trainee's work. It was given a value rating of 3.3.

An inspection of the ratings shown above might be interpreted to mean that the criterion relating to the persons who should supervise the trainee, the persons who should evaluate the trainee's work, and the self evaluation practices of the trainee should be considered as "fairly important" when planning an on-the-job training program. The criterion relating to evaluation of the trainee's work by the teacher was considered to have some importance.
TABLE XLV

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD PROVIDE EVIDENCE OF A PROGRAM OF SELF EVALUATION."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>5 11 14</td>
<td>30</td>
<td>3.3</td>
</tr>
<tr>
<td>Professors</td>
<td>3 5 14</td>
<td>22</td>
<td>3.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>3 4 6</td>
<td>13</td>
<td>3.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>4 13 19</td>
<td>36</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>15 33 53</td>
<td>101</td>
<td>3.4</td>
</tr>
</tbody>
</table>

TABLE XLVI

SUMMARY OF THE RATINGS OF THE FOUR CRITERIA INCLUDED UNDER THE HEADING "SUPERVISION"

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Persons supervising</td>
<td>3 15 21 33 38</td>
<td>77</td>
<td>3.2</td>
</tr>
<tr>
<td>2. Persons evaluating</td>
<td>2 5 11 30 52</td>
<td>100</td>
<td>3.3</td>
</tr>
<tr>
<td>3. Evaluation by teacher</td>
<td>5 7 30 30 29</td>
<td>101</td>
<td>2.7</td>
</tr>
<tr>
<td>4. Self evaluation</td>
<td>15 33 53 55 55</td>
<td>101</td>
<td>3.4</td>
</tr>
</tbody>
</table>
Throughout the study, as well as in the instruments used in the study, the place of a university staff in planning an on-the-job preparation program has been mentioned. Two criteria were included to sample the thinking of the professional groups about such action.

Criterion number one was stated thus: "The trainee should receive graduate credit for organized on-the-job training." Such a criterion presupposes that there would be university affiliation in an on-the-job training program. The results of the ratings may be found in Table XLVII. The lowest and the highest ratings were the 2.3 average rating of the principals and the 2.8 rating of the professors' respectively. The teachers gave a rating of 2.4, while the superintendents' average rating was 2.6. Thus, the criterion was rated fairly low with regard to planning an on-the-job preparation program. Actually, it was doubtful that any of the persons queried had even experienced cooperative work with a university staff in planning such a program. Thus, the persons rating the criterion were actually rating what they thought such a program would be like. One superintendent took a very strong stand with regard to university affiliations and cooperating in such a program. The superintendent stated that the program needed to be designed with "regard to local need and the assignment locally . . . . All local school districts will not cooperate with university groups except for specific work to be done. Further, sometimes 'non-responsible' (university staff members) persons can do more harm than good." Generally speaking, the persons queried thought that the criterion was of some importance
when planning a training program.

**TABLE XLVII**

**RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD RECEIVE GRADUATE CREDIT FOR ORGANIZED ON-THE-JOB TRAINING."**

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>30</td>
<td>2.3</td>
</tr>
<tr>
<td>Professors</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td></td>
<td>23</td>
<td>2.8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td></td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>37</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>30</td>
<td>25</td>
<td>103</td>
<td>2.5</td>
</tr>
</tbody>
</table>

The second criterion related to the trainee's taking university work during his training. It was stated thus: "The trainee should be expected to enroll in a trainee seminar at the university where he is taking his work." The principals provided the low of 2.3, and the professors, the high of 3.2. The teachers' rating was 2.5, and the superintendents' rating was 2.7. The criterion might be considered as being of some importance when planning a program.

Table XLVIII shows the results of the ratings.

A summary of the ratings given the criterion by all the persons queried may be found in Table XLIX. Criterion one, relating to graduate credit for on-the-job training, was rated at 2.5. Criterion two, regarding the trainee's attending a seminar during his training, was rated at 2.5.
TABLE XLVIII

RESPONSES OBTAINED TO THE CRITERION, "THE TRAINEE SHOULD BE EXPECTED TO ENROLL IN A TRAINEE SEMINAR AT THE UNIVERSITY WHERE HE IS TAKING HIS WORK."

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>4  1  9  11  4</td>
<td>29</td>
<td>2.3</td>
</tr>
<tr>
<td>Professors</td>
<td>1  1  3  6  12</td>
<td>23</td>
<td>3.2</td>
</tr>
<tr>
<td>Superintendents</td>
<td>2  1  6  3</td>
<td>12</td>
<td>2.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>2  7  6  13  9</td>
<td>37</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7  11  19  36  28</strong></td>
<td><strong>101</strong></td>
<td><strong>2.5</strong></td>
</tr>
</tbody>
</table>

TABLE XLIX

SUMMARY OF THE RATINGS GIVEN THE TWO CRITERIA INCLUDED UNDER THE HEADING, "UNIVERSITY AFFILIATION."

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number Marking Each Degree of Importance</th>
<th>Number Reporting</th>
<th>Mean Degree of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate credit</td>
<td>8 16 24 30 25</td>
<td>103</td>
<td>2.5</td>
</tr>
<tr>
<td>2. Trainee seminar</td>
<td>7 11 19 36 28</td>
<td>101</td>
<td>2.5</td>
</tr>
</tbody>
</table>

The ratings given the two criteria relating to university affiliation were among the lower ratings, when compared to all the nineteen criteria. However, the ratings might be interpreted to mean that such a requirement "might be expected" when planning pro-
grams and were of some importance.

CRITERIA ADDED BY THE VARIOUS MEMBERS OF THE PROFESSIONAL GROUPS

The various members of the groups marking the instrument added several criteria to be considered when planning on-the-job training programs. The additional statements, listed by the persons from the related professional groups, followed the same pattern as presented in the original instrument. In many cases, the additional material was, in the writer's opinion, a rewording of the original statements contained in the questionnaire. For example, one principal suggested that the trainee be responsible for training a new teacher. Criterion five included under the heading, "School Experiences," was: "The trainee should have the opportunity to help the individual teacher in the classroom program." It might be said that the two criteria are quite similar.

It was assumed that these added statements represented real concern on the part of the persons answering the questionnaire. Practically all of the additional statements could be placed into the categories of human relations and pupil personnel.

All the persons within the various professional groups seemed to have some definite concerns with regard to the program of training elementary principals while on the job. One or more persons in each professional group was concerned with staff meetings. They wanted the candidate to have the opportunity to work as the group leader in a staff or faculty meeting. There seemed to be a desire that the
program be so designed as to provide opportunities for working in the central office. In some cases there was a desire to have the trainee learn certain administrative practices.

As might be expected, the persons adding criteria also rated them "of utmost importance" when planning an on-the-job training program. Since there were so few exceptions, the ratings given each added criterion will not be given.

The principals and the professors were most prolific in adding criteria. The bulk of the statements related to the principal's task in developing good human relations with the faculty, community, and other administrative members.

Eight of the principals contributed twelve additional criteria. Personnel relationships seemed to be of major concern. The principals listed and rated the following criteria:

The trainee should:

a. Attend teacher staff meetings.

b. (Take) responsibility for training new teachers.

c. (Take) responsibility for coordinating a program which involves a traditional teacher and a very liberal teacher.

d. Appreciate the role of the custodian.

Administratively speaking, there was interest in the office tasks at the levels of the school and system. The principals added that the candidate should:

a. Help with census taking and revision of school directory, for this provided an excellent opportunity for the trainee to be familiarized with the school district.
b. Have the opportunity to acquaint himself with and appreciate the use of the system of records kept by the school system in which he works.

c. See the school picture from the superintendent's and board of education's side.

d. Do some work in long term (for a school) planning.

e. Help in carrying out routine office duties.

f. Learn what things come first--not to become bogged down in trivialities.

Nine professors added twenty-one criteria. Four of the professors mentioned the importance of attending staff meetings and acting as group leader at these meetings.

There was an expression of need for public relations work beyond the school level. The professors added the following statements and rated them according to importance.

The trainee should:


b. Speak to civic clubs, etc.

c. Be a participant in community organizations.

The office duties seemed to be important to the group of professors. They said that the candidate should:

a. Have experience in writing reports.

b. Assist with the work of the principal's office.

c. Take over for short periods the routine principal's desk work--but the decisions, letters, etc. produced should be subjected to review before release.

Other criteria added were:

The trainee should:
a. Attend P.T.A. meetings.
b. Have the opportunity to work as the superintendent's staff assistant in the supervision of schools.
c. Attend board meetings.
d. Participate in school policy meetings.
e. Do demonstration teaching.
f. Be encouraged on-the-job to think through the responsibilities of the principal's job in writing.

The superintendents added very few criteria. In fact, three superintendents added four criteria. The criteria added were:

The trainee should:

a. Attend staff meetings.
b. Prepare administrative reports.
c. Become acquainted with central office practices.
d. Have some definite responsibility during each assignment.

Five teachers added eight criteria. As with the other groups, the criteria added pertained to happenings which usually affect the teacher in her surroundings.

The candidate should:

a. Have the opportunity to observe the work of principals in other cities, as recommended by those in charge of the training program.
b. Attend meetings which teachers are required to attend.
c. Go on one or more school excursions.
d. Visit classrooms to become familiar with regular work, as well as special programs, parties, etc.
e. Develop telephone techniques (home-school).
f. Supervise extra-curricular activities.
g. Supervise the non-teaching staff.

h. Help with building supervision and care.

SUMMARY

Among the nineteen criteria rated by the members of the various professional groups, seven were rated below 3.0, or "fairly important." Eleven criteria were rated at various points between 3.0, or "fairly important," and 3.5, or "very important," when planning an on-the-job preparation program. One criterion was rated at 3.6 on the degree of importance scale. This criterion, which received the highest rating of the groups, was that the trainee be required to work with individual teachers in the classroom situation. The criterion which had the lowest rating of 2.2 related to offering a special contract to the trainee.

Other criteria that were rated from 2.0, or "might be expected" to 3.0, or "fairly important" when planning an on-the-job training program were related to the trainees: (1) being obligated to spend time in the same school district after completion of the training program, (2) working with youth and parent groups, (3) doing a research problem on the school district level, (4) work being evaluated by teachers, (5) receiving graduate credit for on-the-job training, and (6) attending a trainee seminar.

Those criteria which were rated on a scale from 3.0, or "fairly important," to 3.5, or "very important," were related to: (1) definition of the persons who should plan the program, (2) required experiences and other experiences, (3) the payment of a suitable salary, (4) the rate at which responsibility should be accepted, (5) the
preparation of research material for units of work, (6) the development of a curriculum project, (7) work with parents and children in disciplinary cases, (8) work with exceptional children, (9) the persons who should supervise the trainee's work, (1) the persons who should evaluate the trainee's work at the administrative level, and (11) self evaluation by the trainee.

Generally, all the criteria might be taken into consideration when planning an on-the-job training program. However, as indicated by the ratings, some should have more weight than others. An exception might be made with regard to the criteria included in the section, "University Affiliation." It is possible that the ratings for these criteria were low for several reasons. For example, it was doubtful that any of the persons rating the criteria had experienced working with university personnel on the development of such programs. Further, geographical distances, old feelings about university domination, and general reluctance to share in planning and evaluating without sharing full responsibility, may be other reasons.
CHAPTER V

PRESENT PRACTICES WITHIN OHIO CITIES WITH REGARD TO THE SELECTION AND ON-THE-JOB PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS

In this chapter, a representative picture of the present practices which affect selection and on-the-job preparation of elementary school principals is described. The data for the study were drawn primarily from questionnaires and personal visits with persons interested in the problem.

In Ohio, communities of 5,000 or over are defined as city school districts. A total of 135 such city districts were listed in the 1953-54 Ohio School Directory. The superintendent of schools in each of the 135 cities previously mentioned received the first questionnaire, with a covering letter from the Director of the School-Community Development Study. After a period of two months, a brief "follow-up" letter was mailed to the various superintendents of Ohio cities who had not answered the initial questionnaire. A total of 131, or 97 per cent, of the questionnaires were returned. An analysis of the findings forms the main body of this chapter.

1 Clyde A. Hissong, Ohio School Directory, Department of Public Instruction (Columbus, Ohio, 1953).

2 Appendix C.
In order to have a well-rounded picture of the practices of selection and on-the-job preparation of principals in Ohio, it was decided that it was necessary to know something of the status of the principalships within Ohio city schools. It is commonly known that the elementary principalship is in a developmental process. As mentioned in Chapter II, the earliest stage of the elementary principalship was the head teacher. Since that time, the position has been developing toward the full-time supervising principalship.

A study of the load schedule of elementary principals indicated that Ohio city superintendents seem to have used two factors as measuring devices for determining the need for full-time elementary principalships. These factors were: (1) some point on the enrollment scale where the superintendent and/or board of education believed that the head teacher, or part-time principal, could no longer handle the administrative duties; and/or (2) where the buildings, through addition or remodeling, reached a certain number of rooms. In each case, the decision to employ a full-time principal might be thought of in terms of numbers of children.

A total of twenty-five, or 19 per cent, of the superintendents returning the questionnaire indicated that they used some point in the enrollment of a school to determine the need for a full-time principal. The extent of use and the range of enrollment are shown in Table L. The lowest enrollment used to determine the employment of a full-time principal was 177 pupils, and the highest enrollment
was 600 pupils. The median enrollment for employing a full-time elementary principal was 438.

Other superintendents used the factor of "number of rooms" to determine when a full-time principal should be employed. As might be expected, the range from the lowest number of rooms to the highest was great. The extent of the various practices is shown in Table LI. The median number of rooms at which point a full-time principal was employed, was 13.23.

**TABLE L**

**POINT IN ENROLLMENT AT WHICH A FULL-TIME ELEMENTARY PRINCIPAL WAS EMPLOYED IN TWENTY-FIVE OHIO CITIES**

<table>
<thead>
<tr>
<th>Range in Enrollment</th>
<th>Number of cities using range</th>
</tr>
</thead>
<tbody>
<tr>
<td>600-699</td>
<td>3</td>
</tr>
<tr>
<td>500-599</td>
<td>7</td>
</tr>
<tr>
<td>400-499</td>
<td>4</td>
</tr>
<tr>
<td>300-399</td>
<td>6</td>
</tr>
<tr>
<td>200-299</td>
<td>4</td>
</tr>
<tr>
<td>100-199</td>
<td>1</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td><strong>438</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

It seems evident that there was no standard policy for determining the point factor of employing full-time elementary principals in the forty-eight cities whose superintendents responded to the question. Some of the city superintendents, as indicated in Tables L and LI, have developed definite operational policies with regard to the employment of full-time elementary principals. The majority, 61 percent, of the city superintendents who answered the questionnaire
TABLE LI

NUMBER OF ROOMS USED AS A FACTOR TO DETERMINE THE NEED FOR A FULL-TIME PRINCIPAL IN TWENTY-THREE OHIO CITIES

<table>
<thead>
<tr>
<th>Range in number of rooms where full-time employment was considered</th>
<th>Number of cities using factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-25</td>
<td>1</td>
</tr>
<tr>
<td>16-19</td>
<td>4</td>
</tr>
<tr>
<td>12-15</td>
<td>11</td>
</tr>
<tr>
<td>8-11</td>
<td>4</td>
</tr>
<tr>
<td>4-7</td>
<td>2</td>
</tr>
<tr>
<td>1-3</td>
<td>1</td>
</tr>
</tbody>
</table>

Median 13.23  Total 23

either did not have a policy for selecting full-time principals, or did not indicate their actual working procedure. Further, where city superintendents have set up some policy, they have done so by taking into consideration the problems which affect their own school system. The selection of full-time elementary principals might have been affected by:

a. Budgeting implications  
b. Tradition of the community  
c. Size of the city  
d. Type of community, that is, suburban, city  

Therefore, in addition to the load factor, which was used by the superintendents to determine the need for full-time principals, there might have been other reasons for such action.
PROGRAMS FOR THE SELECTION OF THE ELEMENTARY PRINCIPAL

As will be pointed out in the next few pages, certain superintendents of several of the Ohio cities have seen a need for the careful selection of candidates for elementary principalships. In an attempt to determine the degree of development attained by various superintendents in their programs for selection of elementary principals, three basic statements were provided for their selection. A total of 131 superintendents indicated their preference of one of the three statements. The results, as shown in Table LII, may be interpreted as follows:

TABLE LII
EXTENT OF DEVELOPMENT OF PROGRAMS FOR THE SELECTION OF ELEMENTARY PRINCIPALS IN 135 OHIO CITY SCHOOL SYSTEMS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Selecting</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>No general program each case considered separately</td>
<td>64</td>
<td>47.4</td>
</tr>
<tr>
<td>Some appropriate policies, but a complete program has not been worked out.</td>
<td>52</td>
<td>38.6</td>
</tr>
<tr>
<td>A well-defined program for the selection of candidates</td>
<td>15</td>
<td>11.1</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>
a. A large number, sixty-four out of 135, of the Ohio city superintendents reported that they have not developed programs or policies with regard to selecting elementary school principals.

b. A large number, fifty-two out of 135, of Ohio city superintendents reported that they have developed certain appropriate policies with regard to the selection of elementary principals, but have not fully investigated the problem.

c. A few, fifteen, Ohio city superintendents reported that they have worked out detailed programs for selecting the elementary principal.

The reasons for the development of some of the programs and the reasons for not developing others are stated in the latter part of this chapter.

INTEREST IN ALTERING THE PRESENT METHODS OF SELECTING CANDIDATES

Suspecting that most superintendents are interested in improving their administrative teams, the Ohio city superintendents were asked whether or not they wished to improve their practices for selecting candidates for elementary principalships. In addition, they were asked to describe any proposed changes in their programs. A total of 119, or 88 per cent, of the superintendents answered the question. The results of the answers are shown in Table LIII.

It was clear that a substantial number—forty-nine, or 36.2 per cent—of Ohio city superintendents were interested in improving
their practices with regard to selecting elementary school principals. One superintendent from a large city said, "We are working on changes in our program at present. We hope we can outline more specifically our plans." Another superintendent indicated that they were establishing "... minimum training and experience requirements, subject to relaxation if highly capable candidates cannot otherwise be found."

**TABLE LIII**

RESPONSES OF THE SUPERINTENDENTS IN NUMBER AND PER CENT TO THE QUESTION ON INTEREST IN IMPROVING THE SELECTION PRACTICES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number of Superintendents Selecting Statements</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely interested in improving their selection practices</td>
<td>49</td>
<td>36.2</td>
</tr>
<tr>
<td>Not interested in improving their selection practices</td>
<td>70</td>
<td>51.9</td>
</tr>
<tr>
<td>No answer</td>
<td>16</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It was interesting to note that many of the superintendents indicated, or stated, that there was a definite scarcity of eligible candidates. For example, these city superintendents stated:

I would like to find some men who would become potential candidates.

We would like a list of qualified applicants well recommended.

... if we could get some young men into our elementary field to enable us to start a training program.
In fact, the problem of the selection of candidates for the elementary principalship seemed to be fairly acute. In one instance, a superintendent said, "Just try to find young men or women who are properly prepared."

It was also interesting to note that, among those who answered "yes," there was a limited move toward examining the advantages and disadvantages of having a person other than the superintendent aid in the selection of candidates. Such a move was in evidence when superintendents stated that one means of improving their selection program would be to set up a "committee made up of administration and teachers to help select candidates for the elementary principalships." Other superintendents made the following statements.

(I) have considered establishment of criteria with committee.

We expect to have our present principals interview candidates.

... consultation with other elementary principals ... .

... committee of elementary principals to submit a list of possible candidates and to devise a plan of screening.

The superintendents' comments provided evidence that, among those who were interested in altering their present means of selecting candidates, there were varied questions and ideas as to how and what should be done in order to improve their programs.

Further evidence of the superintendents' thinking may be found in the following comments:

I would like to know what other schools do. I would like to be able to evaluate a candidate objectively.

That's what I would like to know. [How to improve selection methods]
We have no set methods of selection at the present time. Any alteration would be beneficial.

As was pointed out in the first paragraph of this section, seventy, or 51.9 per cent, of the city superintendents were not interested in altering their present methods of selection of candidates for elementary principalships. Some of the superintendents did not believe that there was a need for altering their present plan of selecting candidates. They explained their thinking as follows:

We have not had any experience in selecting principals in this system. Present principals have been here for twenty years. No thought given to the problem up to this time.

Seldom do we have a vacancy for this position. Perhaps for this reason, we have neglected to give the problem much attention.

We have not had a change in years.

A perusal of the comments listed here might lead a person to assume that only the superintendents in the smaller cities failed to foresee a need for improving their present practices. The assumption would be wrong. Several of the superintendents in cities of medium size were not interested in changing their present practices with regard to selecting principals, while some of the superintendents in smaller cities did wish to improve their present practices. Thus, the size of the school district was not the only factor which affected the development of selection programs.

OPERATIONAL POLICIES AFFECTING THE SELECTION AND TRAINING OF CANDIDATES FOR THE ELEMENTARY PRINCIPALSHIP

The development of a selection or on-the-job preparation program for the training of elementary principals depends a great deal
on the material (candidates) available. In some systems, there may
be certain issues which have been written in the form of operational
policy, or implied through the actions of the superintendent and
board of education. These practices partially or completely affect
the selection of candidates, as well as any program for training
candidates. In the elementary field, three of these issues have
been in evidence for some time. These issues are: (1) the selec­
tion of candidates from inside the school system, or from outside
the school system; (2) the selection of women principals, or the
selection of men principals; and (3) the selection of persons who
have elementary teaching experience, or other teaching experience.

The Ohio city superintendents were asked to indicate their
practice with regard to the previously mentioned operational policies.
The tabulation of answers concerning the selection of candidates from
inside or outside the school system is shown in Table LIV.

It was evident from the answers to the questions that the
largest number—105, or 77.7 per cent,—of Ohio city superintendents
selected candidates from either outside or inside their school sys­
tems. Twenty-nine, or 21.5 per cent, always selected candidates
from inside their school systems; and one, or .7 per cent, always
selected candidates from outside their school system. It was inter­
esting to note that a substantial number of the superintendents who
always selected from inside their school system were from the larger
cities.

There seemed to be some conflict in the answers to this
TABLE LIV

RESPONSES TO THE QUESTION OF THE SELECTION OF ELEMENTARY PRINCIPAL CANDIDATES IN 135 OHIO CITIES FROM OUTSIDE OR INSIDE THE SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Statement (Superintendents)</th>
<th>Number of Superintendents Answering</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always selected candidates from outside their system</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Always selected candidates from inside their system</td>
<td>29</td>
<td>21.5</td>
</tr>
<tr>
<td>Selected candidates from both inside and outside their system</td>
<td>105</td>
<td>77.7</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>1.5 (a)</td>
</tr>
<tr>
<td>Totals</td>
<td>137 (a)</td>
<td>101.9</td>
</tr>
</tbody>
</table>

(a) Four superintendents marked two statements.

question. A total of four superintendents checked both sections of the question, indicating that they either vacillated from one position to the other or did not understand the question. At times, therefore, they selected only from inside the system, while at other times selection was made from either inside or outside the school system.

Another factor which affected the selection of candidates had to do with the sex of the person involved. The results of the question about selecting men and/or women may be found in Table LV.
TABLE LV

RESPONSES TO THE QUESTION CONCERNING THE PRACTICES FOLLOWED WITH REGARD TO THE SELECTION OF MEN AND/OR WOMEN FOR THE POSITION OF ELEMENTARY PRINCIPAL IN 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted the selection to men</td>
<td>16</td>
<td>11.9</td>
</tr>
<tr>
<td>Restricted the selection to women</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>Selected either men or women</td>
<td>112</td>
<td>82.9</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A study of the results indicated that a predominant number—112, or 82.9 per cent,—of the Ohio city superintendents selected either men or women for the position of elementary principal. Further, a small number—sixteen, or 11.9 per cent,—restricted the selection to men. A still smaller number—four, or 2.9 per cent,—of Ohio superintendents restricted the selection of candidates to women.

Another factor which was often considered in the selection of candidates for elementary principalships was the type of teaching experience the candidate had prior to making application for the elementary principalship. During the early years of the elementary principalship the position was sometimes given to a "deserving person," regardless of the experience and/or training of the candidate.
Fortunately, within more recent years there seems to have been a change in concept with regard to the selection of candidates. The trend has been toward recognizing the need for elementary teaching experience when selecting an elementary principal. Evidence to support the previous statement is shown in Table LVI. The largest number—eighty-four, or 62.3 per cent,—of Ohio city superintendents followed the practice of selecting candidates who had elementary teaching experience. A smaller number—forty-five, or 33.3 per cent,—selected persons having either elementary or secondary teaching experience.

TABLE LVI

RESPONSES TO THE QUESTION ABOUT THE PRACTICE FOLLOWED IN 135 OHIO CITIES, WITH REGARD TO RESTRICTING SELECTION OF ELEMENTARY PRINCIPAL CANDIDATES ACCORDING TO THE TYPE OF TEACHING

<table>
<thead>
<tr>
<th>Practice</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted selection to persons having elementary teaching experience</td>
<td>84</td>
<td>62.3</td>
</tr>
<tr>
<td>Selected persons having either elementary or secondary teaching experience</td>
<td>45</td>
<td>33.3</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
<td>4.4</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Who Selects Ohio City Elementary Principals?

In recent years there has been a tendency to include persons other than the superintendent in the screening process of candidates for the elementary principalship. In general, these persons acted as aids to the superintendent in providing a variety of opinions regarding the qualifications of the candidate. Other evidences of the broadening of responsibility in the selection process will be shown in the remaining pages of this chapter.

As shown in Table LVII, the largest number—eighty-five, or 62.9 per cent,—of Ohio city superintendents have in the past accepted the entire job of selecting the candidate for the position of elementary principal. A substantially smaller number—thirty-one, or 22.9 per cent,—of the superintendents have set up a somewhat broader examining base by adding central office administrative personnel and principals to the selecting group. A small number—thirteen, or 9.8 per cent,—of the superintendents added central office personnel, principals, and other persons (teachers and lay persons) to aid them in the selection process.

Processes Used to Select Elementary Principals in Ohio Cities

As has been stated earlier, most of the elementary school principals within the state were selected by the superintendents. In turn, these candidates were recommended to the various boards of education by the superintendent. The process of selection of the candidates for elementary principalships might be very short, or quite complicated.
In order to find out how the steps were designed, Ohio city superintendents were asked to answer three questions with regard to the process they used when selecting candidates for elementary school principalships. These questions dealt with: (1) interviews, (2) field reports, and (3) written examinations. In each case, they were asked to describe the process in a brief statement. An analysis of the answers to these questions as well as the superintendents' comments concerning the process will be given on the following pages.

Use of Interviews

Of the total of 131 superintendents who returned the questionnaire, 124, or 94.6 per cent, answered the question regarding the use
of interviews in the selection process. The results are shown in Table LVIII.

**TABLE LVIII**

RESPONSES TO THE QUESTION ON THE USE OF INTERVIEWS IN THE SELECTION OF CANDIDATES FOR THE ELEMENTARY PRINCIPALSHIP in 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Use of Interview (Superintendents)</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used interview in the selection process</td>
<td>116</td>
<td>85.9</td>
</tr>
<tr>
<td>Did not use interview in the selection process</td>
<td>8</td>
<td>5.9</td>
</tr>
<tr>
<td>No answer</td>
<td>11</td>
<td>8.2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>135</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The overwhelming majority—116, or 85.9 per cent,—of the superintendents used the interview as one part of the selection process. A small group—eight, or 5.9 per cent,—did not use the interview in the process of selecting candidates. It was difficult to imagine that the interview was not used as a technique in the selection process. It is possible that the superintendents answering this question in the negative misinterpreted the meaning of the query; or believed that they already knew the candidates, in which case an interview was not necessary.

As mentioned earlier in this chapter, a substantial number of the superintendents indicated that they wished aid in the process of
selecting candidates. Evidence that there was considerable thinking about broadening the interview responsibilities was noted among the descriptions of the interview practices.

Among the comments there were some which indicated that the interviews were not limited to the superintendent. In other words, some of the superintendents had invited, or planned to invite, other central office personnel—teachers, school board members, and lay persons—to help them in their interviewing of candidates. Some superintendents, in describing their interviews, commented:

Group interviews plus individual interviews (principals and other administrative personnel aiding the superintendent).

Those who are considered for the position are interviewed by the superintendent, assistant superintendent, and the director of instruction.

Usually with superintendent and committee of principals and supervisors.

The superintendent and all elementary supervisors have scheduled interviews with candidate.

Conferences is a better word. They last quite a while and may be several in number.

Superintendent and director of curriculum interview the candidate.

Interview with superintendent and other principals for the purpose of elimination . . . then with the board of education.

I alone have interviewed candidates, but expect this year to have our elementary principals interview them too.

We are considering the interviewing of candidates by a small committee.

In one city the interview process was developed in the following manner. The superintendent provided “individual interviews with
screening committee. . . . Meeting of the screening committee to compare notes . . . preparation of recommendation by superintendent for board action."

Other comments gave the impression that the interview was the only phase in the selection process. In one city, for example, the superintendent eliminated all candidates except two or three who met with the board of education. In another city, the superintendent interviewed all candidates, made necessary contacts for checking references, credentials, et cetera, and usually recommended to the board without personal appearance before the board.

In general, the superintendents seemed to agree on the reasons for having interviews with candidates. As is evident in the following comments, emphasis was placed on leadership qualities, personal qualifications, and philosophies. Examples of the things that superintendents looked for may be found in the following comments.

We try to evaluate leadership potential, emotional stability . . . .

. . . Discuss policy, philosophy of elementary education.

Purpose of interview is to appraise: oral, English; poise; personality; appearance; general attitude; and knowledge of educational trends.

Candidate is interviewed to check appearance, voice, tact, personality, qualifications for position, experience, and philosophy of education.

. . . . to discuss at length the candidate's philosophy of education; also, during the interview, much can be learned about the candidate's personality, attitude toward children, and attitude toward teachers.

We look at personality, interests, English, appearance, etc.
... philosophy of life; philosophy of education.

... determining philosophy of education, administrative procedures, personal relationships, objectives of elementary education community service potentialities.

... philosophy of education, authoritative or democratic disposition, ability to be fair but firm, winning personality, democratic leadership, love for youngsters, appearance.

Use of Field Reports

Other material which could be used in the selection process was written information about the candidate in the form of "field reports." These reports consisted of either a written analysis of the candidate's work as a teacher or cadet principal on the local scene, or reports included in the credentials found at the candidate's home university.

A total of 114 Ohio city superintendents answered the question pertaining to the use of field reports. A summary of these answers is shown in Table LVIX and the comments that follow. A large number --ninety-two, or 68.2 per cent,—of the Ohio city superintendents used the credential and field reports extensively.

In general, college credentials seemed to be extensively used as one type of field report. The field report is sometimes found in one section of the college credentials. It is usually a report of the candidate's work on some job. The number of superintendents who indicated that they used college credentials gives some idea of their importance. For example, they commented:

A candidate from another school system is interviewed after we have his credentials (college).
usual transcripts of school credits and recommendations.

plus college credentials (as a step in the process of selection).

We use college placement bureau credentials.

credentials (college).

Usually credentials from college appointment offices . . . .

Confidential reports from colleges . . . .

get credentials from college's appointment bureau.

Teacher placement credentials . . . .

We like to get the reference pocket of his university's placement bureau.

TABLE LIX

RESPONSES TO THE QUESTION ON THE USE OF FIELD REPORTS IN THE SELECTION OF CANDIDATES FOR THE ELEMENTARY PRINCIPALSHIPS IN 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Field Reports</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used field reports in the selection process</td>
<td>92</td>
<td>68.2</td>
</tr>
<tr>
<td>Did not use field reports in the selection process</td>
<td>22</td>
<td>16.3</td>
</tr>
<tr>
<td>No answer</td>
<td>21</td>
<td>15.5</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

... college credentials, if kept up while in field.

Placement office credentials . . . .
In addition to the college credentials, some of the city superintendents made definite use of ratings, or written supervisory reports, by various members of their staffs. For example, in one school system, the superintendent stated that "supervisors, principals in some cases, (and) other personnel where contacts have been made to the extent that a fair evaluation can be made, are asked to prepare written field reports." Some other superintendents used field reports prepared by members of their staffs. A few of the statements by the superintendents were as follows:

(Reports) done by a committee composed of: assistant superintendent in charge of administration; assistant superintendent in charge of instruction; director of elementary schools; and director in charge of pupil personnel services.

We always study experience reports from principals and teachers who have been acquainted with the candidate.

Written summary by person who knows what candidate has been accomplishing in his present position.

All of these comments were made with regard to using field reports as one step in the selection process. A few of the superintendents stated that a special form or rating sheet had been developed as a guide for writing field reports.

Written Examinations as One Step in the Selection of the Elementary School Principal

During the past few years, some of the Ohio city superintendents have begun to use written examinations as one step in the selection process. The extent of the use of written examinations is shown in Table LX. By far the largest number—107, or 79.2 per cent,—of
the Ohio city superintendents did not use the written examination.

Among those superintendents who used the written examination, one superintendent stated that he used two examinations. The first was an objective type; the second, an essay examination. Of the seven superintendents who answered "yes," four used an essay examination prepared by the Evaluation Division of the Bureau of Educational Research, located at The Ohio State University. The other superintendents have developed tests to be used in their own school system. Two superintendents had mixed feelings about the use of written examinations. One superintendent stated that he "(might) decide to adopt a plan whereby the candidate answers prepared questions."

Another stated, "I tried this [written examination] three years ago, but have not used it since."

**TABLE LX**

RESPONSES TO THE QUESTION ON THE EXTENT OF USE OF WRITTEN EXAMINATIONS IN THE SELECTION OF CANDIDATES FOR THE ELEMENTARY PRINCIPALSHIP IN 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Written Examinations</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used written examinations in the selection process</td>
<td>7</td>
<td>5.3</td>
</tr>
<tr>
<td>Did not use written examinations in the selection process</td>
<td>107</td>
<td>79.2</td>
</tr>
<tr>
<td>No answer</td>
<td>21</td>
<td>15.5</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>
ON-THE-JOB TRAINING AS A METHOD OF PREPARING ELEMENTARY PRINCIPALS

As was stated earlier in this chapter, the superintendents of Ohio city school systems were asked to indicate whether or not they had an active program for preparing elementary principals while on the job. In addition, they were asked to describe to what extent their program had been developed.

The data shown in Table LXI gives a picture of the number and extent of the development of various programs for preparing elementary principals in the various Ohio cities. As shown in this table, the largest number—fifty-nine, or 43.7 per cent,—of the Ohio city superintendents stated they had no program for on-the-job preparation of candidates for the elementary principalship. However, a substantial number—fifty-six, or 41.4 per cent,—had some policies with regard to providing continuing training for the elementary principal candidate. In addition, a few—eleven, or 8.2 per cent,—of the city superintendents stated that they had a well-defined program for the selection of the elementary principal. In all cases, their well-defined programs could be defined as some form of assistant principalship, or cadet principalship. A detailed study of these programs, as well as an analysis of the policies, will be found in Chapter VI.

ALTERING PRESENT METHODS OF (ON-THE-JOB) PREPARATION OF THE ELEMENTARY PRINCIPAL

At the same time that the superintendents were asked about their training programs, they were asked if they wished to make any
## TABLE LXI

RESPONSES TO THE QUESTION ON THE NUMBER AND EXTENT OF DEVELOPMENT OF PROGRAMS FOR PREPARING (ON-THE-JOB) THE ELEMENTARY PRINCIPAL IN 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Development of Program</th>
<th>Number of Superintendents Responding</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>No general program for preparing (on-the-job) the elementary school principal</td>
<td>59</td>
<td>43.7</td>
</tr>
<tr>
<td>Some established policies for preparing (on-the-job) the elementary school principal, but a complete program has not been worked out</td>
<td>56</td>
<td>41.4</td>
</tr>
<tr>
<td>A well-defined program for the preparation (on-the-job) of the elementary school principal</td>
<td>11</td>
<td>8.2</td>
</tr>
<tr>
<td>No answer</td>
<td>9</td>
<td>6.7</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

...changes in them. Further, they were asked to describe the changes they wished to make. A summary of the answers may be found in Table LXII.

Several--forty-eight, or 35.6 per cent,--of the superintendents were interested in changing their present program for preparing (on-the-job) the elementary principal. A larger number--fifty-six, or 41.5 per cent,--were not interested in changing their program. As might be expected, the latter group gave practically the same
answers to the similar question on the selection of principals. The superintendents stated that they did not make elementary personnel changes often enough to warrant a program for preparing candidates for the principalship.

**TABLE LXII**

RESPONSES TO THE QUESTION CONCERNING THE INTEREST OF SUPERINTENDENTS WITH REGARD TO MODIFYING THEIR PROGRAMS FOR ON-THE-JOB PREPARATION OF THE ELEMENTARY SCHOOL PRINCIPAL IN 135 OHIO CITIES

<table>
<thead>
<tr>
<th>Degree of Modification of Program</th>
<th>Number of Superintendents Queried</th>
<th>Per Cent of Superintendents Queried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in changing present practices</td>
<td>49</td>
<td>35.6</td>
</tr>
<tr>
<td>Not interested in changing present practices</td>
<td>56</td>
<td>41.5</td>
</tr>
<tr>
<td>No answer</td>
<td>31</td>
<td>22.9</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Among the superintendents who wished to alter their programs to some extent, were many who expressed a desire to establish some type of program for on-the-job training of their future elementary principals. In some cases, these projected programs were thought of as cadet principalships or assistant principalships. Several superintendents explained their thinking as follows:

We are considering having cadet principals in some of the schools.

... want to improve program by some definite statement of cadet experiences.
... place in [cadet training] category for a year or two of cadet training.

... providing a two-year probationary training and internship period.

Other superintendents seemed to think that they were in need of help in order to provide an effective program for on-the-job preparation of the elementary principal. Several comments were noted which would indicate that the superintendents would alter their present practices if advice on how to do the job were available. For example, they stated:

Again we try for constant improvement.

In both cases (selection and preparation), we don't know exactly because of the lack of information or know-how.

Our program needs study and better organization.

... would be interested in program of training, but have nothing definite in mind at this time, ... but we do not have sufficient resources. ... must depend on teacher training instruction.

Thus, it can be seen that although a few of the Ohio city superintendents have already developed a program for on-the-job training, others are of the opinion that they need more information in order to do an effective job. Some of the superintendents have developed a program and are searching for ways to better it. Some of these superintendents stated:

We expect to employ an elementary supervisor ... and we feel [that] she or he can select and train prospects.

[We expect to establish] clinics, workshops, study nooks, teacher rating, budget planning, teacher selection [to help provide experience for on-the-job training].

... definite training to be done; give assigned duties to help prepare candidates.
... more experience in handling of some responsibilities.

... to provide opportunities for administrative experience through professional organizations, on-campus study, as well as in the school.

Have him spend more time visiting other good elementary schools.

... assigning assistant principals to small buildings under the direction of a principal who has two buildings.

... more definite plan of establishing administrative responsibilities for prospective principals.

In all cases, the comments were directed toward improving their program as it existed at that time.

SUMMARY

Full-time principalships have been established in Ohio cities for many reasons. However, the primary factor for establishment of a full-time principalship was the number of children under the principal's supervision. Although several city superintendents have some policy with regard to the selection of candidates for the elementary principalship, only a few have developed well-defined plans. A fair number of superintendents wish to improve their present selection practices.

The majority of Ohio city superintendents select candidates from both inside and outside the school system. Further, they select either men or women candidates. A smaller number require that the candidate have some elementary teaching experience.

Generally, Ohio city superintendents do all the work necessary in the selection of candidates for the principalship. During the selection process, the majority of the superintendents use the inter-
view and college credentials as aids to selection. A few use some form of written examination as a step in the selection process.

The majority of Ohio school systems have no specific program for on-the-job preparation of elementary school principals. However, a substantial number of the superintendents indicated a desire to make some change in their policies with regard to such a program.
CHAPTER VI
PARTIALLY-DEFINED AND WELL-DEFINED PROGRAMS FOR SELECTION
AND ON-THE-JOB PREPARATION OF ELEMENTARY SCHOOL
PRINCIPALS IN CERTAIN OHIO CITIES

In addition to other data, the initial questionnaire was designed to identify the Ohio city school systems where programs for the selection and/or on-the-job training programs were in effect. Further, the superintendents were asked to "scale" their programs with regard to the degree of development of these programs. In order to learn more about the selection and/or on-the-job preparation programs reported by the superintendents, a second questionnaire was developed.¹

Questionnaire and Returns

The second questionnaire was mailed to those superintendents who indicated that they: (1) had some appropriate policies for the selection and/or preparation of the elementary principal, but a complete program had not been worked out; or (2) had a well-defined program for the selection and/or preparation of the elementary school principal. As is the usual practice, a short follow-up letter was prepared to be sent to those persons who did not answer the questionnaire within a reasonable period of time.

¹ Appendix D.
A total of forty-eight questionnaires were mailed to Ohio city superintendents whose initial answers fell in the categories indicated in the preceding paragraph. After a short waiting period a follow-up letter was mailed to those superintendents who did not answer the inquiry. Twenty-three, or 47 per cent, of the questionnaires were returned. In addition, six letters were received from superintendents who indicated that, after careful consideration, they did not believe that they had anything to report with regard to the study. Thus, a total of twenty-nine, or 60 per cent, of the forty-eight superintendents responded to the questionnaire.

Among the six letters received were two from superintendents who had moved to the cities after the initial questionnaire had been answered by their predecessors. It was very interesting to note that the new superintendents did not identify (as the previous superintendents had done) "a well-defined program for the selection and preparation of the elementary school principal." It must be assumed that the problem of degree of definition was relative to the individual's experience and thinking.

YEAR IN WHICH THE SELECTION PROGRAM WAS INITIATED

The superintendents whose answers to the original questionnaire fell into the categories previously mentioned were asked to indicate the length of time their program had been in effect. Further, they were asked to approximate the information if they did not have accurate figures. Thus, the dates shown in Table LXIII may be considered, for the most part, as reasonably accurate. Of the twenty-nine city
superintendents returning the questionnaire, twenty, or 69 per cent, listed a year when their programs for the selection of candidates had been initiated. A total of twenty programs (in varying stages of development) had been started in the eighteen-year period since 1935. Of these programs, twelve, or 60 per cent, were started in the six years prior to 1952. Such an increase would indicate that the need for programs for selecting principals has followed the increasing enrollments of the same period.

TABLE LXIII

RESPONSES TO THE QUESTION ON THE LENGTH OF TIME THE SELECTION PROGRAMS HAD BEEN IN EFFECT IN THE VARIOUS CITIES TO JULY, 1953

<table>
<thead>
<tr>
<th>Number of Cities Reporting</th>
<th>Range of Years Programs Were Initiated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1935-37</td>
</tr>
<tr>
<td>1</td>
<td>1938-40</td>
</tr>
<tr>
<td>3</td>
<td>1941-43</td>
</tr>
<tr>
<td>2</td>
<td>1944-46</td>
</tr>
<tr>
<td>4</td>
<td>1947-49</td>
</tr>
<tr>
<td>8</td>
<td>1950-52</td>
</tr>
<tr>
<td>Total 20</td>
<td></td>
</tr>
</tbody>
</table>

PARTIALLY-DEFINED PROGRAMS FOR SELECTING ELEMENTARY SCHOOL PRINCIPALS IN OHIO CITIES

In the original questionnaire, several superintendents had indicated that they had no well-defined program for selection of elementary principals, but that some policies had been developed.
Most of those superintendents who had worked on some policy did not have descriptive material with regard to their programs. Thus, the superintendents who had adopted some policy but did not have a well-defined program described their programs as follows:

**City One**

(a) Elementary school principals are selected on the basis of favorable opinions formed during personal interviews, observing the candidate at work, other evidence of exceptional work as a teacher or principal.

(b) Candidate must have teaching experience in an elementary school.

(c) Required that the applicant possess M.A. degree or be committed to work for same.

(d) Work for advanced degree [Eq.] include courses in teaching of reading, guidance, psychology, maturation of children, and courses in elementary curriculum.

**City Two**

(a) We are constantly on the look-out for classroom teachers who seem to possess administrative ability.

(b) Each year we ask for recommendations from principals.

(c) A committee appointed by the superintendent screens the teachers recommended and decides on two teachers to be appointed the following year as apprentice principals.

**City Three**

(a) Educational work at grade level equivalent to M.A. or pointed in that direction.

(b) Successful classroom teaching experience at elementary level in our schools.

(c) Successful experience in group leadership.
(d) Conference work.

(e) Evidence of comprehension of child psychology.

(f) Evidence of leadership.

(g) Experiences in community life.

City Four

(a) Cadets must have several years of very successful teaching experience.

(b) Master's degree is required for assignment and training in both elementary education and school administration is essential.

(c) Candidates must merit confidence and respect of fellow teachers and principals.

(d) Personalities, adept in public relations, and friendly in dealings with children and parents are important.

City Five

(a) . . . Teachers are urged to secure additional work in workshops and summer school that will make them more efficient on the job.

(b) . . . that only teachers with suitable degrees and background will be considered as [potential] principal personnel.

City Six

Selection of likely candidates from observation of them in the classroom, on committees, in community enterprises and other relationships which mark them as potentially good educational leaders.

City Seven

I simply pick a teacher who shows promise and push them into added responsibilities.
City Eight

(a) Personality factors—emotional stability—experience years and levels of teaching.

(b) Volunteering for extra committee work and assignments.

(c) Voluntarily attending workshops, etc.

(d) Interest in activities of psychologist and other specialists.

(e) Ability to get along with other people.

(f) Graduate work.

From the descriptions presented by the superintendents, it was evident that there has been some concern about the selection of candidates. It was also evident that the degree of concern varied from city to city. In general, the comments seemed to indicate that one means of selecting candidates was to observe the individual and to subjectively evaluate the work which was seen.

There seemed to be rather definite beliefs with regard to the amount of graduate work a candidate should have in order to be considered. From the comments of the superintendents, it would seem that work on a Master's degree was essential. Some superintendents had set up a policy requiring teaching in the elementary grades. In some cases the requirement had been construed to mean teaching at more than one grade level in the grades. Group leadership and knowledge of curriculum development were other requirements that have been made in some cities for the selection of candidates.
WELL-DEFINED PROGRAMS FOR THE SELECTION OF CANDIDATES

In the fifteen cities where a well-defined program for selection had been reported, there was very little written material describing the program or policies. One of the selection programs in a large Ohio city (Cincinnati) had been in effect for five years at the time the questionnaire was returned. The selection program adopted by the board of education was one of the most comprehensive of those examined. The selection criteria, or policies, were definite and clear. There was no doubt as to the process for selecting elementary school principals in this city. The program was divided into five basic steps. These steps were:

1. Examination
   A. Written examination
      1. Objective examination
      2. Essay examination
   B. Oral examinations
   C. Field or performance rating
   D. Eligibility listing
   E. Appointment

   The candidate could initiate the first step of the program himself by application, or he might be recommended by some other person. A complete description of the program follows.

Qualifications

1. Five years of teaching or similar experience, of which two years should be on the level of the position for which application is made. Experience in the Cincinnati schools is preferred, except as outside experience can be substantiated as to quality. Recency of
experience is desirable. Staff members who have held administrative or supervisory positions for two or more years shall be considered as having had the experience qualifications.

2. The Master's degree, with 15 hours of graduate credit in administration and supervision at the appropriate level is required.

Written Examination

Objective Examination
The National Committee on Teachers Examinations of the American Council on Education through Educational Testing Service, Inc., will prepare and score objective examinations, in the areas of general intelligence, informational background including current events, methods of instruction and supervision, knowledge of growth and development of children and situation type analysis of administrative judgment.

Essay Examination
The Bureau of Educational Research of [The] Ohio State University will prepare and administer essay examinations to determine the use of written English, the ability to organize material, the educational background and knowledge brought to bear on problems, and the extent to which the examinee is analytical in his approach to issues.

Oral Examination
The applicant's credentials, previous record, principals rating and references will be reviewed by a committee of six members appointed by the Superintendent and including two principals, one assistant principal and members of the central office staff. This committee will also conduct a 30 minute oral examination of the applicant with a view toward appraisal of oral English, poise, personality, appearance, general attitudes and knowledge of educational trends for the type of school for which the applicant is applying.

Field or Performance Rating
A committee composed by the Assistant Superintendent in Charge of Administration, the Assistant Superintendent in Charge of Instruction, and the Director of Elementary schools or the Director in Charge of Pupil Personnel Services will visit, observe, and collect data on each individual who has successfully passed
the examination requirements. The Director of Personnel will serve as secretary of the committee but will not have voting privileges. The committee may call upon appropriate staff members for help in the collecting of data. The committee will determine the composite performance rating score for the applicants.

Eligibility Listing

In the first year of operation of the selection procedure, eligibility placement will be determined by the following weightings:

- Objective Examination ........ 30 points
- Essay Examination ............. 20 points
- Oral Examination and
- Field Rating .................. 50 points

After the first eligibility listing has been made, future examinees will not be listed for one year and will be given no score for the examination until a year after it has been taken. At that time the weighting will be:

- Objective Examination ........ 15 points
- Essay Examination ............. 10 points
- Oral Examination .............. 25 points
- Field or Performance Rating .. 50 points

Appointment

1. The Superintendent of Schools, insofar as the candidate is suited to the particular position to be filled, will appoint one of the highest on the appropriate list.

2. The appointee must satisfactorily pass such health examination as required by the Director of Health and Hygiene prior to formal approval of the appointment by the Board of Education.

3. The appointee will be on probation for a period of three years subject to annual rating and review by the examination committee. This committee will conduct such in-service training of the appointee as it deems necessary for his successful guidance, orientation and development.

The program as outlined on the previous pages was taken from the Information Bulletin, published by the Office of the Superin-
tendent of the School District of the City of Cincinnati, Ohio.\textsuperscript{2}

It was one of the most well-defined selection programs examined by the writer. The steps to be taken by a candidate were definitely outlined and rigidly limited.

Another type of selection program was in use in another large Ohio city, Akron, Ohio. The second type was more general and flexible than the Cincinnati program, and it was designed to select persons for a cadet principalship experience. It took into consideration the following factors.

I. Type of teaching experience (definite statement that elementary teaching is desirable).

II. Length of teaching experience.

III. Age of candidate.

IV. University preparation.
   A. University work should have included training in the field of elementary education.
   B. Must have Bachelor's degree and prefer that a large portion of the Master's degree be completed (major in educational administration).
   C. Should be willing to continue work on the Master's degree or beyond.

V. Recommendations for cadet principalship must come from the principal.

In general, the wording of the selection program provided a flexibility of working with the various candidates. For example, in most cases it was stated that . . ."training should include prepara-

\textsuperscript{2} Appendix E.
tion in the field of elementary education." Thus, although it was
doubtful that a candidate for the elementary principalship would be
selected who did not have some elementary background, it was pos­
sible to do so and still follow the selection policies.

The other well-defined programs for selecting candidates were
at varying levels of development, when compared with the two programs
previously described. Actually, only four cities had programs that
could be considered complete. These cities were Cincinnati, Akron,
Canton, and Warren.

Some of the school systems had initiated an essay-type written
examination. Another school system had developed rating forms for
committee interviews. Along with the rating forms, the committee
members developed several questions to be asked of all candidates.
The candidates were notified of their relative ratings a short time
after the interview.

Although differing in structure and flexibility, the well-
defined programs for selection of candidates were so planned as to
take into consideration seven major factors. These factors are
listed as follows:

1. Prior teaching experience
2. Type of teaching experience
3. Recommendations from principal or supervisor
4. College credentials
5. Some type of oral examination
6. Written examination (in use in a few systems)
7. Final selection from a "preferred" list was by
the superintendent. (In some cases, members of
the administrative staff were part of the final
recommendation groups.)

SUPERINTENDENTS' EVALUATION OF EXISTING PROGRAMS

The superintendents who answered the second questionnaire also
reacted to the "strong" and "weak" point of their selection program,
that is, they were asked to point out what they thought were the bad
as well as the good points about their selection program. A few of
the superintendents responded to the question.

Those superintendents who made some comment with regard to
the "strong" points of their program stated:

- Provides for the selecting of local people of some
experience who have ambition to be a principal but would need
a commitment about employment to begin preparation.

- Makes wider base and greater participation of staff in
selecting principals--also better selections.

- Stimulates worthwhile candidates and discourages eleventh-
hour appointments.

- Provides for thorough check on candidate before selection.

As can be noted from the comments, the various superintendents
gave the impression that there was a definite advantage to the candi-
date to participate in a selection program. In addition, it was
evident that they also believed that it was to the superintendent's
advantage to have a strong selection program.
Weaknesses of the Various Selection Programs

In general, the weaknesses listed pointed out factors that needed to be developed. Some comments were:

No follow-up program.

Perhaps not too well defined and limited participation in selection program.

Selection cannot be based on yardstick. The matter of personal judgment does enter in the selection.

Lack of objectivity in selection (particularly where others are disappointed).

PROGRAMS FOR THE ON-THE-JOB TRAINING OF ELEMENTARY SCHOOL PRINCIPALS

In the broadest sense, almost every superintendent who has selected a person to become an elementary principal has had to have some idea of helping that person during the first stages of his principalship. Thus, in one sense, the first programs for on-the-job training of elementary school principals have been in effect since the first elementary principal was hired.

On-The-Job Programs in Ohio Cities

Among the nineteen Ohio superintendents who answered the questionnaire described in this chapter, nineteen, or 88 per cent, of those returning the questionnaire indicated that their programs for on-the-job training of the elementary principal had been in effect for a specified period of years. Since the persons holding the superintendency might have changed during the years and written policies were not available, it must be understood that these figures
were approximations in many cases. Curiously enough, the oldest programs reported by the superintendents began in the same year in cities which represented the lower and the higher populations. In other words, the two oldest programs reported began in a small city and a large city.

The figures shown in Table LXIV indicate that the majority of the programs were rather recent in origin. In fact, twice as many programs were started in the six-year period prior to July, 1953 as had been initiated in the fourteen years after 1935. It was also interesting to note that the overwhelming majority of these recent programs were started in the larger cities (population 20,000 and above).

**Number of Principals Trained Through On-The-Job Training Programs**

During the years that the on-the-job training programs have been in effect, many persons have been trained. The city superintendents were asked to indicate the number of persons who had been trained during the time these programs had been in effect. Table LXV shows the results of the tabulation of the superintendents' answers. As might be expected, the largest number of persons trained have been in the larger cities. A total of 114 persons have been trained in the on-the-job programs. From these 114, twenty-five, or 22 per cent, have been trained in Akron, Ohio. Several cities reported that the program had produced only one person.

**On-The-Job Preparation Programs Reported by Superintendents**

The Ohio city superintendents who had indicated in the first
TABLE LXIV

RESPONSES TO THE QUESTION ON THE LENGTH OF TIME
ON-THE-JOB PREPARATION PROGRAMS HAD BEEN
IN EFFECT IN THE VARIOUS CITIES TO 1935

<table>
<thead>
<tr>
<th>Number of Cities Reporting</th>
<th>Range of Years Program Was Initiated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1935-37</td>
</tr>
<tr>
<td>1</td>
<td>1938-40</td>
</tr>
<tr>
<td>1</td>
<td>1941-43</td>
</tr>
<tr>
<td>2</td>
<td>1944-46</td>
</tr>
<tr>
<td>4</td>
<td>1947-49</td>
</tr>
<tr>
<td>9</td>
<td>1950-52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

questionnaire that they had either (1) well-defined on-the-job training program or (2) no formal program but some appropriate policies, were asked to send any descriptive materials available or to briefly describe their programs. Among those superintendents who had well-defined programs, only one had any written or published policy with regard to the program. Many of those superintendents who had some appropriate policies with regard to on-the-job programs included a brief description or statement about their training program. As described, the programs ran the gamut from rather loosely-defined to fairly well-defined plans. As is in evidence from the remarks, the requirements of the programs varied greatly.

In one case the training was largely in terms of the non-curriculum type duty. The superintendent said:

... in his preparation assumed responsibility for scheduling special classes. Supervised recess and noon play, play periods, and other general supervisory work.
TABLE LXV
RESPONSES TO THE NUMBER OF PERSONS HAVING COMPLETED THE ON-THE-JOB TRAINING PROGRAM AND THE LENGTH OF TIME THE PROGRAM HAS BEEN IN EFFECT

<table>
<thead>
<tr>
<th>Number of Persons Trained</th>
<th>Length of Time (Years) On-The-Job Program Has Been in Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Akron</td>
<td>25</td>
</tr>
<tr>
<td>Alliance</td>
<td>8</td>
</tr>
<tr>
<td>Bay Village</td>
<td>1</td>
</tr>
<tr>
<td>Bellvue</td>
<td>5</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>1</td>
</tr>
<tr>
<td>Bucyrus</td>
<td>6</td>
</tr>
<tr>
<td>*Canton</td>
<td>11</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>21</td>
</tr>
<tr>
<td>Columbus</td>
<td>9</td>
</tr>
<tr>
<td>Delaware</td>
<td>0</td>
</tr>
<tr>
<td>Lorain</td>
<td>0</td>
</tr>
<tr>
<td>Norwood</td>
<td>6</td>
</tr>
<tr>
<td>Orrville</td>
<td>7</td>
</tr>
<tr>
<td>Steubenville</td>
<td>NA</td>
</tr>
<tr>
<td>Upper Arlington</td>
<td>1</td>
</tr>
<tr>
<td>Urbana</td>
<td>2</td>
</tr>
<tr>
<td>*Warren</td>
<td>5</td>
</tr>
<tr>
<td>Youngstown</td>
<td>6</td>
</tr>
<tr>
<td>Zanesville</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

*Cities having a well-defined program for on-the-job training of elementary school pupils.
Another superintendent used as a basis a professional book on elementary education. His remarks follow:

I place in the hands of each of our elementary principals a copy of *The Principal at Work—Revised Edition* by George C. Kyte. . . . After the principals have had an opportunity to read this book we meet and discuss the following topics to see how they fit into our local situation [list of major topic headings of Kyte's book].

Other descriptions gave some idea of the personal part the superintendent played in a loosely-defined on-the-job program. These superintendents stated:

[After selection] the trainee served as an intern with building principal before official appointment. Making myself available for all at daily conferences and discussions, visiting other schools, attending staff meetings, etc.

[After selection] If they grow and do not just "swell," I make them a principal. Then I follow up with help and suggestions.

Still other programs seemed to be directed toward more definite supervision and/or curricular responsibilities. The following statements were made by superintendents directing such programs.

... on the job the principal becomes a member of a team. He participates in regular group discussions, and system-wide planning meetings. He is given system-wide responsibilities for curriculum improvement and is given adequate assistance achieving desirable goals.

... The in-service program is organized with specific information and public relations programs considered. Promising candidates are briefed in additional work.

One superintendent stated that their program "consisted of university experience." In a sense, this might have been considered as a prerequisite to the principalship and not an established on-the-job training program. However, the superintendent may have thought of the prerequisite as being co-terminus with the job experience.
He stated:

... assignment to an assistant principalship providing they begin a planned program of training with a recognized teacher-training institution. Appointment as a principal upon completion of a master's degree in elementary education administration and supervision.

Well-Defined Programs

Although eleven superintendents stated in the original questionnaire that they had well-defined programs for the preparation (on-the-job) of the elementary school principal, only one had any written material which described the program. Further, the oldest program in terms of conception, (Akron, Ohio) and the largest in terms of the number of persons prepared had not been developed in written form. The writer went to the Superintendent of Akron who had worked in the oldest program since its inception and interviewed him with regard to the present program. The following information was obtained at the interview. It represents a verbal picture of the Akron, Ohio on-the-job preparation program as described in April, 1954.

The program was thought of as "cadet principal" in nature.

**Definition**—Cadet principals were teachers in the Akron Schools (or persons selected from outside the system) who had gone through a certain selection process and had been placed on a regular training schedule.

**Salary**—The cadet principal remained on the regular teacher's salary schedule, receiving the usual annual increment.
Contract—The cadet principal received the regular teacher's contract. He, or she, was eligible for or had received a continuing contract from the Akron Board of Education.

Description of the Program

The program, in use at the time of the interview, retained much of the flexibility of the "Akron Plan" described by Waterhouse. However, the scope of the plan was more comprehensive. A definite sequence of work and observation had been developed. It included a period of two years on-the-job training for the cadet. This two-year period was broken down into four semesters. These four stages provided for experience as: (1) assistant principal in one building, (2) assistant principal in a "special" building, (3) work under the direct supervision of the assistant superintendent in charge of curriculum and instruction, and (4) various experiences with principals of special abilities. The four stages listed above are in the proper sequence. The first experience of a "cadet" was the assistant principalship.

In the original plan the "cadet" became principal of a building housing 400 or more pupils. He was under supervision of a principal who was responsible for more than one building. In the present program, the cadet is made an assistant principal in an elementary school building where the need is greatest. He works under the direct

---

supervision of the building principal. During the same semester it is hoped that the cadet will become acquainted with the work of the principal and all special agencies which are provided by the Akron Board of Education. Thus, he should become familiar with the work of the psychologist, speech teacher, etc. In addition, he would work with the principal in regard to community (P.T.A. and other organizations) activities and pupil problems. He is expected to familiarize himself with the child accounting and other administrative procedures.

During the second semester, the cadet spends the entire school day in the school plant which is set aside for handling the "exceptional" children [at present, the Goodrich Building]. During this period, the cadet works with the principal and teachers in the building. The special cases handled in the building are all deviates from the normal in terms of mental or physical abilities. During the second part of the training period, the cadet is expected to familiarize himself with the problems arising from work with exceptional children.

In the third phase of the cadet training program, the cadet works out of the office of the assistant superintendent in charge of curriculum and instruction. His work is under the direct supervision of the assistant superintendent. He is assigned to work with various teachers throughout the school systems. For example, the cadet may work with a teacher in developing resource material for a unit of work. He might help another teacher who was having difficulty with her beginning school experiences. Further, he might substitute for a teacher in order that the teacher could visit in another building or school system.
In the fourth and final phase of the cadet's experience, he was assigned to various elementary school buildings throughout the system where he might gain additional help in orientating his experience. The cadet was assigned to buildings where the principal was exceedingly "strong" in one or more phases of administration. For example, the cadet might spend several weeks with a principal who had a very successful program of parent-teacher relationships. Another example would be that the cadet would work with a principal who was noted for his exceptional handling of children. The major objective of this phase of training was to provide an insight into the various methods of handling problems with which an elementary principal is faced.

The work of the cadet was under a continuing, subjective evaluation. During phases one, two, and three the person with whom the cadet worked continually evaluated his activities. The work of the cadet was discussed, on an informal basis, among the various administrative staff members as well as with the cadet. During phase four, the cadet's work was evaluated by the various principals with whom he worked. Again the evaluation was on an informal basis. There were no formal evaluation forms or procedures.

Among the thirty-five or more persons who have been selected and prepared (on-the-job) in the Akron system, the great majority have been very successful. A few have not been placed in a principalship after completing the program. In general, during the cadet training these persons became aware that administration was not "their" field.
During the years that the Akron cadet program has been in effect there have been numerous instances of indirect cooperation in terms of university work for the cadet. In other words the cadet has received aid in planning his graduate work program through the Administrative Office of the Akron Public schools and the advisors of his university. No formal cooperative program with universities has been developed.

Over a period of years several administrative persons who have worked as assistant superintendents in Akron have moved to the superintendencies of other Ohio cities. It was very interesting to note that in each case the person who had worked in Akron initiated a form of the Akron cadet program in his new school system. One of the superintendents who had worked at Akron and later went to the superintendency of another large city, Canton, Ohio, had developed some written policies with regard to their "well-defined" program.

**Modifications of the Akron Plan**

The Canton plan for on-the-job training of the elementary school principal was called a "cadet" program. Further, the requirements were the only ones which were in written form at the time of the study. Although the Canton program followed the pattern set by the "Akron" plan, the outline of the program was included here because the Akron policies were not in written form. The material presented is taken from the Canton Superintendent's bulletin entitled
Cadet Principalship. 4

... The appointment of a cadet principal shall be for no longer than a two-year probationary period, after which time he may be appointed to a regular principalship after clearly establishing the fact that he possesses the characteristics necessary for successful educational leadership.

He may be assigned to regular classroom teaching after two years as a cadet if an appointment to a regular principalship does not occur earlier.

The Guiding Principles for the Cadet Principalship

He may be assigned to three or more different elementary schools for at least three months' service each during the first year of the cadet principalship.

The second year of cadet training should include two or more assignments to different schools during the first semester. During the second semester of the second year of cadet principalship, the cadet shall be assigned to the administration building to complete short term assignments in all departments of the public school system.

He shall be directed into all phases of educational leadership by the particular principal in charge of the school to which he is assigned.

He shall receive a well-balanced orientation in the following phases of school administration:

- Development of the school's philosophy and obligations especially as they relate to child growth and development.
- The management of the school, especially as it relates to reports, supplies, and building maintenance.
- Instructional supervisor as related to conferences, study groups, classroom visitation, and counseling and guiding children.
- Interpreting the school's program to the community through contact with individual parents, parent organizations, and other community agencies.

The material presented by the superintendent of the Canton schools was

4 Appendix F.
very comprehensive. In fact only one other program had material which included definite charges of responsibility to the supervising principals, the administrative staff, and the cadet himself. Further, the purposes of the cadet program developed in Canton were explained in the bulletin.

EVALUATION OF THE EXISTING ON-THE-JOB TRAINING PROGRAMS

The superintendents of the various city school systems were asked to state in their own words the strong and weak points of their programs for on-the-job training of elementary school principals. In addition, they were asked to describe how they would improve their programs, either selection and/or on-the-job preparation.

Strong Points of the On-The-Job Programs as Reported by the Superintendents

The superintendents presented several different reasons why the various programs were strong. Some of their statements follow:

On-the-job preparation program:

[Provides] good unified approach to common problems (system wide as well as individual school interest).

Gives the teacher an opportunity to see if he or she may be interested in administrative work and the superintendent [the opportunity] to decide on the apprentice's qualifications.

[Permits] the ambitious teacher to get ahead.

5 Appendix F.

6 Appendix F.
Provides time in the day for administrative and supervisory work . . .

Provides for giving definite responsibilities not just routine work.

Provides placement in positions where they can demonstrate administrative abilities.

Provides the opportunity to meet up with real situations. The benefit of working with experienced principals following directions and policies under immediate leadership. Forming one's own philosophy through guidance and study as you watch others work and exercise your judgments to take from their ways the strengths and discarding the weaknesses.

Broadens total concept of administration.

Does not commit individual school system until competency is demonstrated.

For all teachers an explanation of the nature of the various administrative tasks, teaching techniques, and the problems of the job to their colleagues.

Intimate knowledge of the person involved through close working relationships through the period of qualification.

Relatively long period of observation before appointments. Feeling that they can receive help from superintendents and other principals.

(a) Builds morale in teaching;
(b) Provides for careful selection of candidates.
(c) Two-year training program is good .

The comments might be summarized by the statement that the superintendents had many different ideas about what makes their program of on-the-job training good, but they were all of the opinion that a program of any type is better than no program at all.

**Weaknesses of the Various On-The-Job Training Programs**

The weaknesses of the various programs were explained by the superintendent in many ways. In some cases the "weakness was a gripe." In other cases, the superintendent recognized that additional efforts
needed to be made in order to improve their on-the-job training program.

Several of the statements follow:

It requires many principals' meetings to establish uniform policies in all schools.

Program not extensive enough.

Not enough time spent on it. Not sufficiently organized.

Difficult holding to a fixed schedule to provide all-round experience. Finding experiences to impress the cadet with total responsibility.

Not enough time for directed research to improve program.

Lack of printed program.

Reluctance of our Board of Education to pay sufficient extra increments to induce candidates to prepare for the additional requirements and qualifications of executive personnel.

Lack of an active cadet system of preparation.

Not enough jobs here to develop all the talent in my system.

Internship too short and carried on while teaching.

We do not have a complete administration policy manual. Too much is centered in myself, I have only general ideas and not enough specifics.

SUMMARY

Although two of the selection programs reported by the superintendents had been in effect for approximately eighteen years, the majority have been initiated within recent years. The few well-defined programs for the selection of candidates take into consideration similar factors. These factors were: (1) amount of prior
teaching experience, (2) type of teaching experience, (3) recommendations from principal, or supervisor, (4) college credentials, (5) some form of oral examination or interview, (6) written examinations (in a few school systems), and (7) final selection resting in the hands of the superintendents who recommend the candidates to the board.

The development of well-defined programs for on-the-job preparation of the elementary school principal paralleled that of the development of the selection programs. Most of the on-the-job preparation programs have been initiated in the six years prior to 1953. The degree of development of the various programs was varied from weak to fairly strong. The program most well-defined was that started in Akron in (circa) 1935. The Akron program has been modified and used in other cities throughout the state.
CHAPTER VII

EVALUATION OF EXISTING PROGRAMS FOR SELECTION
AND ON-THE-JOB PREPARATION

In Chapters III and IV criteria relating to selecting candidates for the elementary principalship and developing on-the-job training programs were presented. At the same time, ratings given the criteria by members of four professional groups were analyzed.

The criteria used in this chapter are the same as those developed in Chapters III and IV. These criteria will be applied to the pertinent parts of the partially-defined and well-defined programs for selection and on-the-job preparation of the elementary principal that were presented in Chapter VI. Thus, the existing programs will be evaluated in light of the criteria previously developed. In addition, certain criteria, which seemed to be questionable in terms of the ratings given in Chapters III and IV and in application when compared to successful existing programs, will be analyzed.

This chapter is divided into two major sections. The first section pertains to the application of the criteria to the plans for the selection of a candidate for the elementary principalship. The second section deals with the on-the-job training programs. The criteria in Chapter IV were thought important when planning a program for on-the-job training of the elementary principal. Therefore, they
will be applied to the known partially-defined and well-defined programs for on-the-job training.

A definite sequence for reporting will be used throughout the two sections of this chapter. The sequence will be as follows:
(1) The criterion will be repeated in the same sequence presented in Chapters III and IV; (2) a brief statement as to why the criterion was included in the original list will follow; (3) a statement reporting whether or not such a criterion was stated or implied in any of the programs examined will be included and, where possible, supporting material extracted from the data will be included; (4) the degree of importance given each criteria will be restated; and (5) a short statement as to whether or not the criterion is acceptable for planning future programs will be included.

EVALUATION OF THE EXISTING PRACTICES
FOR THE SELECTION OF CANDIDATES

When selecting a person for the position of elementary principal or cadet principal, certain qualifications should be considered. The criteria for selection of candidates were divided into categories. These categories were "Previous Experience and Education," "Professional Abilities," and "Personal Characteristics." As was mentioned in Chapter III, those qualifications included under the heading, "Personal Characteristics," were thought of in terms of the behavior of the candidate. In other words, the possession of a trait may not be evidence of future success in leadership. How the candidate puts the trait into action may be more important than possession of the trait.
Thus, when selecting candidates, the individuals should be evaluated in terms of behavior.

**Previous Experience and Education**

The first criterion in this section was: "The candidate should have completed his Bachelor's degree and have some work on the Master's degree, majoring in elementary school administration." Originally it was thought that the candidate for the elementary principalship would receive some academic training after selection. Therefore, it was recommended that the candidate should at least be working toward his Master's degree, but need not actually have finished the requirements for the degree.

Every superintendent reporting a partially-defined or well-defined program for selecting candidates listed the above criterion, or some modification of the criterion. In some cases, the requirement was stronger than recommended in the criterion. Some school districts required the completion of the Master's degree prior to being considered as a candidate for the principalship. Further, there was a definite difference with regard to the emphasis on the type of work to be taken in academic training. The bulletin of one school system listed as a requirement "fifteen hours of graduate credit in administration and supervision." Requirements listed by other school districts were less stringent; i.e., one superintendent stated: (The candidate) "possess the M.A. degree or be committed to work for the same." Generally, the persons planning the various programs seemed to think that the elementary principal should have his Master's degree
or be working toward the degree. The value rating given the criterion by the rating groups might be interpreted as "very important." It would seem that such a criterion should be a part of any program for the selection of a candidate. Possibly the degree of emphasis given graduate work should be left to the individual school district and the cooperating university staff.

The second criterion in the category of previous experience and education was: "The candidate should show marked knowledge of professional techniques (curriculum development, guidance, special education, audio-visual education, library techniques, remedial methods)." In order to meet the rather broad responsibilities of the modern elementary principal, such professional knowledge of techniques should be considered in examining the candidate's right to a principalship.

Although not listed as specifically as in the criterion shown above, several of the superintendents mentioned the need for knowledge of professional techniques as a requirement for the principalship. One superintendent stated that "the candidate should have work in the teaching of reading, guidance, psychology, maturation of children, and courses in elementary education." Another superintendent stated that a candidate should have "a knowledge of school administration, extra curricular activity, courses of study." Generally speaking, most of the selection programs were designed to include an examination of the prospect's professional knowledge. The criterion was rated as "very important" by the rating groups. There seems to be
general agreement, in the theory and practice, that such qualifications would be necessary when considering candidates. Therefore, the candidates' knowledge of professional techniques should be considered when selecting candidates.

The third criterion dealt with group leadership and was stated thus: "The candidate should have a wide knowledge of the various techniques in motivating and guiding people in group participation." It would seem that any person attempting to work in a cooperative basis in developing school policies should have such knowledge.

Only one of the programs had a specific requirement relating to group work or group participation that the candidate had to meet. The requirement read: "The candidate should have successful experiences in group leadership." However, such a requirement was implied by other superintendents. For example, one superintendent reported that a candidate should have "ability to provide educational leadership." Another stated that the candidate should have "the ability to get along with others." The criterion received a "very important" rating by the persons queried. From the evidence gathered, it would seem that such a criterion should be considered when selecting a candidate.

The fourth criterion was related to the school and the community. It read as follows: "The candidate should be aware of the need for informing the public as to the role of the school—its significance and its needs." In order to meet the increasing demands on the elementary principal, it would seem that he should have the knowledge
and ability to interpret the role of the school to the community. An examination of the various programs of requirements regarding the selection of candidates showed that no program specifically included such a requirement. Possibly the persons considering the criterion for the selection of candidates felt that all their candidates would have such knowledge, or that there was little need to examine the candidate's thinking about such a problem. The criterion received an importance rating greater than "very important" but less than "of utmost importance" from the persons queried. It would seem that such a criterion should be considered when selecting candidates.

The final criterion in the group was: "The candidate should have a broad, general education." Sometimes persons who have had rather broad educational and vocational experiences make better administrators because of their knowledge of other professions. Generally, teachers and others are encouraged to travel and work in other areas in order to broaden their perspective.

It might be assumed that one superintendent was thinking of a "broad general education" when he stated that the candidate should have "experiences in community life; work in other fields is helpful." There was no requirement in most of the programs about training or work other than in the field of education. The criterion was rated as "very important" by the persons queried.

Professional Abilities

A group of nine criteria were categorized as professional abilities. The first of these criteria read: "The candidate must be
able to give direction to a task placed before a group." Such a criterion might be considered very important when choosing candidates for the elementary principalship, since one of the prime tests of leadership might be the ability to provide direction for work, or problems faced by groups.

With one exception, none of the programs defined the criterion as a quality to be expected in a candidate. One superintendent reported that the candidate should provide "evidence of leadership." It might be assumed that in order to lead, a person must be able to give direction to a task. It was interesting to note that the criterion was considered as almost "of utmost importance" by the persons rating the statement. Such evidence would lead one to believe that such a criterion should be considered when selecting candidates.

Another criterion pertained to the candidate's abilities to gather materials which aid in the group process of problem solving. The criterion was stated in the following manner: "The candidate should show evidence of ability to organize resources and materials for group use." Again the criterion was directed toward the rather important group work aspect of the principalship. As with the preceding criteria, none of the requirements examined in the various selection programs specifically stated that such a criterion should be considered. All the professional groups rating the criterion gave it a rating of "fairly important." From such evidence it would seem that such a criterion should be considered when selecting a candidate.

The third criterion in the group listed under the heading of
"Professional Abilities" was: "The candidate should have knowledge of interview techniques." This criterion was one of a series directed toward determining the knowledge of the candidate with regard to group and human relationships. It was thought that a person having such knowledge would have a more successful and fruitful period of training and work, if he understood methods of interviewing persons. Interview techniques were not mentioned in any of the programs of selection examined by the writer. The criterion was rated as "fairly important" by the various groups. Such evidence would indicate that the criterion might be considered when selecting candidates. Relatively, it was one of the less important criteria and probably should be considered as such.

Still another criterion was related to the candidate's developing the abilities of others. The criterion, as stated, read: "The candidate should be able to recognize and help develop the ability of others." It was thought that one of the important human relations factors in leadership was the development of the abilities of the persons with whom the candidate would work. An examination of the requirements set for the selection of candidates in the various programs studied showed no reference to the criterion listed above. The criterion received a rating of higher than "very important" but less than "of utmost importance" when selecting candidates. Certainly such a criterion should be considered when selecting candidates.

The fifth criterion in this group was also related to the candidate's ability to work with groups of people. It was stated thus:
The candidate should have knowledge of the need for cooperative effort in solving group problems." The criterion was directed toward determining the candidate's ability and knowledge of group work. None of the programs for selection included this criterion as one of the requirements; however, on inspection, the data in Chapter III shows that the average rating of importance by all the persons queried was higher than "very important" and less than "of utmost importance." Therefore, such a criterion probably should be considered when selecting a candidate.

When discussing the abilities needed by a candidate, one question that often arises is the prospect's ability to speak in public. Because of this, the following criterion was included: "The candidate should show promise as a better than average public speaker."

The guide developed for the interviewing team in one city listed the requirements of "voice quality" and "ability to speak effectively" as important attributes to be sought when selecting a candidate. Thus, in at least one city selection program, the need for public speaking ability was recognized. As shown in Chapter III, the various groups rating the criterion believed it to be "fairly important" as a selection requirement. In comparison to the place of importance given other criteria in this group, "public speaking" might be considered as fairly low. Thus, when selecting candidates such a criterion should be given a similar value. Possibly such abilities can be improved in a training program and should not be the basis for disqualification unless there seemed to be no hope for the candidate.
Following the criterion on the candidate's ability as a public speaker was one relating to the prospect's knowledge of the English language. It was listed as follows: "The candidate should have an excellent command of the English language. In any field of endeavor, particularly that of the elementary principalship, an excellent command of the English language might be considered essential. Some superintendents indicated that during the selection process English expression was considered. One said, "Purpose of interview is to appraise 'Oral English'." Another stated that, "We look at . . . English" during the interview. It seems, therefore, that oral English does have a rather important place in the existing selection process. As reported earlier, the criterion was rated as "very important" by the professional groups queried. From such evidence it might be considered that the criterion should be considered when selecting candidates.

In considering attitudes that candidates should have, it was thought that any prospect for the principalship should recognize the need for continuing his professional activities. Thus, the following criterion was included: "The candidate should recognize the importance of continued professional activities." An examination of the selection programs did not show a statement, implied or specific, which mentioned continuing professional activities. Again, the criterion received rating of "very important" from the various professional groups. Consideration probably should be given such a criterion when selecting candidates.

The ninth criterion pertained to the candidate's thinking
about the value of youth and parent groups. It was stated: "The candidate should recognize the role of organized groups; such as Parent-Teacher Associations, League of Women Voters, service clubs, et cetera." Parent groups, service clubs, and other organizations have become important in the school-community relationship. One superintendent specifically mentioned that "community service potentials" were important factors at which they looked in their selection of candidates. Generally, the persons rating the criterion agreed that it was higher than "fairly important" but less than "very important" when selecting a candidate. Such a rating would indicate that a similar criterion should be considered in the selection of a candidate.

Personal Characteristics

As described in Chapter III, the remaining nine criteria were placed in the category, "Personal Characteristics." In Chapter V it was explained that practically every superintendent, when describing the things they look for when selecting candidates, indicated that the personality of the candidate was very important. The factors expressed in the criteria that follow may be considered as some of the attributes which might be included in the "personal characteristics" of a candidate. Again it should be mentioned that in the selection process more importance should be placed on the behavior of the candidate with regard to the characteristics, rather than whether or not the candidate merely possesses the attribute.
The first criterion in the group was concerned with the degree of enthusiasm that the candidate showed for his work. The criterion was written as follows: "The candidate should show enthusiasm for his work." Although not specifically mentioned by the superintendents who reported, the consideration of such a criterion was implied by some of the comments. For example, one superintendent stated that the "attitude of the candidate toward the teachers, children, and work" was an important consideration. Another superintendent mentioned that the candidate's "attitude toward children and attitude toward teachers" was considered in the selection process. The rating given the criterion by the groups queried was of "utmost importance" when selecting candidates. It would seem that such a criterion ought to be considered when selecting a candidate.

The second criterion in this group related to the emotional stability of the candidate. The criterion was: "The candidate should be an emotionally stable person." An emotionally stable person in any profession usually has a better chance of success than a poorly adjusted person. This would seem particularly desirable for the elementary principalship. Each day, the principal deals with parents and children in emotional situations. The principal, therefore, should be an emotionally stable person, in order to meet the problems of the principalship. One superintendent mentioned specifically that the selection group looked for an "emotionally stable" person. Others may have implied that emotional stability should be a criterion for selection but did not clearly state such a requirement. As described earlier in the study, the criterion received a rating of
"utmost importance" by the professional persons marking the instrument. Such evidence would indicate that such a criterion should be considered when selecting a candidate.

The third criterion referred to the physical or health condition of the candidate. It was stated: "The candidate should have the physical stamina for high energy output." The time and energy spent in meeting the job requirements of the modern elementary principalship may be considered quite substantial. Therefore, it was thought that the candidate should be in good physical condition in order to do his job. Health and physical stamina were mentioned by one superintendent as being a requirement for selection. In another system, one step in the selection program was: "The appointee must satisfactorily pass such health examinations as required by the Director of Health and Hygiene . . . ." The criterion concerning health was rated as "very important" in the selection of candidates by all the persons marking the questionnaire described in Chapter III. Therefore, such a requirement should be considered.

Another criterion was rather general and pertained to the candidate's ability to inspire teamwork. This criterion was stated thus: "The candidate should have the ability to inspire teamwork." While not specifically mentioned in any of the programs presented by the superintendents, the writer believes that such a criterion was implied by such comments as: "(The candidates) must merit confidence or respect in order to work effectively with the staff," and "(The candidate) should have the ability to be fair but firm—democratic leadership (is required)." The criterion received rating
higher than "very important" and less than "of utmost importance" from the persons queried. It would seem that such attributes should be taken into consideration in the selection of a candidate.

The accuracy of the candidate's work was the topic of the fifth criterion in this series. It was stated thus: "The candidate should be accurate in his work." Accuracy can be a very important characteristic to look for when selecting a candidate. However, such a criterion should be thought of in its relationship to the whole picture and evaluated carefully. A perusal of the selection programs described by the superintendents did not show evidence of any specific or similar criteria. The criterion received a rating of "very important" from those persons answering the questionnaire.

The sixth criterion described the candidate's knowledge of group work. It was stated as follows: "The candidate should show evidence of consideration for the welfare of the group members with which he works." It would seem that in order to work in a cooperative group atmosphere the leader, as well as other members of the group, should show consideration for the other members. Again, such a criterion was not specifically expressed in any of the various programs examined. However, superintendents did mention that when selecting candidates, they were interested in their "personal relations with staff members"; "general attitude toward teachers and members"; and "philosophy of life." Reference to Chapter III shows that one of the highest ratings, "of utmost importance," was given this criterion. Certainly such a criterion should be taken into consideration in the selection of candidates.
Another criterion which might be expected in a country such as ours, was included for the purpose of bringing out the democratic thinking of the candidates. It was stated: "The candidate should be convinced that democracy is a desirable way of life." There can be little argument about the importance of the criterion. Unfortunately, many persons may have strong beliefs about the importance of a "democratic" way of life and at the same time behave in a manner which is quite to the contrary. Thus, the behavior of the candidate, as well as his "voiced" beliefs, should be examined. One superintendent stated that they talked specifically with their candidates about their ideas of "democratic leadership." Other superintendents implied that they were interested only in candidates who had a democratic philosophy. The criterion received the rating, "of utmost importance," from the members of the various groups queried. Certainly, such a requirement is a "must" in the selection of candidates.

Another criterion referred to the person's ability to relate the problems of others to himself. It was stated thus: "The candidate should show evidence of being able to identify himself with the problems of others." It would seem that the ability to understand the problems of other persons would make for better relationships and guidance in the administration of a school. No specific reference to such a criterion was found in any of the requirements for selection submitted by superintendents. The average rating of importance of this criterion was "very important." Therefore, it was considered that the criterion should be considered when selecting candidates.
The last criterion in the series was: "The candidate should dress in appropriate manner." If it is accepted that the principal plays a rather important role in the community, then it must follow that he should dress appropriately. Three superintendents pointed out that their selection committee used "appearance of candidate" as a rather important factor in the selection process. Generally speaking, there was little mention made of such a selection criterion. This criterion was rated as higher than "fairly important" and lower than "very important" in the selection process, indicating that if such criterion is considered, it should be in the proper relationship to the other criteria which were given a higher rating.

A brief summary of the existing programs for selection of candidates would indicate that the majority of the requirements imply the criteria listed on the preceding pages, while only a few of the criteria were specifically mentioned or directly inferred. Probably the major reason for this situation was that the programs for selection examined were not too well defined in terms of the specific qualifications of the candidate. Even the well-defined programs for selection, although definitely set forth in terms of the sequence of steps to be taken for selection, were not too well defined in terms of the specific qualifications of the candidate.

It was interesting to note that, with regard to such tangible items as academic training and professional background, practically every selection program included requirements relating to these factors. However, when the intangible values such as personality and
professional ability were used as measuring sticks, only a few of the programs had been set up with criteria specifically relating to such values.

One of the most complete guides for rating qualifications of the candidate was designed by the selection committee in the Warren, Ohio School System.¹ The guide was developed to aid in the interviewing process. This guide was set up on a value scale basis from "unsatisfactory through "very impressive" and contained such items as: politeness, professional ethics, friendliness, tact, diplomacy, and character.

The programs for selection throughout Ohio cities are not carefully planned. Very little work has been done with regard to establishing definite criteria for the selection of candidates for the elementary principalship. In a few cases throughout the study implications were found that superintendents did consider some of the criteria listed previously. In a relatively few instances some definite step was taken on the part of the superintendent to actually evaluate the candidates' behavioral patterns. Generally, selection was on a personal basis.

EVALUATION OF EXISTING PROGRAMS OF ON-THE-JOB TRAINING WITH CRITERIA FOR DEVELOPING SUCH PROGRAMS

The criteria for planning on-the-job preparation programs were divided into several categories and presented in Chapter IV. At the

¹ Appendix G.
same time, an analysis of the value ratings for each criterion was given. For the remainder of the chapter, the criteria was presented in Chapter IV, will be applied to the known partially-defined and well-defined programs for on-the-job preparation of the elementary school principal.

**Administrative Arrangements**

The first criterion related to the persons who should be included in the planning of the program for on-the-job training. The criterion read: "The program of training should be planned by the superintendent, administrative staff members, representatives of the teaching staff and advisors from the candidate's chosen university." The various programs examined in this study all met the above criterion to varying degrees. None of the programs could meet all the qualifications of the criterion, because no university personnel were formally involved in the planning of any of the on-the-job training programs. One program included all the persons on the planning committee except the university personnel. The other programs were planned by the superintendent and/or the central office personnel. The value ratings given the criterion by the professional persons showed that it was considered higher than "fairly important" and less than "very important" when planning on-the-job preparation programs. Certainly a similar criterion should be considered when planning such programs.

The second criterion in this group related to the experiences required of the trainee. It read: "The program should include a
required series of experiences for all students, with additional
experiences planned to meet the needs of the individual." The
second criterion was included and worded in order to provide some
flexibility in developing training programs. All the well-
defined programs examined included required experiences for all
candidates. Although no written policies were noted which referred
directly to such a criterion, one program outline included informa-
tion stating: "A cadet may be assigned to a principalship or other
supervisory position without serving full time as a cadet." Thus,
it might be assumed that the program and sequence of experiences
could be modified if necessary. As shown in Chapter IV, the criter-
on received a rating of "very important." It would seem that such
a criterion should be considered in the planning.

Another criterion pertained to obligations of the board of
education sponsoring the training program. The criterion stated:
"The trainee should receive a special contract which would be valid
only for the stipulated term of the training program." Since the
trainee's position was thought of as somewhat unique within a school
system, it was thought that a special contract should be awarded.
Such a contract would be for the specific time of the training period
and would in no way commit the board of education to assign the
trainee as a principal upon completion of the training program. No
special contracts were used by any of the boards of education in the
school systems where on-the-job preparation programs had initiated.
Further, a rating of "might be expected" when planning on-the-job
preparation programs was given the criterion. This rating was the
lowest given to any of the criteria. It would follow that such a criterion is not too important when planning programs and probably should not be considered.

Another obligation of the sponsoring board of education was the payment of a salary to the trainee for services rendered. The criterion concerning this obligation read: "The trainee should receive a suitable salary from the sponsoring board of education or school district." It was assumed by the writer that a suitable salary should be paid the trainee during his period of training. As interpreted, a "suitable salary" meant a sum above the regular teacher's salary, but below the administrative salaries. An examination of the operating programs for training showed that no salaries higher than the regular teachers' scale were paid to any of the trainees. Further, it was implied through comments of the superintendents where programs were in effect that it would not be wise to pay more than the teacher's salary during the training period, since there was no guarantee that placements would be made as a principal upon completion of the training. The criterion was given a rating of "fairly important." It would seem that there is no question about the need for a salary for the trainee. The major point of issue would be with relation to what is a "suitable salary." Certainly, when planning programs, some provision should be made regarding a salary for the trainee.

Another criterion pertained to the trainee's obligation upon completion of training. The criterion was: "The trainee should be
required to spend a period of time within the same school system after completing the training program." If boards of education were to spend time and money training a person for the principalship, it would seem that the trainee should have some obligation to the board after the training period. An examination of the existing programs showed that such a requirement was not included in any program. The problem was not even implied or inferred in the programs for on-the-job preparation. In addition, the criterion received one of the lowest ratings given by the evaluating groups. It would seem that either there had been no problem with regard to this situation, or such an obligation did not meet the philosophical approval of the planning groups. It would follow that in the planning of an on-the-job preparation program there need be little or no consideration given to such a requirement.

Another criterion related to how fast the trainee should be expected to take full responsibility for some part of the school program. It read: "The trainee should begin his program by observing; gradually accepting responsibility for some part of the school program." In order to train a person for a position of responsibility, it was thought that he should have a period of orientation before being completely responsible for a school project. The persons planning the various programs for on-the-job training seemed to have had somewhat the same beliefs. In the well-defined on-the-job training programs, time was allotted for the trainee to observe and gradually assume responsibility. Usually the second step was the acceptance of
partial responsibility, while complete responsibility was the third and final step. The members of the rating groups thought that a gradual acceptance of responsibility was "fairly important" when planning an on-the-job training program. Thus, it would seem that such a criterion should be taken into consideration when planning on-the-job training programs.

School Experiences

Applying the seven criteria listed under this heading to the existing programs for on-the-job training gave results similar to those obtained in some sections of the selection criteria. In the well-defined programs for on-the-job preparation it was implied, or inferred, that the candidate should have such experiences. However, only in rare cases were the experiences listed specifically as required of each candidate. Therefore, the criteria are listed together and will be discussed as a group in relation to the existing on-the-job preparation programs.

The trainee should have the opportunity:

To be given the responsibility of providing research materials for teaching units of work.

To work on a curriculum project.

To interview children and parents in disciplinary cases.

To work with exceptional, or deviate, children.

To help individual teachers in the classroom program.
To work with youth groups and parent groups; such as Boy Scouts, Girl Scouts, P.T.A., etc.

To do research on a problem concerning the school district.

An examination of the programs studied did not show requirements for gathering research materials for units of work. Generally, the trainee was expected to do a certain amount of classroom supervision and work with the teachers. A "fairly important" rating was given to the need for such experiences.

Practically all the well-defined programs had some requirement with regard to the trainee's working on a curriculum project. The experience seemed to be fairly important in the minds of the persons planning the programs. The experience of working on a curriculum project was considered as "very important" by the groups rating the criterion.

Interviewing children and parents in disciplinary cases was not specifically mentioned in the various programs. Again, the writer assumed that such experience would be included in the duties of the assistant principal. The need for such experiences was rated as "very important" by all groups queried.

The requirements of one program included a six-month period in a building housing exceptional or deviate children. No other mention was specifically made, or implied, concerning such an experience in the requirements of any of the other programs. The criterion was rated as "fairly important" by the persons responding to the original questionnaire.
Although only one specific mention was made of working with individual teachers in the classroom program, most of the requirements for both partially-defined and well-defined programs implied that such experiences were needed by the trainees. The criterion received a rating of "very important." Because of the high rating given the criterion, it might be assumed that others were of the opinion that such experiences were important.

Each of the well-defined programs had some specific requirement with regard to the trainee's experience in working with youth groups and parent groups. In one program, the requirement was stated: "The trainee should have experience in interpreting the school's program to the community through contact . . . parent organizations and other community agencies." The emphasis was placed on experience with parent groups. None of the programs had requirements relating to work with youth groups such as Boy Scouts. The experiences were rated as "fairly important" by the rating group.

None of the programs studied included a requirement related to doing a research problem at the school district level. By inspection, the criterion was rated as "fairly important" when planning on-the-job programs.

As was noted earlier, the specific experiences that a trainee should have were seldom listed in the programs examined. However, such experiences were sometimes implied through the generalizations listed in the program. Thus, all of the experiences expressed in the seven criteria should be considered when planning an on-the-job training program.
Supervision

Four criteria were included in this section. The first criterion was: "The trainee should be supervised by the sponsoring superintendent or delegated administrative officer and members of a university staff." The principal responsibility for supervision of the trainee in the various programs in the state was usually delegated to regular administrative personnel who were in direct contact with the trainee. As was presented in Chapter VI, some of the programs were so designed as to give specific responsibility of supervision. For example, a requirement of one of the programs was that the supervisor was to "provide an over-all orientation to the principalship . . . to confer with the cadet principal periodically."

Generally, primary supervision of the various trainee programs was placed in the hands of the administrative person with whom the trainee had immediate contact. Superintendents did little of the actual supervision. Since university personnel were not formally involved in the various programs, they provided no supervision. Certainly, in any program which might be planned with the aid of university persons, it might be expected that they would also provide some supervision. The criterion was rated very high by the persons who marked the value statements, and it would seem that such a criterion should be considered when planning a program.

Another criterion dealt with the evaluation of the trainee's work. The wording of this criterion was as follows: "The trainee's work should be evaluated jointly by the sponsoring administrator and
the university staff member supervising his program." Evaluation of the trainee's work in the programs examined was usually designated to the person immediately supervising the candidate, with only cursory evaluation by the superintendent or assistant superintendent. Usually the immediate superior made oral reports. Sometimes they were required, as one superintendent stated, to "provide, in writing, an evaluation of the cadet's possibilities for future principalship or other supervisory position." In no case were university persons used in the evaluation of the trainee's work. The criterion received a rating higher than "fairly important" but lower than "very important." Cooperative supervision is a necessity and must be considered when planning a program.

Another criterion relating to evaluation read: "The teaching staff with whom the trainee works should evaluate his work." It was assumed that the teachers with whom the trainee worked could give some good evaluation of his efforts. In all the programs examined, no teacher took part in the formal evaluation program. Further, the criterion was rated as higher than "of some importance" but lower than "fairly important." Thus, it might be concluded that the value of such a criterion was not too great when planning an on-the-job training program. However, it is possible that the persons rating had little experience with such rating, and the person who planned the existing programs did not see how such ratings could be made. A carefully planned evaluation phase of an on-the-job preparation program should not be considered complete unless teachers were considered.
Self-evaluation by the trainee was the substance of the last criterion in this series. It was stated: "The trainee should provide some evidence of a program of self-evaluation." In all the well-defined programs for on-the-job training, the trainee was required to submit some evidence of self-evaluation. The requirements in one city were quite specific. An extract from the Warren, Ohio Bulletin on Selection and On-The-Job Preparation reads:

1. The candidate is to keep a daily record of duties and experiences . . . .

2. The candidate is to make a final written report (of his experiences) at the end of each assignment.

Self-evaluation was considered as "very important" by the rating groups. Certainly, some methods of self-evaluation should be considered when planning on-the-job preparation programs.

University Affiliation

Two criteria that were directly related to university affiliation in on-the-job training programs were listed under the heading of "University Affiliation." They were:

The trainee should receive graduate credit for organized on-the-job training.

The trainee should be expected to enroll in a "trainee seminar" at the university where he is taking his work.

Since no program for on-the-job training studied had any formal affiliation with a university, it can be seen that the two criteria

---

2 Appendix C.
listed above were not included in any of the plans. In fact, an
examination of all the data gathered during this study pointed up a
conflict with regard to university affiliation. The superintendents
were asked in the second questionnaire if they had any desire to
have university help in developing their programs. From a total of
twenty persons who answered the question, seventeen, or 85 per cent,
indicated a desire to work with university personnel. In addition,
they listed several universities with whom they would like to affiliate.
At the same time, the superintendents, and all other rating groups
except the professors, placed a rather low rating on the two criteria.
Further, all the evidence points to the fact that university person­
nel have not had an active part in the development of the existing
programs. Possibly the low ratings can be explained for several
reasons. Some of the reasons might be:

1. A reluctance on the part of administrators, for
personal reasons, to work with persons other than
the administrator's staff.

2. Problems inherent in such an arrangement because
of geographical location. (University too far from
cities for frequent supervising trips and conferences.)

3. Communication problems and problems concerning the
coordination of the trainee's work that can arise from
geographical and other reasons.

4. A feeling that the university group might want to
"run things."

5. Certain fears with relation to conflicts with university
groups in philosophy of teaching and administration.

It would seem that, although most of the reasons might be considered
real, the problems might be solved if a sincere effort were made on
the part of the members of the university and school district staffs. It is difficult to imagine that the trainee entering into a two-year period of training can receive a complete program of training without the vital role of the university's being included.

A brief analysis of programs for on-the-job preparation would indicate that although the majority of the criteria were implied to varying degrees the programs were not carefully planned. It was evident that much more planning in terms of justifiable educational thinking will be needed if the on-the-job programs are to be successful.

**SUMMARY**

Although there seemed to be a few well-defined programs in terms of selection of candidates, the definition was in terms of the steps to be taken in the selection process, rather than the qualifications a candidate should have. Generally, the qualifications a candidate should have were not defined. Thus, although the needed sequential procedures for the selection of candidates had been well established in a few cases, practically nothing had been done relative to examining whether or not the candidate put justifiable educational and personnel attributes into action. Certainly, definite procedures for selection are necessary but they are of little value if they provide a mere stepladder to the principalship. Definitely, the selection programs needed to be better defined in terms of qualification of candidates.

All the criteria in the original instrument were acceptable in
varying degrees. After relating the criteria to the existing programs, it became more evident that those relating to leadership were more important than those relating to manner of dress, etc. However, it was interesting to note that tangible values, such as appearance and voice quality, were more often referred to in the existing programs than those intangible attitudes, such as "respect for people."

Actually, the existing selection programs were largely subjective and based on the thinking of the selecting group, or person, about who would make a good candidate. Although some weak attempts had been made to evaluate the candidate's qualifications the usual procedure was to make the final selection from the subjective information obtained at the interview.

The application of the criteria to the existing on-the-job preparation programs showed that in some ways such programs were better-defined than the selection programs. The well-defined programs included some of the criteria in some form or another. After examining the ratings given certain criteria and the application of these criteria to existing programs, two were definitely considered not justifiable when planning such programs. The two criteria related to: (1) special contracts for the trainee and, (2) the trainee's being obligated to spend a period of time in the same school system after completion of training. The remaining seventeen criteria were acceptable in varying degrees.

The major weakness of the on-the-job programs was the planning of the program. The programs were planned in isolation from one of
the important phases of a candidate's training. No attempt was made to coordinate the planning with the university work of the candidate.
CHAPTER VIII
SUMMARY AND CONCLUSIONS

The primary objectives of this study have been: (1) to locate the various programs for the selection and on-the-job preparation of the elementary school principal in effect in Ohio cities; (2) to evaluate the existing programs in light of criteria for such programs as recommended by teachers, professors, principals, and superintendents; and (3) to develop a guide for planning programs for the selection and on-the-job preparation of the elementary school principal, which could be used by Ohio city superintendents to formulate such programs.

In order to meet the first goal listed above, it was necessary to develop two questionnaires. The first questionnaire was sent to the superintendent of each of the 135 Ohio cities. An analysis of the returns from the questionnaire provided the information as to what city superintendents believed they had a program for the selection or on-the-job preparation of the elementary school principals. In addition to other data, the superintendents also provided information relating to the degree of development of their programs. The second questionnaire was designed to gather more detailed information about the partially-defined and well-defined programs which were reported by the superintendents in the first questionnaire.

In order to evaluate the existing programs, it was necessary
to develop a series of criteria and to design an instrument which could be sent to those persons interested in the selection and on-the-job preparation of elementary principals. As was reported in Chapter III and Chapter IV, such an instrument was designed and mailed to selected principals, professors of educational administration, superintendents of schools, and teachers in the elementary schools. The ratings given the criteria by the members of these groups were analyzed and applied to the known programs for selection and on-the-job preparation of the elementary school principal.

The brief description of the history of selection and/or on-the-job preparation programs in Ohio, which was given in Chapter II, shows that on-the-job preparation programs were among the first efforts by Ohio superintendents and school boards to provide some help for the beginning elementary principal. In fact, the first well-defined program in Ohio was started in (circa) 1935 in the city of Akron. From the material examined, it would seem that the first well-defined programs in Ohio for selecting candidates for the principalship were started in the city of Cincinnati about (circa) 1948. Reports indicate that the Cincinnati program for selection dated back several years prior to 1948. However, the first evidence of board-adopted policies was found in a Cincinnati bulletin published in 1948. These programs for selection and/or preparation of the elementary school principal in Ohio cities represented some definite effort to provide more capable leadership.

In reality, these well-defined programs for selection and on-the-job preparation of elementary principals were few in number.
Fifteen superintendents reported having a well-defined program. Fifty-two superintendents reported having some appropriate policies regarding the selection program. Further examination showed that four plans could have been considered as being well-defined. These programs were at Cincinnati, Akron, Canton, and Warren. Some policies regarding selection had been worked out in sixty-three cities. The majority of these policies were personal practices of the superintendents and not written policies used as guide posts for selection.

A total of eleven superintendents reported having a well-defined program for on-the-job preparation and forty-nine reported having some appropriate policies. After examining the detailed description of the programs, it was decided that three programs could be considered as well-defined. These programs were at Akron, Canton, and Warren. Fifty-seven cities were reported to have some appropriate policies regarding on-the-job preparation. Again, the majority of these policies were found to be the personal actions of the superintendent when working with new principals. An analysis of the selection programs examined showed that seven major factors were included in the selection process.

These steps and/or factors were: (1) requirements pertaining to amount of prior teaching experience, (2) requirements relating to type of prior teaching experience, (3) recommendations from principal or supervisor, (4) an examination of college credentials, (5) some type of oral examination or interview, (6) written examinations (in a few school systems), and (7) final selection resting in the hands of
the superintendent who recommends the candidates to the board of education. The selection programs accepted as well-defined included most of the steps listed above.

The well-defined on-the-job preparation programs studied were similar in terms of the goals to be attained. The primary goal in each case was to provide a period of training for the trainee during which time he would have certain experiences which would aid him in bridging the gap between theory and practice. The major differences in the well-defined programs were related to the length of time to be spent on the different job experiences.

The analysis of the ratings given the criteria for the selection of candidates showed that persons rating the criteria considered all of them as being fairly important, or higher on the degree of importance scale. By inspection, nineteen of the twenty-three criteria were rated on a scale from "very important" to "of utmost importance" when selecting a candidate for the elementary principalship. Four of the criteria received ratings which were the highest that could be given. These criteria were related to the candidate's thinking about "democracy as a way of life," the candidate's ability to "interpret the role of the school to the public," the candidate's "emotional stability," and the candidate's "enthusiasm for his work." Other criteria rated very important were concerned with "professional techniques," "motivating and guiding people in group participation," "use of the English language," "organizing resources and materials for group use," "general educational background," "consideration of the welfare
of group members," "ability to identify himself with the problems of others," "attitudes toward continued professional activities," "knowledge of the need for cooperative effort in the solving of group problems," "ability to give direction to the task placed before a group," "accuracy of work," "attitude toward developing the abilities of others," and "ability to inspire teamwork."

Four of the twenty-three criteria were rated from "fairly important" to "very important" when selecting a candidate. These criteria, listed in sequence as rated, were related to the candidate's "ability as a public speaker," his "knowledge of interview techniques," his "manner of dress," and his "recognition of the importance of organized groups, such as P.T.A., League of Women Voters, etc." Com pared to the other criteria, these four criteria received the lowest ratings given in the selection section.

Among the criteria added by the persons queried, only one was specifically mentioned more than once. At least one person from each group mentioned that "the candidate should have high moral values." The majority of the added criteria could be interpreted to have been included in the original list.

Few of the criteria were directly mentioned in the plans of the existing programs. Some of the criteria relating to qualifications of the candidate were inferred in the requirements of the selection programs. Most of the criteria were not mentioned or implied in any of the material studied. After inspection of the ratings, it was concluded that all the criteria should be considered when
planning a program to select candidates. However, it was also con-
cluded that the various criteria should be applied in terms of be-
havior of the candidate and in relation to their relative importance.

The analysis of the ratings given the criteria relating to
the development of on-the-job preparation programs showed that some
of the criteria were not thought to be as important as others. In
general, the criteria were not rated as high on the importance scale
as those in the selection section of the instrument.

Two of the nineteen criteria were rated as "very important." 
These two criteria were related to (1) "planning a program which
would provide some required experiences for all candidates and addi-
tional experiences to meet individual needs," and (2) "including a
requirement that the candidate help the individual teacher in the
classroom program." The majority of the criteria, ten, were rated
from "fairly important" to "very important" when planning an on-the-
job training program. These criteria were related to the trainee's
"receiving a suitable salary" while on the job, his being given the
responsibility of "providing research materials for units of work," 
his work being "supervised by the superintendent and members of a
university staff," the trainee's "gradual acceptance of responsibility
for some part of the training program," the opportunity for the
trainee "to work with exceptional children," the "planning of the
trainee's program by the superintendent and university staff members,"
the trainee's work being "supervised on a cooperative basis by the
sponsoring administrator and university staff members," the trainee's
providing some evidence of self evaluation," the opportunity of the 
trainee "to work on a curriculum project," and the opportunity to 
"interview children and parents in disciplinary cases."

Five of the criteria were rated from "some importance" to 
"fairly important" when planning an on-the-job preparation program. 
These criteria pertained to the trainee's "receiving graduate credit 
for on-the-job training," his being required "to spend some time in 
the same school district after receiving the training," the teaching 
staff's "evaluating the trainee's work," the trainee's "doing work 
at the school district level," and the trained having "the opportunity 
to work with youth and parent groups."

Two of the criteria were rated from "might be expected" to 
"of some importance" when planning an on-the-job training program. 
These criteria were related to (1) "special contracts for the trainee" and (2) "university work" such as a "trainee seminar." Among the 
criteria added by the persons marking the instrument was one which 
was mentioned by at least one person in each group. The criterion 
pertained to the candidate's planning and guiding staff meetings. 
The majority of the other criteria might be interpreted to have been 
included in the original list.

As was shown in Chapter VII, not all of the criteria which 
were rated comparatively low were rejected as being unimportant in 
planning an on-the-job program. Only two criteria were definitely 
rejected. The criterion relating to special contracts was not 
accepted, even though it was rated as "might be expected" when plan-
ning such programs. In addition, the criterion relating to the
trainee's being obligated to spend some time in the same school dis-

A comparison of the plans for the existing well-defined pro-
grams of on-the-job training to the criteria developed for planning
such programs showed that the majority of the criteria were directly
mentioned or implied in some phase of the programs. Only those cri-
teria relating to "university affiliation," "special contract," and
"obligations of the trainee" were not specifically mentioned in any
of the well-defined programs. The major weakness of the on-the-job
training programs examined was the lack of coordinated planning with
university groups. If an important part of an administration train-
ing program is at the university level such supervision and planning
should be considered when developing an on-the-job training program.
Further, it would seem that the most successful on-the-job program
would be the one that provided the experiences which helped bridge
the gap between the university theory and the field practice. Since
none of the programs examined took the university level into consider-
ation, they would not meet the need listed above.

CONCLUSIONS REGARDING SELECTION AND
ON-THE-JOB TRAINING PROGRAMS

An examination and evaluation of the various selection and on-
the-job preparation programs presented elsewhere in this study, with
the analysis of the opinions of the members of the professional groups,
leads the writer to support several conclusions. For convenience in
reporting, the conclusions are presented in two major divisions. The
Conclusions Relating to the Selection of Candidates

1. The major goal to be met through developing selection programs is to select more capable persons for the responsible position of the elementary principalship, thus improving the potential educational leadership. Persons working in the field of education usually are of the opinion that most of the educational effort is directed toward improving the educational offering for the child. The principal, as a leader of an elementary school, should have a definite function with regard to educational programs of the school. The principal must be a person who can and will work toward a better educational program for the child. Thus, the selection of the person for the principalship is an important event and should receive careful consideration. A large number of Ohio's city superintendents indicated that they were developing selection programs with the prime goal of finding better persons to be the school-community leaders in their elementary schools.

2. There are almost no well-defined programs for the selection of candidates to the elementary principalship in Ohio cities. Although many Ohio city superintendents
indicated that they had some appropriate policies with regard to the selection of elementary principals, only four programs—Cincinnati, Akron, Warren, and Canton—could be considered as fairly well-defined. Even these four programs left a great deal to be desired with regard to the definition of qualifications that candidates should have.

3. Ohio city superintendents have widely differing opinions about what constitutes a formal program for the selection of candidates for the elementary principalships. At least one superintendent was of the opinion that a selection program consisted of his recommending a candidate to the board of education, with only his personal judgment of the candidate's qualifications as a reason for selection. At the other extreme were a few well-defined programs for selection that included two written examinations, an oral interview, examination of the candidate's credentials, and field ratings of the candidate's work.

4. Although the development of selection programs seems to be directly affected by rapidly increasing enrollments, the size of a school system seems to have only a limited effect on whether or not policies are developed with regard to the selection of candidates. It might be
assumed that more attention to the selection of candidates would be given in the larger school districts for the simple reason that more persons would be selected for positions. Certainly, the size of a school district had some effect on the development of programs, but there were several smaller school districts where selection programs, or policies, had been developed. Such data indicated that the attitude of the superintendent was very important with regard to selection policies.

5. The majority of the candidates for the principalship in Ohio cities are selected on the subjective judgment of the superintendent, without the use of objective data other than college credentials and without consideration of the thinking of other professional persons. Without question, the most frequent method of selecting elementary principals in Ohio cities was the superintendent's acceptance of the complete responsibility for the process of the selection of candidates. Actually, the majority of Ohio city superintendents seemed to consider the selection of candidates as a task which was expected of them. In only a few instances did superintendents ask other administrative staff members for their opinions with regard to selection. Generally, the selection procedure included an examination of the candidate's
college credentials. However, if the candidate was from inside the system, the superintendent's knowledge of the applicant was generally the major selection factor.

6. Although the number of Ohio city school systems where advisory committees are being used in the selection of candidates is increasing, there is no identifiable pattern as to the number or make-up of membership of the advisory groups. It was evident, particularly in the larger cities, that some superintendents were appointing advisory groups to help in the selection of candidates. Generally these groups included an assistant superintendent and other members of the administrative staff. In some cases, however, teachers and special persons, such as directors of music, were involved in the selection process.

7. Although the number of attempts to develop selection programs is on the increase, there are only a few school systems where any written policies relating to selection are to be found. It was evident that within the past few years several city superintendents had given some thought to the need for developing some plan for the selection of candidates. In most cases, the development of the plan was limited to some policies relating to selection. In the majority of the cases, there was
no written evidence of the policies or programs of selection.

8. With respect to the selection of candidates, the members of the professional jury placed great importance on certain personal attributes a candidate should have. It would seem that the applicant for the elementary principals should have high moral values, enthusiasm for his work, and be convinced that democracy is a desirable way of life, as well as being an emotionally stable person. Such personal attributes were thought of in an active sense; i.e., the mere possession of the attribute was not considered sufficient. The candidate should be able to bring the attribute into play in his daily life.

9. The members of the professional jury placed great importance on certain aspects of an applicant's administrative behavior. It was very evident that candidates for the elementary principalship should show evidence of consideration for others, be able to help develop the abilities of others, give directions to a task placed before a group, and to understand the importance of cooperative efforts in solving group problems. The jury also seemed to believe that there was some importance in recognizing the need for professional activities.
10. The members of the professional jury placed little value on certain specific abilities and habits. The members of the group expressed only slight concern that candidates for the principalship be better than average public speakers. Again, although it seemed fairly important, the candidate's knowledge of interview techniques was not considered as a disqualifying factor in the selection process. It was indicated that the candidate's manner of dress should be given some consideration but not as much as the professional attributes and administrative behaviors mentioned above.

Conclusions Relating to On-The-Job Preparation Program

1. The main objective of the on-the-job training program is to provide some supervised training to help the beginning elementary principal bridge the gap between the classroom administrative theory, and the principalship. The newly appointed principal or cadet principal must make many adjustments relative to his new position as a school-community leader. The changes are often difficult to make and provide definite stumbling blocks for the new administrator. The on-the-job training programs are designed to aid in making the adjustments and to remove any blocks to learning the practical administrative task.

2. Although the number of attempts to develop an on-the-job preparation program is increasing, the majority of newly
appointed elementary principals in Ohio cities have no guided, pre-planned training while on the job. Within the past few years, several Ohio city superintendents have attempted to define some policies relative to training their future elementary principals while on-the-job. However, the number of school systems making such an effort is still woefully small.

3. Although a few on-the-job preparation programs are well-defined with regard to general training experiences, little thought is given to a needed sequence of educational experiences for the trainee. The few fairly well-defined on-the-job preparation programs require that the trainees work as an assistant to elementary principals and other administrative staff persons. However, there has been practically no attempt to define experiences that the trainee should have when working as an assistant to a principal or other administrative staff member.

4. The on-the-job training programs in Ohio cities are planned without taking into consideration desirable, coordinated university training, thus weakening the over-all effectiveness of the programs. A well-rounded program for training beginning principals while on-the-job should include both theory and practical work. Certainly most trainees could benefit from having university work coordinated with their on-the-job training. No
attempts had been made to include university coordination in the programs studied.

5. The rapidity with which a school system is growing, as well as the size of the school system, has some effect on the superintendent's thinking with regard to the need for developing on-the-job training programs. In those school districts where there was a large amount of immigration and a rising birthrate, there was more of a tendency for the superintendent to consider a long-range training program. Generally, superintendents working in the larger cities were more inclined to consider developing on-the-job training programs.

6. Evaluation of the trainee's work in the majority of the existing on-the-job training programs is centralized in the hands of the superintendent, or immediate supervisor with whom the trainee works, and the evaluation is based on observations of the trainee's work. Very little effort has been made to involve any professional persons other than the superintendent or immediate supervisor in an evaluation of the trainee's work. Although in a few cases the trainees were required to provide some type of self-evaluation, the usual judgment of the trainee's work was accepted by the superintendents as their individual responsibility.
7. The few fairly well-defined on-the-job training programs in Ohio cities are planned by superintendents and follow the pattern set by the superintendent of Akron Public Schools when the first identifiable program was developed in (circa) 1935. Little or no attempts have been made by Ohio superintendents to involve persons other than themselves in the planning of a preparation program. The few well-defined programs followed very closely the pattern set by the Akron administration in earlier years. In fact, the superintendents developing these programs have in some way been associated with administrative persons from the Akron school system.

8. The trainees who are actively engaged in the on-the-job preparation programs are considered to be on a probationary status until the completion of the program and the various boards do not guarantee placement in a principalship upon completion of the program. Generally, the trainees working in the various on-the-job training programs were considered to be in a learning situation, thus it was understood that the trainee's performance would be the prime basis for placement in a principalship. Trainees were considered as teachers who wished an opportunity to learn the administrative task and their contractual and responsibility status
was that of a teacher.

9. The members of the professional jury placed a great deal of importance on the need for designing a flexible training program with some required experience for all trainees. Inspection of the ratings given the criteria indicated that a program for on-the-job training should be designed to meet the specific needs of the candidates but that certain experiences should be required of all trainees. Some experiences that should be included are: helping individual teachers in the classroom program, planning and guiding staff meetings, working on a curriculum project, and interviewing children and parents in disciplinary cases.

10. The members of the professional jury placed some importance upon certain administrative arrangements which should be considered when planning an on-the-job preparation program. An analysis of the ratings indicated that on-the-job training programs should be planned by a group of professional persons which might consist of the superintendent, administering staff members, representatives of the teaching staff, and advisors from the candidate's chosen university. Further, it would seem that the trainee should receive a suitable salary from the school district.
11. The members of the professional jury placed some importance on the methods of supervising and evaluating the trainee's work. Examination of the ratings given by the professional persons queried indicated that the trainee's work should be evaluated by four different groups. These groups were: superintendents and/or appointed supervisors, university personnel involved in the program, selected members of the teaching staff with whom the trainee works and some method of self-evaluation by the trainee. It would seem that supervision of the trainee's work should come from the superintendent and/or appointed supervisor and member of the university staff concerned.

12. The members of the various professional jury placed some importance on needed university affiliation in the development of an on-the-job training program. By inspection of the ratings it would seem that there was some interest with regard to the trainee's doing coordinated work at a university. It follows that the trainee would receive graduate credit for his work, and the graduate work should be designed to help the trainee in the work he is doing.

An examination of the conclusions presented on the previous pages would indicate that there is a need for the development of
selection and on-the-job preparation programs in Ohio cities. Some program of action should be presented. A guide for developing such programs will be presented in Chapter IX.
CHAPTER IX

A SUGGESTED PROGRAM OF ACTION

An examination of data gathered during this study indicates that the selection and on-the-job preparation of the elementary school principal is of importance to many of Ohio's city superintendents. Further, many of these superintendents are searching for some means to improve their selection and training of elementary principals. In addition, university personnel concerned with the preparation of elementary principals are interested in programs which will help improve educational administration. Certain professional groups such as members of the Department of Elementary School Principals of the Ohio Education Association are also interested in improving selection and on-the-job training programs for principals.

Directed by the needs of these three major groups, the material presented herein is designed to provide a guide for developing selection and on-the-job preparation programs. Thus, superintendents, professors of educational administration, and professional groups can use the material to develop a program of action relative to the selection and on-the-job training of the elementary school principal.

For the convenience of reporting, the material is presented in two major sections. These sections are: (1) Planning Programs for the Selection of Candidates, and (2) Planning Programs for the On-The-
Job Training of Elementary School Principals. Within each section, attention is given to the place of the superintendent and other administrative staff members, university personnel, boards of education, and citizens of the school-community in the development of selection and on-the-job training programs. The guide is not intended to be applicable to every school situation without modification. However, the suggestions are based on sound educational planning and will serve as a firm basis for planning.

PLANNING PROGRAMS FOR THE SELECTION OF CANDIDATES

This section is directly related to the planning of selection programs for elementary school principals. Major responsibilities for developing certain aspects of the program are suggested.

Initiating The Program

In the development of any selection program, there must be a person, or group of persons, who will take the responsibility to initiate the planning. When considering the selection of candidates for the elementary principalship, the most logical person to initiate the development of a program is the superintendent of schools. Thus, the superintendent's role in the initiation of the selection program is one of importance. The superintendent, as the school-community educational leader, will be called upon to execute the policies regarding selection which are adopted by the board of education. Therefore, the superintendent should carefully examine the steps necessary for planning selection programs.
The superintendent who wishes to improve the selection of elementary administrative personnel must give direction to the development of the program. In order to give the needed guidance, the superintendent must involve three major groups of people. These groups are: (1) the board of education, (2) the administrative staff members, and (3) the citizens of the community. The success of any selection program will be directly affected by the degree of understanding and cooperation which is given by the members of these three groups. Although each superintendent will wish to proceed in his own manner, it is suggested that he have small group meetings at which time he should outline the need for a selection program. Some arguments for developing such a program are as follows: A well-defined selection program would provide the basis for:

1. Selecting more able leaders for the elementary schools, thus providing a better education for the children of the community.

2. Greater staff participation, which can lead to improved morale as well as better selection of personnel.

3. Some stimulation for prospective candidates, allowing them to plan for their professional growth.

During the initial stages of the introduction of the program the superintendent may wish to obtain consultant services from university staff members and regular school system administrative staff persons. In addition, the superintendent should take into consideration any policies which directly affect the selection of candidates.
and make the proper recommendations to the board of education.

**Developing Policies Which Affect Selection**

Prior to the development of any selection program, consideration must be given to operational policies which may affect the selection of candidates. Three major policies regarding the selection of candidates face every superintendent or board of education planning a selection program. These policies pertain to: (1) selection of candidates from inside and/or outside the school system, (2) the selection of men and/or women for the position of elementary school principal, and (3) the required types of teaching experience that candidates are expected to have had.

The promotion of personnel is sometimes a delicate task in a school system. Therefore, it would seem that a policy which definitely stated that the board of education felt bound to select from either the inside and/or outside the school system would be of great value to the administration, as well as the teaching personnel. Regardless of source of candidates, each person should be required to go through a definite series of steps to determine which applicants are better.

The board of education should also consider adopting the policy that the position of elementary principal or cadet principal be open to either men or women. There seems to be no evidence to suggest that principals should be selected on the basis of sex.

Another problem is faced relative to the type of teaching experience a person should have before he can be considered an appli-
cant for the position. Many of the persons who have been engaged in active elementary principalships believe that a full understanding of classroom work at the elementary level is essential to success as an elementary principal. Other things being equal, the most acceptable candidates for the elementary school principalships are those persons who have had some teaching experience in the primary school. However, it is recognized that there are exceptions to every case. Therefore, the board should consider adopting a policy that the best qualified candidate be selected for the position; prior teaching experience being one factor to be considered.

The adoption of these policies will clear the way for action in the development of the program. However, there is one more essential consideration which must be met if the selection program is to be successful. The superintendent and the members of the board need to understand that the success of a selection program is based upon the dissemination of information relative to all the policies affecting selection. Thus, some means, such as a bulletin, needs to be set up to be sure that all interested persons are informed as to the policies the board has adopted relative to selection.

Defining The Responsibility for Selection

The final selection of a person to fill an existing or future vacancy in any school system is usually preceded by a series of subjective and/or objective actions on the part of an individual or group of individuals. For each candidate these actions may include
an examination of college credentials, written examinations, observation of the candidate's work, written reports, etc. These actions may be rather numerous and complex or few and simple, according to the method of selection in the individual school district. However, in the final analysis, someone must be responsible for the selection of candidates.

In Ohio, the legal aspects of such a situation dictate the final steps with regard to the employment of principals. By law, the superintendent recommends to the board of education the names of candidates for the available position. The members of the board may accept or reject the recommendation. However, general practice modifies the requirement in that the members of the boards of education usually offer the position to the person who is recommended by their professional educational leader, the superintendent of schools. Thus, the final recommendation for employment comes from the superintendent. However, in order to improve the selection of candidates and aid the superintendent, the use of advisory selection groups should be examined.

A carefully selected group of persons from the various school-community levels which are affected by the selection of new principals would provide a much broader basis for selection. In addition, the very act of participation in the selection of the candidates is a valuable experience for the people and should result in better harmony and cooperative working relationships. The composition of the advisory selection group should be made up from persons in the administrative positions of the school system, teachers from the elementary schools,
lay persons, and, in cases where there is close university cooperation, representatives of the applicants chosen university.

Since the responsibility for final selection remains in the hands of the superintendent, the major responsibility of the committee mentioned above should be advisory in nature. The committee should screen and study the candidate's qualifications and recommend to the superintendent of schools the best qualified persons for the positions.

Defining the Stages of the Selection Process

The phases of the selection process suggested in this guide precede the final employment of the candidate. Although the basic stages which precede employment are (1) the application, or application stage, and (2) a review of the qualifications of the selected applicants which should result in recommendations for employment; there are several procedures and decisions which must be made relative to these two major steps. Before describing these actions, it should be pointed out that the advisory committee suggested earlier should be involved in the development of the stages of the selection process. It should be understood that the stages defined should be explained to the board of education, in order that they are informed and approve the procedures of selection.

The advisory committee should take into consideration the need for defining several basic steps for action. These basic steps would constitute the framework for the selection program. These steps include consideration of: (1) reasons for developing a selec-
tion program, (2) minimum academic and teaching experience qualifications, (3) minimum professional qualifications and desirable personal characteristics, (4) methods of making applications, dates, et cetera, (5) description of actual program of selection, and (6) informing all interested persons of the process.

The advisory committee should examine the steps needed in selection and provide some written statement which would clearly define the steps. The pertinence of each of these steps will now be suggested.

1. **Reasons for a Selection Program**

   A statement relative to the reasons for the establishment of a selection program would be important in that all interested persons would know why such a plan was deemed necessary. In addition, the act of defining the reasons for the programs would provide a basis for the development of the selection program.

2. **Minimum Academic and Experience Qualifications**

   In the development of a well-defined selection program, certain minimum qualifications will need to be established with reference to the amount of academic training that a person should have before he can be considered a candidate. Since academic training is of importance when considering candidates, the advisory committee should carefully define the required amounts of training and the emphasis which should be considered in the training. Another factor which should be
considered relates to the number of years and type of teaching experience that might be required before a person could be considered as a candidate. As explained earlier in this chapter, if emphasis with regard to selection is placed on the best qualified person for the job, any requirement relative to the number of years' experience and type (secondary, elementary, or other) of teaching experience should be quite flexible.

3. **Minimum Professional Qualifications and Desirable Personal Characteristics**

As the advisory committee develops steps in the selection procedure, the professional qualifications and personal characteristics required of the candidates need be carefully considered. A more complete discussion of these qualifications will be found later in the guide.

4. **Making the Application**

In order that there be no question about the requirements for making the application, the advisory committee should define the type of application for selection to the principalship or cadet principalship. If necessary, a suitable printed application form should be developed. In addition, a personal letter of application from the applicant might be required. At the same time, dates and places where applications will be received should be considered by the advisory committee.
5. **Defining the Selection Program**

During the planning the members of the advisory committee should prepare some sort of descriptive material that would define the actual selection process. The statement should explain in detail each step that will be required by the various candidates.

6. **Dissemination of Information**

It must be evident that information mentioned in the five steps listed previously will be of little value unless it is made available to all interested persons within the school district as well as college placement agencies. Some method of dissemination of the information is necessary.

After determining the steps to be designed in the selection process, further investigation is needed with regard to defining the various stages.

**Determining the Selection Criteria**

The members of the advisory committee should determine the desirable qualifications expected of the applicant. These requirements should be listed in the form of criteria and should be divided into four major groupings. These groupings are: (1) academic qualifications, (2) professional abilities, (3) personal characteristics, and (4) amount and type of prior teaching experience required. From the data obtained through this study, it would seem that these qualifications should be defined as listed below.
The academic achievement level required in order to be an applicant should be established by recommending that the candidates have the Master's degree, with some emphasis in educational administration; or provide evidence of work toward the Master's degree with the understanding that, before assignment is made to the principalship, the Master's degree will be finished. Thus, emphasis in the academic training should be in educational administration, with some work in the elementary education and in related fields.

The need for certain professional abilities is apparent. The candidates should have knowledge of several professional techniques. Evidence should be gathered concerning the candidate's understandings of curriculum development, guidance, audio-visual education, special education, library techniques, remedial methods, etc. Stemming from these professional abilities are some attitudes which seem to be necessary for the success of the elementary principal. A good candidate for the elementary principalship should:

a. Be able to recognize and help develop the ability of others.

b. Be able to give direction to a task placed before a group.

c. Have knowledge of the need for cooperative effort in solving group problems.

d. Show evidence of consideration for the welfare of the group members with which he works.

e. Recognize the importance of continued professional activities.
The advisory committee should also define the personal characteristics which they would require of these applicants for the principalship. It would seem that the following characteristics should be required.

The candidates should:

a. Be convinced that democracy is a desirable way of life.

b. Have high moral values.

c. Be an emotionally stable person.

d. Have the physical stamina for high energy output.

e. Show enthusiasm for his work.

f. Be accurate in his work.

g. Have an excellent command of the English language.

Some consideration should be given to the amount and type of prior teaching experience that should be required before a person could become a candidate. From the data, it would seem that a requirement that the candidate have a minimum of three years' successful teaching experience would be fair. As expressed earlier in the recommendation for board policies, the requirement for selection should be based on all qualifications of a candidate. Therefore, persons with either secondary or elementary teaching experience that meet the other qualifications should be considered for the principalship. After defining the required qualifications for candidacy, the advisory committee needs to examine methods for evaluating the candidate's qualifications.
Examining the Candidate's Qualifications

At least four techniques should be used by the advisory groups to examine the candidate's qualifications. These techniques are:

1. a study of written material describing the candidate's training, such as that contained in college credentials,
2. interviews with the applicant,
3. visitation to see the candidate in action in the classroom or school, and
4. written examination in some form.

Through the use of these techniques, the advisory committee can gather certain types of evidence.

The committee will find evidence in college credentials of the quality of prior academic work, as well as opinions of various faculty members who have had the candidate as a student. If the student has had any teaching experience, there may be field performance ratings attached to the credentials. Such credentials should be made available to the various members of the advisory committee prior to the interview, in order to provide an opportunity for them to thoroughly acquaint themselves with the material. It should be mentioned that the selection committee must recognize that the material contained in the credentials is of a confidential nature. The opportunity to study the credentials should give the members of the advisory committee a chance to evolve some rather definite questions to be asked the candidate.

An important step in the selection process is the interview with the candidate. A large part of the success of the selection program depends on the ability of the selection group to weigh, during the interview, the candidate's professional qualifications and personal
characteristics. It is very important that a thorough job be done. One method of aiding the interview process is to develop a printed guide listing the factors that the advisory committee deems necessary for a candidate to possess.

The members of the advisory committee can also visit the prospective candidate at his present job. Observation of the candidate while on-the-job is an excellent way of providing a first-hand field report of the candidate's work.

The written examination can be used as one form of obtaining evidence of a candidate's ability and knowledge of certain facts. In addition, the answers to questions on a written examination of the essay type provide evidence of the candidate's ability to organize material and express himself in written form. However, the examination results should be considered in proper relationship to the other means of evaluation of a candidate's qualifications.

The evidence obtained through the evaluation of the candidate's qualifications should be compiled and prepared for analysis, in order that recommendations can be made.

Appointment to the Position of Cadet or Principal

After the advisory committee has examined the qualifications, professional and personal, of each of the candidates, they should recommend to the superintendent of schools those persons who best meet the standards set for the elementary principalship. At the same time, they should include reasons why the candidates are recommended.
The final selection and recommendation to the board of education is the responsibility of the superintendent. Following the selection of successful candidates, those applicants who were not selected should be so advised. In addition, they should be given appropriate information relative to their standings with regard to the selection criteria.

PLANNING PROGRAMS FOR ON-THE-JOB TRAINING OF THE ELEMENTARY SCHOOL PRINCIPAL

The second major section of this guide deals directly with planning the on-the-job training program. Although the material as presented is designed for planning an on-the-job training program for "cadet" principals, much of it is also applicable to an in-service program for training elementary principals.

Initiating the Program

As was explained in the "selection" section of the guide, the superintendent of schools is the most logical person to initiate the planning for an on-the-job training program. The superintendent is one of the first persons who becomes aware of the future need for additional elementary school principals. In addition, he is in the position where the responsibility for administrative action is centered. Therefore, the superintendent should (1) identify the need for an on-the-job training program, and (2) provide the incentive necessary to initiate the plan.

A superintendent wishing to improve the quality of educational leadership in the elementary schools with which he works has several
strong arguments for such a program. The superintendent can show that a well-defined on-the-job preparation program:

1. Is needed to prepare persons for future positions that will be created as well as for replacements for principals who will be retiring.

2. Provides an opportunity for individual candidates to see whether or not they are capable of administrative work without going through unfortunate experiences.

3. Provides the opportunity to bridge the gap between theory and real administrative practice, thus broadening one's total concept of administration.

4. Provides the opportunity for training in the important tasks of the principalship under the guidance of selected experienced principals.

Using reasons such as these the superintendent needs to enlist the cooperation and understanding of four major groups of people. These groups are: (1) administrative and teaching staff members, (2) the board of education, (3) citizens of the school-community, and (4) university personnel.

It is evident that the members of the board of education need to have an understanding of the scope of the program and the content of its design. The board members should be so convinced of the need for such an on-the-job training program that they would act to adopt the policies necessary for development.

In the initial stages, the thinking of certain members of the school staff, administrative and instructional, should be included.
A major portion of the success of such a program will depend upon the cooperation, supervision, and evaluation which the various members of the staff will contribute. In addition, the thinking of representatives from the administrative and instructional staffs are vital in the planning of the program.

In order that the lay persons of the school-community may give their full support to an on-the-job training program, they should be fully aware of the development of the plan. Actual participation in the planning by lay persons provides a vital link between the school and the community.

Another important group who would be interested in the development of such a program would be the university personnel concerned with the training of administrators and teachers. As the on-the-job planning evolves, university personnel will take on added importance in the planning and need to be considered in the initiation of the program. In the field of the elementary principalship, the training of future principals has usually been left to university personnel. In the on-the-job training programs discussed here, the school superintendent is the person charged with the responsibility for the planning of the program. Other personnel, such as supervisors, teachers, and principals, are usually involved in the planning and supervision of the program. It would seem that training which involved both university personnel and practicing administrative groups would be superior to either of those previously mentioned.

Neither the university nor the individual school system can
do a creditable job without considering the contributions of the
other. University personnel need the practical training ground for
their students, and the school systems need the guidance, research,
and supervision available from competent university personnel. To
include university personnel in the planning and development of
specific on-the-job training programs would provide:

1. An advantage to the school-community because persons
   having a different vantage point would be available as
   consultants when planning the program and would provide
   some supervision and evaluation during the training pro-
   gram.

2. An advantage to the university personnel because they
   would have an opportunity to work in a practical school
   situation.

3. An advantage to the trainee because he could relate
   his practical work with classroom theory.

The end result of involving university personnel in a coopera-
tive planning program should mean better educational leadership for
the individual school district.

**Planning the On-The-Job Experience**

In the planning of an on-the-job training program consideration
must be given to: (1) who will plan the program, (2) defining the
limitations of the program, (3) outlining the educational experiences
which are to be required, (4) determining the length of time to be
spent on educational experiences, and (5) defining the obligations of
the board of education and the trainee. Possible solutions to these considerations follow.

Of the several considerations which must be examined, the first relates to who will plan the program. As mentioned previously, the superintendent will be involved in planning the actual on-the-job experiences of the trainee. Other personnel, such as supervisors, teachers, and fellow principals, will aid the young principal in his development toward a sound concept of the elementary principalship. Certainly, in the planning of an on-the-job training program, those people on the regular school staff who will work with the trainee should be consulted. In addition to the regular school personnel, university staff members who are supervising the trainee's graduate work should also be considered in the planning of the programs. The university advisers would be of particular value in an attempt to correlate university training with the actual on-the-job experience. A planning group, including school system employees and university staff members, would have the diversity of experience and training to provide a well-thought-out program. The members of this planning group need to define and de-limit the type of program to be developed.

The planning group should consider certain aspects of the make-up of a well-defined on-the-job preparation program. Successful on-the-job programs should be: (1) definite enough to provide sound educational guidance, (2) designed to meet the individual trainee's needs, and (3) flexible enough to meet the emergencies of the administrative situation.
The planning committee will be faced with setting up a structure for a complete program of training. At the same time, these same persons must realize that in many cases the trainee, because of his previous experience, will not complete the program or will start at some place other than the beginning. In spite of these factors, a comprehensive program should be developed, in order that the total experience needed can be defined for prospective candidates for the elementary principalship. Definitely, the on-the-job training program should include some required educational experiences for all trainees, with additional experiences planned to meet the needs of certain individuals.

The required experiences should include the opportunity for the trainee:

1. To plan and guide a staff meeting.
2. To help individual teachers in their classroom program.
3. To work on a curriculum project at the school level.
4. To interview children and parents in disciplinary cases.
5. To work with exceptional children.
6. To work under the supervision of an experienced principal.

Along with the required experiences, the planning group should consider the individual trainee's background and training. Each program for providing on-the-job training for an elementary principal should be partially tailor-made. In other words, allowances should be made for the differences in personality, background, and experience for each person.
Consideration should also be given to making the program flexible. Generally, a two-year on-the-job training experience will be considered sufficient. Within this time limitation, the educational experiences should be fairly well-defined. However, in keeping with giving consideration to the individual trainee's needs, the requirement should be kept flexible. For example, if the program calls for three months' training with special children and the trainee has had sufficient work with such a group, it would be foolish in most cases to require additional training.

The planning group should design a program which would cover a definite period of time. However, the group should examine the trainee's qualifications and assign him to take all or part of the program according to his needs. It should be understood that it might be necessary to reassign the trainee to the classroom at any time during or after the training program. Further, it should be understood that the trainee may be assigned to a principalship without completing the training program.

The planning group should make certain that the trainees understand that selection for the training program is not tantamount to election to the position of principal. However, it should be understood that, in the case of reassignment to teaching or assignment to the principalship, sufficient notice should be given the trainee to allow him to prepare for the change.

The planning group should also take into consideration the rate at which the trainee is expected to accept responsibility for
educational tasks. In the planning of the program a definite series of steps toward full responsibility is needed. The trainee should first observe and gradually accept complete responsibility for some part of the school program. Assuming that the candidate is assigned to an elementary school to act in the capacity of an assistant principal, it would be expected that he would observe the work of the principal during the initial phases of his time in the school. Gradually he should take the responsibility for some specific phase of the administration of the school. After outlining and developing the limits of the training program, attention must be given to supervision and evaluation of the trainee's work.

Supervision and Evaluation

Supervision of the candidate's work is one of the most important phases of the total on-the-job preparation program. Without a complete, fully-developed plan of supervision the entire program would be doomed from the beginning. In a program such as the one discussed to this point, there are three groups of persons who would be interested in the success of the trainee. These three professional groups include: (1) the superintendent and his representatives, (2) the principals with whom the trainee works, and (3) the university adviser who works with the candidate. Of the three groups mentioned, the principal, or immediate supervisor, will have the best opportunity to observe the candidate's work. Therefore, it may be expected that the burden of supervision should be in the hands of the principal or person delegated by the superintendent as supervisor. However, the
superintendent and the interested university staff members must assume some responsibility for supervision. Certainly, the university adviser will observe the trainee as often as it is practical.

The responsibility for evaluation of the trainee's work should be divided. The division of responsibility should be (1) evaluation by the immediate assigned supervisor, teachers, and (2) self-evaluation by the trainee. The superintendent, or person assigned to evaluate the trainee's work should make visits to the school where the trainee works. In addition, they should receive reports, written and verbal, from the immediate supervisor. Selected teaching staff members should also evaluate those phases of the trainee's work with which they are familiar. It would be assumed that university personnel working with the candidate would also make evaluation visits and should have access to the written reports presented to the superintendents. As previously mentioned, both written and verbal reports should be made to the proper authorities with regard to the trainee's work.

The trainee should be expected to keep some form of daily record or diary of his experiences and actions and culminate each major experience with a written report of his activities and experiences. Such a process would constitute his self-evaluation program. It would be expected that the time for making such reports should be flexible and would be determined by the planning committee. In addition to the supervision and evaluation of the trainee's work, some thought should be given to certain administrative arrangements which
affect the status of the trainee.

**Administrative Arrangements**

There are three major factors which should be considered relative to the administration of the program. Arrangements should be made with regard to: (1) the status of the trainee, (2) the salary to be paid the trainee, and (3) the contractual obligation of the board and trainee.

In reality, the trainee should be considered as having a different educational status from that of the teacher only in that he is actually in training and on a probationary status. The board has no obligation to guarantee an elementary principalship to the trainee. On the other hand, the trainee should have the right to withdraw from the program and return to the position (or other similar position) that he had before starting the training program.

The question of payment of the salary needs to be determined prior to the signing of contracts. Since the person is in the position of a "trainee," he should receive a regular teacher's salary at the level he would receive as a teacher. In general, it would be expected that during the training period the candidate should not be on a higher salary schedule than the teacher. Consideration for the administrative task would be given at such time as the trainee is appointed to the principalship.

The trainee should receive a regular teacher's contract with the obligations as set forth therein. Any question with regard to the position of the candidate at the end of or during his training in
terms of his contractual obligations should be met by adopting the policy that the candidate's obligations are the same as any teacher's contractual obligation. Thus, the candidates may be placed on a regular teaching contract for the duration of their training program. No special considerations need be given or expected because of being selected for the training program.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Moffitt, F. J. "Teachers Pick Your Principal and Train Him," Nation's Schools, Vol. 27 (April, 1941), p. 64.


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


D. UNPUBLISHED MATERIALS

Jenkins, David H. "Changes in Personnel in Public School Administration in Ohio for the School Year 1952-53." Columbus: School-Community Development Study, 1935. (Mimeographed.)

THE SELECTION AND ON-THE JOB TRAINING OF THE ELEMENTARY PRINCIPAL

In order to formulate a desirable program for the selection and on-the-job training of the elementary school principal similar programs of business concerns and professional groups have been explored. In addition, the educational literature has been examined.

Since the literature was not very explicit it was deemed desirable to seek the judgments of those who have some expertness with respect to the problem. A panel from each of the following groups has been selected: superintendents of schools, elementary principals, experienced teachers, and professors of educational administration.

On the following pages you will find several statements. These statements are divided into two basic groups. The first deals with the selection of the elementary school principal. The second group is related to a program for on-the-job training of the elementary school principal. After each statement you will find a series of numbers. These numbers have been assigned rating values as follows:

0 ------ of no importance when selecting a candidate. (When planning an on-the-job training program.)
1 ------ of minor importance when selecting a candidate.
   (When planning an on-the-job training program.)
2 ------ might be expected in most cases when selecting a candidate. (When planning an on-the-job training program.)
3 --- fairly important when selecting a candidate. (When planning an on-the-job training program.)

4 --- of utmost importance when selecting a candidate.
(When planning an on-the-job training program.)

Please circle the number which represents to you the best rating of the values contained in the statements.

SELECTING THE CANDIDATE FOR THE ELEMENTARY PRINCIPALSHIP

PREVIOUS EXPERIENCE AND EDUCATION

The candidate:

1. should have completed his bachelor's degree and have some work on the master's degree, majoring in elementary school administration. 0 1 2 3 4

2. should show marked knowledge of professional techniques, (curriculum development, guidance, special education, audio-visual education, library techniques, remedial methods.) 0 1 2 3 4

3. should have a wide knowledge of the various techniques in motivating and guiding people in group participation. 0 1 2 3 4

4. should be aware of the need for informing the public as to the role of the school--its significance and its needs. 0 1 2 3 4

5. should have a broad, general education. 0 1 2 3 4

PROFESSIONAL ABILITIES, PERSONALITY AND CHARACTER TRAITS

The candidate:

6. should be able to recognize and help develop the ability of others. 0 1 2 3 4

7. should have the ability to inspire team-work. 0 1 2 3 4
8. should have an excellent command of the English language.

9. should show promise as a better than average public speaker.

10. should have knowledge of interview techniques.

11. should have knowledge of the need for cooperative effort in solving group problems.

12. should have the physical stamina for high energy output.

13. should be an emotionally stable person.

14. must be able to give direction to a task placed before a group.

15. should dress in appropriate manner.

16. should be accurate in his work.

17. should show enthusiasm for his work.

18. should show evidence of consideration for the welfare of the group members with which he works.

19. should be convinced that democracy is a desirable way of life.

20. should show evidence of being able to identify himself with the problems of others.

21. should recognize the role of organized groups such as P.T.A., League of Women Voters, service clubs, etc.

22. should recognize the importance of continued professional activities.

23. should show evidence of ability to organize resources and materials for group use.

24. other

24. other

24. other
1. The program of training should be planned by the superintendent, administrative staff members, representatives of the teaching staff and advisors from the candidate's chosen university.

2. The program should include a required series of experiences for all students with additional experiences planned to meet the needs of the individual.

3. The trainee should receive graduate credit for organized on-the-job training.

4. The trainee should be supervised by the sponsoring superintendent or delegated administrative officer and members of a university staff.

5. The trainee should be required to spend a period of time within the same school system after completing the training program.

6. The trainee should begin his program by observing; gradually accepting responsibility for some part of the school program.

7. The trainee should receive a special contract which would be valid only for the stipulated term of the training program.

8. The trainee should receive a suitable salary from the sponsoring board of education or school district.

9. The trainee should have the opportunity to do research on a problem concerning the school district.

10. The trainee should work with youth groups and parent groups, such as Boy Scouts, Girl Scouts, P.T.A., etc.

11. The trainee's work should be evaluated jointly by the sponsoring administrator and the university staff member supervising his program.
12. The teaching staff with whom the trainee works should evaluate his work.

13. The trainee should provide some evidence of a program of self evaluation.

14. The trainee should be expected to enroll in a "trainee seminar" at the university where he is taking his work.

The trainee should have the opportunity to work in many different aspects of the daily school life. Some of these opportunities are:

15. To work with exceptional or deviate children.

16. To help individual teachers in the classroom program

17. To interview children and parents in disciplinary cases

18. To be given the responsibility of providing research materials for teaching units of work.

19. To work on a curriculum project.

20. Others__________________________

__________________________

__________________________

__________________________

__________________________
APPENDIX B
Dear Principal:

During the past year the members of our study group have been examining the methods of selecting and preparing (on-the-job) the elementary school principals throughout the State of Ohio. Your name was given to us by your Superintendent of Schools as a person who has had some on-the-job training and/or has gone through a certain selection process.

We are interested in your beliefs as to the best processes for selection and preparation of the elementary school principal. Will you please take the necessary fifteen minutes and mark the statements in accordance with the directions. Your answers will help us, and we will be happy to send you a summary of the results.

Sincerely,

s/ John A. Ramseyer
Director
April 15, 1954

Dear Professor:

As early as 1947, the members of the National Conference of Professors of School Administration suggested that there was a need for more information in the field of selection and on-the-job training of school administrators. We have been examining several programs for the selection and on-the-job training of elementary principals in certain Ohio cities.

Knowing that you have a definite interest in the problem, we would like your thinking with regard to several statements about selection and on-the-job training of candidates. Will you please take the necessary fifteen minutes to rate the various statements. We would be happy to send a summary of the results to you.

Sincerely,

s/ John A. Ramseyer
Director
Dear Superintendent:

Within the immediate future, and for some time to come, it is probable that you will select capable persons to fill the elementary school principalships in your school system. In addition, you may be thinking of some type of on-the-job training program for the persons you select.

We are interested in your thinking with regard to the best practices for the selection and on-the-job training of future elementary school principals. We are especially interested in your reactions because of the position of educational leadership you hold in the State of Ohio.

Will you please take the necessary fifteen minutes and mark the attached statements. A self-addressed envelope is enclosed for your convenience. Further, we would be happy to send a copy of the summary to you.

Sincerely,

s/ John A. Ramseyer

Director
April 15, 1954

Dear Teacher:

The members of our study group have been working on an analysis of the various programs for selecting and on-the-job training of elementary principals in the State of Ohio. We are interested in the teacher's viewpoint with regard to the aforementioned problems.

Will you give us the benefit of your thinking and experience by marking the attached material. It will take approximately fifteen minutes of your time. Further, we would be happy to send you a summary of the results.

Sincerely,

s/ John A. Ramseyer
Director
Dear

We wish to thank you for your excellent responses to our requests for data which have been sent to you during the past year. You may be interested to know that over 95% of the Ohio city superintendents have forwarded the requested data to us.

Several city superintendents have been actively engaged in defining programs for the selection of the elementary school principal. Further, the cadet principalship or internship seems to be developing within certain Ohio school systems. Thus, there is definite evidence of concern among city superintendents with regard to the selection and preparation of the elementary school principal.

Since the research program of the School-Community Development Study includes an examination of the evolving practices for helping the school administrator, we are asking for another ten minutes of your time.

The enclosed questionnaire is partially completed for you. Please make corrections if needed and answer the remaining questions as indicated.

Sincerely yours,

s/ John A. Ramseyer
Director
QUESTIONNAIRE

Superintendent: ________________________________________________

School System: ________________________________________________

Address: ________________________________________________

(If a more complete address is available, please supply)

Total elementary enrollment: 1951-1952 ( ) 1952-1953 ( )

Following you will find enrollment categories and the number of schools in each category in your school system. Please correct these enrollments if they have changed appreciably since the data were obtained.

0-100 pupils 101-200 201-300 301-400 401-500 501-600

601-700 701-800 801-900 901-1000 over 1000

If you do not have full time principals in all the elementary schools in your system, at what enrollment (or number of rooms) do you provide full time principals? _____ enrollment? _____ (number of rooms).

1. Please check practice followed when selecting candidates for the elementary principalship:

   a. No general program - each case considered separately.

   b. Some appropriate policies - but a complete program has not been worked out.
c. A well defined program for the selection of the candidate.

2. Please check practice followed in preparing (on-the-job) candidates for the elementary principalship:

a. No general program for preparing (on-the-job) the elementary principal.

b. Some established policies for preparing (on-the-job) the elementary principal, but a complete program has not been worked out.

c. A well defined program for the preparation (on-the-job) of the elementary principal.

3. Are you interested in altering, in any manner, your present methods of selecting candidates for the elementary principalship?

   Yes  No

If your answer is yes, what changes are you contemplating?

4. Are you interested in altering, in any manner, your present methods of preparing (on-the-job) the elementary principal?

   Yes  No

If your answer is yes, what changes are you contemplating?

5. When selecting a candidate for the elementary principalship do you:

   a. Always select candidates from outside your system.

   b. Always select candidates from inside your system.

   c. Select candidates from both inside and outside your system.

6. When selecting candidates for the elementary principalship do you:

   a. Restrict the selection to men.
b. Restrict the selection to women.

c. Select either men or women.

7. When selecting candidates for the elementary principalship do you:

a. Restrict the selection to persons having elementary school teaching experience.

b. Accept persons having either elementary or secondary teaching experience.

8. In your school system are the candidates for the elementary principalship selected by:

a. The superintendent.

b. The superintendent, central office administrative personnel and principals working together.

c. The superintendent, central office administrative personnel, principals and other persons (teachers, lay persons, etc.)

9. During the selection process for candidates to the elementary school principalship do you use:

a. Interviews (superintendent or other administrative personnel)  

(If your answer is yes, please describe briefly)

b. Field reports (such as ratings of work done as teacher or cadet principal) 

(If your answer is yes, please describe briefly)
c. Written examinations of various types.

(If your answer is yes, please describe briefly)

10. Are you willing to give further information about some of your outstanding practices?

11. Would you like a copy of the summary of this questionnaire?
Dear Mr. 

Thank you for your help in answering our recent questionnaire pertaining to the selection and preparation of elementary school principals. From the apparent enthusiastic response (over 86% returns) and the various comments, it is evident that the task of selection and preparation of the elementary school principal is a real problem among city superintendents.

As you will note in the attached summary of the results, you are one of several city superintendents who has developed some appropriate policies with regard to the selection and preparation of elementary principals. Since you represent one of the superintendents who has actually attempted to work on such a program, we are very interested in your policies.

We realize that you may not be able to answer some of the questions in the attached questionnaire. However, we believe that part of the questions will be directly related to your program. Please answer the questions which you believe will provide a good picture of your work and return in the enclosed envelope.

Sincerely,

s/ John A. Ramseyer

Director

JAR:sh

Enclosure
QUESTIONNAIRE

Superintendent:

School System:

Address:

It may be difficult to answer some of the following questions accurately, since many changes in personnel may have occurred after the initiation of programs for the selection and preparation of elementary principals. In case complete data is not immediately available we would appreciate the best approximation you can make.

1. How long has your program for the selection of elementary principals been in effect? _____ Years.

2. How long has your program for the preparation (on-the-job) of elementary principals been in effect? _____ Years.

3. How many elementary principals have been selected during the time your program has been in effect? ________.

4. How many elementary principals have received on-the-job training during the time your program has been in effect? ________.

5. May we have your permission to contact principals who have received training and/or been selected through your program. (We expect to ask them to evaluate some criteria for a selection and training program.)

   Yes          No

If your answer is yes, please list the names and addresses of persons
now in your school system who have completed your selection and/or preparation program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the names and addresses of persons working in other school systems who have completed your selection and/or preparation program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. May we have copies of any printed material pertaining to your program of selection and/or preparation of the elementary school principal? Such material may include:


b. Established principles with regard to the program.

c. Descriptions of the program for the preparation (on-the job) of the elementary school principal.

d. Any other material.
7. If you have no descriptive materials, please describe in a few paragraphs your program for the selection and/or preparation of the elementary school principal.

8. In your judgement what are:
   a. The strong points of your program?

   b. The weak points of your program?

9. How do you think your program can be improved?

10. Would you be interested in working with University faculty members (personnel from any accredited Ohio University) in developing your program for the selection and preparation of the elementary school principal? (An affirmative answer will in no way commit you or your school district.)

    Yes  No

If your answer is yes, with what university would you like to have such a relationship.

(The answer to this question will in no way commit you or your school district.)
11. Would you like a copy of the summary of this questionnaire?

[ ] Yes  [ ] No
APPENDIX E
Information Regarding Procedures in the Selection of Administrators

I. Qualifications for Assistant Principalships

1. Five years of teaching or similar experience, of which two years should be on the level of the position for which application is made. Experience in the Cincinnati Schools is preferred, except as outside experience can be substantiated as to quality. Recency of experience is desirable. Staff members who have held administrative or supervisory positions for two or more years shall be considered as having had the experience qualification.

2. The Master's degree, with 15 hours of graduate credit in administration and supervision at the appropriate level, is required.

II. Application

Application blanks may be secured from the Director of Personnel and will be available at the offices of each school. Applications and required attachments will be sent to the Director of Personnel for evaluation. Notice will be sent to qualified applicants of the place and time of examinations.

III. Written Examination

1. Objective Examination
The National Committee on Teachers Examinations of the American Council on Education through Educational Testing Service, Inc., will prepare and score objective examinations in the areas of general intelligence, informational background including current events, methods of instruction and supervision, knowledge of growth and development of children and situation type analysis of administrative judgment.

2. Essay Examination
The Bureau of Educational Research of Ohio State University will prepare and administer essay examinations to determine the use of written English, the ability to organize material, the educational background and knowledge brought to bear on problems, and the extent to which the examinee is analytical in his approach to issues.
IV. Oral Examination

The applicant's credentials, previous record, principal's rating and references will be reviewed by a committee of six members appointed by the Superintendent and including two principals, one assistant principal and members of the Central Office staff. This committee will also conduct a 30-minute oral examination of the applicant with a view toward appraisal of oral English, poise, personality, appearance, general attitude and knowledge of educational trends for the type of school for which the applicant is applying.

V. Field or Performance Rating

A committee composed of the Assistant Superintendent in Charge of Administration, the Assistant Superintendent in Charge of Instruction, and the Director of Elementary Schools or the Director in Charge of Pupil-Personnel Services will visit, observe, and collect data on each individual who has successfully passed the examination requirements. The Director of Personnel will serve as secretary of the committee but will not have voting privileges. The committee may call upon appropriate staff members for help in the collecting of data. The committee will determine the composite performance rating score for the applicants.

VI. Eligibility Listing

In the first year of operation of the selection procedure, eligibility placement will be determined by the following weighting:

- Objective Examination .................. 30 Points
- Essay Examination ....................... 20 Points
- Oral Examination and Field Rating .... 50 Points

After the first eligibility listing has been made, future examinees will not be listed for one year and will be given no score for the examination until a year after it has been taken. At that time the weighting will be:

- Objective Examination .................. 15 Points
- Essay Examination ....................... 10 Points
- Oral Examination ......................... 25 Points
- Field or Performance Rating ........... 50 Points

VII. Appointment

1. The Superintendent of Schools, insofar as the candidate is suited to the particular position to be filled, will appoint one of the highest on the appropriate list.
2. The appointee must satisfactorily pass such health examination as required by the Director of Health and Hygiene prior to formal approval of the appointment by the Board of Education.

3. The appointee will be on probation for a period of three years subject to annual rating and review by the examination committee. This committee will conduct such in-service training of the appointee as it deems necessary for his successful guidance, orientation and development.
CADET PRINCIPALSHIP

A program for cadet principalship has been successfully operating in the city of Canton since 1948. Some principals have been clearly established in regard to its functioning.

I. The Selection of the Cadet

1. A broad teaching experience in the Canton Public Schools with some experience in the elementary grades is desirable.

2. The teaching experience should be long enough in Canton to help the cadet become acclimated to the public schools.

3. Sufficient years of service should remain in his teaching experience to provide useful educational leadership to the Canton Public Schools.

4. His training should include preparation in the field of elementary education.

5. He should have a Bachelor's degree and preferably a large portion of a Master's degree completed in educational administration and supervision at the elementary level prior to his appointment.

6. He should be willing to continue advanced work in elementary administration and supervision, working toward the Master's degree, or beyond, during the period immediately following appointment.

7. Recommendations for the appointment of an individual for a cadet should be made by several members of the administrative staff and in writing to the Superintendent of Schools no later than April 1 of each school year. All applications for position of cadet principalship must come through the principal and cannot be made direct to the Superintendent of Schools.

8. The appointment of a cadet principal shall be for no longer than a two-year probationary period, during which time he may be appointed to a regular principalship after clearly establishing the fact that he possesses the characteristics necessary for successful educational leadership.
9. He may be assigned to regular classroom teaching after two years as a cadet if an appointment to a regular principalship does not occur earlier.

II. The Guiding Principles for the Cadet Principalship

1. He may be assigned to three or more different elementary schools for at least three months' service each during the first year of the cadet principalship.

2. The second year of cadet should include two or more assignments to different schools during the first semester. During the second semester of the second year of cadet principalship, the cadet shall be assigned to the Administration Building to complete short-term assignments in all departments of the public school system.

3. He shall be directed into all phases of educational leadership by the particular principal in charge of the school to which he is assigned.

4. He shall receive a well-balanced orientation in the following phases of school administration:
   a. Development of the school's philosophy and obligations especially as they relate to child growth and development.
   b. The management of the school especially as it relates to reports, supplies, and building maintenance.
   c. Instructional supervision as related to conferences, study groups, classroom visitation, and counseling and guiding of children.
   d. Interpreting the school's program to the community through contact with individual parents, parent organizations, and other community agencies.

III. The Principal's Responsibilities to the Cadet

1. To provide an over-all orientation to the principalship.

2. To provide a well-balanced experience in all phases of educational administration, including the four phases of school administration mentioned above.

3. To confer with the cadet principal periodically in order to determine developmental progress.
4. To provide, in writing, an evaluation of the cadet's possibilities for a future principalship after periodic conferences covering all phases of the cadet's work.

IV. The Responsibilities of the Administration Staff

1. The Director of Curriculum and In-Service Education shall provide, in writing, to the Superintendent of Schools, a report of at least one conference in which the cadet, the principal, the director, and the Assistant Superintendent of Schools participated.

2. Consultant services shall be available at all times necessary.

V. The Responsibility of the Cadet

1. The cadet is expected to keep a daily log of his experience.

2. The cadet will make a written appraisal of the total experience at the end of each assignment.

3. Copies of these reports are to be submitted by the cadet to the Superintendent of Schools, and to the principal or administrative staff member supervising the cadet.

All reports from the principal, administrative staff member, cadet, and others will be a part of the data used in appraising the work of the cadet.

VI. Purposes of the Cadet Principalship in Administration

1. An opportunity to learn about the problems in human relations--with parents and other citizens.

2. An opportunity to understand the structure of the Canton Public Schools and the services available to the schools such as visual-education; visiting teachers; curriculum council; and medical, dental and nursing services.

3. An opportunity to understand community structure, and community forces--the many groups and their objectives, the necessary contacts, the press, radio, etc.

4. A chance to become familiar with the business operation of the schools.
Cadet Training Program for the Selection of Principals and Supervisors

This cadet training program was officially approved by the Board of Education of the Warren City School District at its regular meeting on Tuesday, March 9th, 1954.

Letters from those interested in this cadet program should be directed to the superintendent of schools no later than the third week in March. Letters should indicate whether applicant is interested in the elementary or secondary level of supervision.

The examination date for this year has been set for Saturday, April 3rd, 1954, at 9:00 a.m. in the cafeteria at the Harry B. Turner junior high school.

It is suggested that the examination fee of $5.00 to Warren city school personnel and $13.00 to all other personnel accompany the letter of application.

Interview dates will be scheduled later.

The following committee is to be commended for working out this training program:

Clemens C. Siembieda, Chairman
Lovira Alderman
W. Eugene Hlakely
Lois Brown
Olive Killingsworth
Albert W. Marowitz
John E. Scharf

Paul A. Miller
Superintendent
Cadet Training Program for the Selection of Principals and Supervisors

A program for possible selection of principals and other supervisory positions has been developed by a committee appointed by the Representative Assembly. The purpose of the program is:

1. To secure candidates for principalships and other supervisory positions who can make a maximum contribution to the education of the boys and girls in the Warren city schools;

2. To develop a process of determining a candidate's qualification for educational leadership;

3. To assist teachers in indicating an interest in school administration;

4. To give experience in school administration and an opportunity of observing successful administration in action.

* * * * * * *

General Policies for the Cadet Training Program

1. It is open to all certificated personnel meeting certain educational and certification qualifications;
2. Applicants shall apply in writing to the superintendent of schools;
3. A testing program is involved;
4. A conference program will be arranged;
5. A "farming out" experience will be scheduled for the successful applicants;
6. Ratings will be made of the applicant in steps 3, 4, and 5;
7. There is no guarantee that all successful cadets will be assigned to principalships or supervisory positions;
8. The superintendent reserves the right to return a cadet to regular classroom duty at any time during the training program;
9. The cadet will continue at the regular rate of pay according to his classification on the salary schedule for the duration of the training program.

Qualifications (Educational & Otherwise) That Prospective Cadets Should Consider

1. Minimum Educational Requirements
   a. B.S. or A.B. degree
1. A substantial block of training in the field of education in which the candidate appears best qualified. He must be willing to continue advanced work in that field or administration and supervision, working toward the M.A. degree or beyond.

2. Experience
   a. All other qualifications being equal, experience in the Warren city schools is to be given preference.
   b. A minimum of two to five years of successful teaching experience is desirable.

   1. Some portion of the experience should be in the field to which the candidate is directed.

3. Certification Must Meet the Existing State Requirements

Method of Selection of Cadets

In the initial year (or years) of this program any applicant who meets the educational qualifications may be considered for the cadet training program. Preference will be given to certificated personnel presently employed in the Warren city schools; however, qualified persons outside the school system may be considered.

Applicants shall apply in writing to the superintendent of schools not later than the third week in March of each year.

Testing Program

1. The applicant will be required to take an examination relevant to educational and administrative problems. (Testing dates will be announced later.)

   a. This examination is prepared, administered and evaluated by the Bureau of Educational Research of The Ohio State University. It has two parts:

      1. two-hour essay examination;
      2. one-hour objective test with 60 multiple choice items.

   b. The scoring or evaluating of this test will be done by three persons in the Bureau of Educational Research working independently, each of whom will send back to the superintendent a qualifying statement concerning the applicant.
c. The test is a comprehensive measure of the candidate's grasp of knowledge in the selected field of endeavor.
d. The charge to each applicant for taking the test will be:

   $5.00 to Warren city school personnel
   $13.00 to all other personnel
e. The results of the test shall become the sole property of the Board of Education of the Warren City School District.

Interview or Conference Program

1. Following the examination, the applicant will be interviewed by a five-member committee composed of the superintendent, the assistant superintendent, the principal of the building in which the candidate is teaching, and two other persons to be named by the superintendent.

   a. Each candidate will be given a schedule of interview dates.
   b. Each member of the interview team will be provided with a suggested outline of desirable personality traits. (See Chart I)
   c. Recommendations for the appointment of the applicant to a cadet status will be made in writing to the superintendent by each member of the interviewing team.
   d. The building principal under whom the applicant worked as a teacher will be required to submit a report regarding the "general performance" of the candidate as a teacher. (See Chart II)
   e. Recommendations for the appointment of a cadet will be made by the superintendent of schools to the board of education for approval after it has been established that the cadet possesses the characteristics of a successful educational leader.
   f. The superintendent will notify the candidate of his appointment.

Guiding Principles for the Cadet Training Program

1. The cadet training program may extend over one or more years.

   a. A cadet may be assigned to three schools for a period of approximately two months in each school.
   b. A cadet may be assigned to the central administration offices for about three months to gain experience in all the departments of a public school system.

2. A cadet may be assigned to a principalship or other supervisory position without serving the full time as a cadet.
3. A cadet may be reassigned to regular classroom teaching at any
time during or after the training program if appointment to an
administrative or supervisory position seems unlikely.

Responsibilities of the Cadet After He Has Been Assigned

1. The cadet is to keep a daily record of duties and experiences
on a form provided by the superintendent's office.
2. The cadet is to make a final written report at the end of
each assignment.
3. The final report should be in triplicate. One copy is to be
submitted to the superintendent of schools, a copy submitted
to the principal or supervisor supervising the cadet, and one
for the cadet's own record.

Responsibilities of the Principal or Supervisor to the Cadet

1. To provide supervised training and considerable experience in all
phases of the school program, such as:
   a. Development of the school's policy as it relates to child
growth and development;
   b. Participation in the routine duties of the school as it
relates to reports, supplies, and building maintenance;
   c. Participation in the instructional program as it relates to
conferences, study groups, classroom visitation, and coun-
seling and guiding of children;
   d. Interpretation of the school's program to the community
through individual conferences, parent organization, and
other community agencies.

2. Hold periodic conferences with the cadet in order to determine
developmental progress in all phases of the cadet's work.
3. Provide, in writing, an evaluation of the cadet's possibilities
for a future principalship or other supervisory position.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Impressive</th>
<th>Effective</th>
<th>Acceptable</th>
<th>Gives little attention to appearance</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alertness</td>
<td>Exceptionally quick to understand</td>
<td>Rather quick</td>
<td>Average alertness</td>
<td>Rather slow to understand</td>
<td>Notably lacking</td>
</tr>
<tr>
<td>Ability to speak effectively</td>
<td>Very well organized</td>
<td>Logical &amp; clear meaning</td>
<td>Suitable</td>
<td>Confused &amp; rather unpleasant</td>
<td>Irritating or not acceptable</td>
</tr>
<tr>
<td>Voice</td>
<td>Exceptionally clear &amp; pleasing</td>
<td>Good tone &amp; quality</td>
<td>Moderate &amp; understanding</td>
<td>Off pitch and disappointing</td>
<td>Very disappointing</td>
</tr>
<tr>
<td>Knowledge of school administraion</td>
<td>Very well informed</td>
<td>Better informed than average</td>
<td>Informed as well as average</td>
<td>Knows little about educational matters</td>
<td>Knows very little about educational affairs</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>Loyal</td>
<td>Reputable</td>
<td>Questionable</td>
<td>Evidence of disloyalty</td>
<td>Unprofessional attitude</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Unusually friendly</td>
<td>Draws many friends</td>
<td>Acceptable or likeable</td>
<td>Does not make friends easily</td>
<td>Stays away from people</td>
</tr>
<tr>
<td>Poise and self-confidence</td>
<td>Always sure of himself; meets difficulties with poise</td>
<td>Shows signs of poise &amp; self-confidence</td>
<td>Satisfactory</td>
<td>Appears to be hesitant, timid and uncertain</td>
<td></td>
</tr>
</tbody>
</table>
### Chart I - A Guide for the Interviewing Team

(continued)

<table>
<thead>
<tr>
<th>Character</th>
<th>Very outstanding</th>
<th>Outstanding</th>
<th>Shows signs of tact &amp; diplomacy</th>
<th>Sometimes impulsive</th>
<th>Lacking in tact and diplomacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tact and Diplomacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of Proportion and Humor</td>
<td>Always keeps proper balance; not oversensitive</td>
<td>Displays good sense of proportion and humor</td>
<td>Fairly well balanced</td>
<td>Lacking in humor and proportion</td>
<td>Evidence of &quot;no sense of humor&quot;</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>Very well informed on modern educational trends</td>
<td>Well informed on educational trends</td>
<td>Moderately informed</td>
<td>Partially informed</td>
<td>Vague and indefinite</td>
</tr>
<tr>
<td>Character</td>
<td>Irreproachable</td>
<td>Above average</td>
<td>Average</td>
<td>Questionable</td>
<td>Very poor</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Intensely aware of social problems</td>
<td>Has some understanding</td>
<td>Average</td>
<td>Unaware of social problems</td>
<td>No initiative to understand</td>
</tr>
<tr>
<td>Common Sense</td>
<td>Uses excellent common sense</td>
<td>Gives reassuring evidence of common sense</td>
<td>Fair use of common sense</td>
<td>Displays poor common sense</td>
<td>Confused and illogical</td>
</tr>
<tr>
<td>Sense of Responsibility</td>
<td>Fully realizes responsibility and sense of service to others</td>
<td>Displays some sense of responsibility</td>
<td>Dependable with assigned tasks</td>
<td>Considers duties as secondary matters</td>
<td>Does not consider school affairs seriously enough</td>
</tr>
</tbody>
</table>
Cadet Training Program for the Selection of Principals and Supervisors

Warren City Schools
Warren, Ohio

CHART II - GENERAL PERFORMANCE

This is to be submitted by the principal under whom the cadet worked as a teacher.

<table>
<thead>
<tr>
<th>3 Point Scale</th>
<th>Excel-</th>
<th>Below</th>
<th>Average</th>
<th>Average</th>
</tr>
</thead>
</table>

I. PROFESSIONAL QUALIFICATIONS

| 1. Cooperation in extracurricular activities | ____________ |
| 2. Cooperation with extramural organization | ____________ |
| 3. Knowledge of course of study | ____________ |

II. CLERICAL WORK

| 1. Accuracy in keeping records | ____________ |
| 2. Promptness in records and reports | ____________ |
| 3. Reliability of judgment of pupil rating | ____________ |

III. CLASSROOM MANAGEMENT

| 1. Appearance of room | ____________ |
| 2. Care of equipment, supplies and books | ____________ |
| 3. Helpfulness in supervision of corridors, rooms and yard | ____________ |
| 4. Preparation of materials needed for instruction | ____________ |
| 5. Schedule of day's work | ____________ |

IV. TEACHING ABILITY

| 1. Discipline & control of class | ____________ |
| 2. Planning & preparation of work | ____________ |
| 3. Provision for individual pupil differences | ____________ |
| 4. Skill in making assignments | ____________ |
| 5. Skill in presentation of work | ____________ |
| 6. Skill in stimulating thought | ____________ |
I, Richard Lee Featherstone, was born in Rockville, Indiana, May 14, 1920. I received my secondary school education in the public schools of Chillicothe, Ohio. My undergraduate training was obtained at The Ohio State University, from which I received the degree of Bachelor of Fine Arts in 1943. In 1948 I received the degree Master of Arts from The Ohio State University. During the years 1947-48 through 1948-49 I acted in the capacity of research assistant in The Bureau of Educational Research at The Ohio State University. During 1949-50 while completing the preliminary requirements for the degree Doctor of Philosophy I acted in the capacity of Instructor in the Department of Education of The Ohio State University.