

A STUDY OF THE PROFESSIONAL TRAINING AND EXPERIENCE OF  
SUPERINTENDENTS AND SECONDARY SCHOOL ADMINISTRATORS  
IN THE STATE OF OREGON

by

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A THESIS

submitted to the


OREGON STATE AGRICULTURAL COLLEGE

in partial fulfillment of  
the requirements for the  
degree of


MASTER OF SCIENCE


June 1938

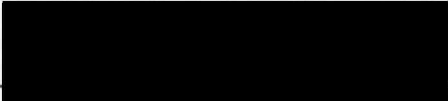
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## ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Frank W. Parr as major professor for his constructive criticisms and friendly counsel given throughout the advancement of this study. To Mr. D. A. Emerson of the Oregon State Department of Education the writer wishes to acknowledge the cooperation received in the collection of the questionnaires which formed the basis of this study.

D.W.P.

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## CHAPTER I

### INTRODUCTION

The importance and value of a well-rounded program of teacher training is unquestioned. Every school system needs trained teachers. Yet equally, if not more important, is the need of well-trained school administrators. Much has been done to determine the efficiency of elementary and high school teaching in the field, yet very little thought has been given to the improvement of secondary school administration. "In the modern secondary school the principal becomes a social engineer, directing the activities of his school in the direction of pupil growth rather than in the direction of formal mastery of traditional subject matter. This responsibility of the principalship makes it imperative that much attention and thought be devoted to the professional training of the high school principal." (1)

If high school administration is to have trained leadership, administrators must be trained in the performance of administrative duties before they enter the field. Fully aware of this all-important problem, the Oregon State Department of Education in the fall of 1936 set out to determine just what was the background of the teaching and administrative experience of Oregon administrators. The

purpose of this study is to analyze the data revealed in the questionnaires turned over to the writer by the Oregon State Department of Education.

The questionnaires were divided into three parts. Part A dealt with the extent of general college training. It asked for the colleges attended with the dates of attendance; the college majors and minors; and the degrees received with the dates. Part B was devoted to the extent of professional training; the names of professional courses taken with the dates; the number of credits earned and whether the courses were graduate or undergraduate. Part C called, first, for professional teaching experience, and, secondly, for professional administrative experience. In determining teaching experience the following items were sought: type of teaching experience; number of years taught, when and where. The same information for professional administrative experience was called for, but in addition another item, the per cent of time spent in administration and supervision, was included.

To enable comparisons to be made of the professional training and experience of superintendents, senior high principals, and junior high principals, each will be discussed separately in Chapter III.

## CHAPTER II

### A REVIEW OF SIMILAR STUDIES

The writer referred to the Education Index for the period 1929-1935 to learn what had been done to determine the amount of training and experience of superintendents and secondary school administrators throughout the several states and particularly in the State of Oregon. Many studies had been undertaken in the field of teacher training, but only five studies pertinent to this one were found. These form the basis of the discussion of this chapter.

Shannon's study of the "Academic Training of Secondary School Principals in the United States." (2)

The data used in this study were gathered by the Department of Secondary School Principals of the N.E.A. from its own membership by a questionnaire method.

Only the head administrative officers of the individual secondary schools were included--junior and senior secondary schools, public and private. Each principal or superintendent was classified as to the highest earned degree. All principals were classified as to geographical sections of the United States. An analysis did not reveal any distinct tendencies in the training of principals in the five different geographical sections.



The proportion of administrators with only the bachelor's degree was consistently higher than the proportion with masters' degrees for the period 1918-1927. During the school year, 1930-1931, the percentage of masters almost equaled that of bachelors, and in later years has exceeded it. The percentage of doctors' degrees was consistently low through all the years.

Shannon, 1931, made a similar study of city and town superintendents which showed very similar results to those for principals. (3) While the percentages of bachelors', masters', and doctors' degrees among superintendents from year to year was very similar to those of principals, there was one great difference. "The upward shoot of the masters' line came earlier."

A Federal report in 1923 listed the following percentages for superintendents: 67.2% bachelors' degrees; 18.0% masters', and 1.4% doctors'. The most recent report up to 1934 listed 44.0% of the superintendents with bachelors'; 42.0% with masters'; and 1.0% with doctors'.

Eikenberry's study of "The Professional Training of Secondary School Principals." (1)

Eikenberry, after having made a study of the professional training of secondary school principals, recommended that the professional training of high school administrators



should be on the graduate level. He would permit only high school teachers who have had specific training for the principal's work to enter the profession. "Undergraduate training should consist of a four-year course in a standard college or university. In this course the major subject and minor subject studied by the future principal should be subjects commonly taught in high school. His second minor should include those courses intended for the classroom teacher: namely, educational psychology and psychology of adolescence; principles of secondary education, methods of teaching including observation and practice teaching; history of education, extra-curriculum activities and pupil guidance." After two or three years of successful teaching the teacher should then take a year of professional study.

Stetson's study of "The extent of Training Received by Oregon High School Teachers and Principals." (5)

The data for this study consisted of the annual standardization reports from 263 secondary schools of Oregon for the year 1928-1929. (Since we are concerned in this study with administrators of secondary schools, only those portions of Mr. Stetson's report dealing with principals will be discussed.)

The years of experience, the type of certificate held and the number of semester hours of college work completed past graduation were the divisions of the annual standardization reports which formed the basis of the study.

Thirty-six per cent of the 258 principals had exceeded the minimum requirement of college graduation. Fifty-seven per cent had had more than six semester or nine term hours of advanced study; forty per cent had fifteen semester hours and ten per cent had thirty semester hours beyond college graduation. The median principal reported ten semester hours or fifteen term hours of advanced study.

"Principals have not in the main received as extensive training for their work as is now considered to be necessary for various other professions, notably law and medicine."

Nine of the fourteen principals (64.0%) holding one-year certificates had no advance training, while 29% had had over twenty semester hours.

Twenty-five per cent of the holders of five-year certificates and forty-five per cent of the holders of life certificates reported over twenty hours of additional study. Thirty-three per cent of the five-year and seventeen per cent of the life certificates had had no additional training beyond the bachelors' degree. Seven of forty-four

principals who held life certificates through examination reported work past college graduation of from three to twenty semester hours.

"These figures conclusively show that the present plan of issuing five-year and life certificates on the basis of experience alone is inadequate for under it there is no incentive offered for further study beyond the bachelor's degree. Until there is discrimination between the skilled and untrained there is little probability that education will attract the most competent."

The extent of training in relation to school size showed that the number having no graduate training decreased from fifty-five per cent of the totals in small schools to six per cent in the largest.

Over one-third of the principals had had no training beyond college graduation; forty per cent of the principals had attained a number of hours equivalent to one-half year of additional study; fifty-one per cent had attained graduate study equivalent to one term of study.

The increase in the number of years of experience does not consistently parallel increase in training.

Possession of a five-year life certificate was no assurance of commensurate further college study. One-third of the principals possessing five-year certificates

and one-sixth of those with life certificates had no advanced college training since graduation. "An advanced type of certificate should mean more than the demonstration of ability to hold one's position for the designated period of time."

A committee for professional standards, after careful inquiry into certification, recommended in the "Oregon Education Plan" that the "State Board of Education be empowered by the legislature to draw up a new certification code---- make both additional training and successful experience necessary for the securing of each successive grade of certificate, while no certificate would carry the long-time, blanket privileges of our present system."

Shannon's study of the "Academic Training of City and Town Superintendents." (3)

The data for this study were obtained by the Department of Superintendence of the N.E.A. from its own membership. Superintendents were listed with the highest degree earned. Five geographical sections were used as bases of comparison: Eastern, Southern, Great Lakes, Great Plains and Western. The superintendents were classified by degrees as to: (1) having neither diploma or degree; (2) having diploma and no degree; (3) having bachelor's degree; (4) having master's degree; and (5) having the doctor's degree.



The eastern section topped the others in the percentage of doctor's degrees, but there was no appreciable difference in any of the other classifications. The proportions of bachelors and masters exceeded by a great number the other levels of training. The percentage of superintendents at any particular level of training changed very little from year to year. However, during the two-year period 1929-1930 there was a definite increase in the number of masters and a corresponding decrease in the number of superintendents at the bachelors' level. Shannon states, "This is due not to former members of the Department of Superintendence having received master's degrees recently but rather that in the great increase in the total membership of the Department a larger proportion of superintendents with masters' degrees joined than formerly."

In the number of superintendents with doctors' degrees the eastern section led, yet there was no special tendency toward superintendents obtaining doctors' degrees. The proportion is not increasing. There was little change in the status of scholastic training of superintendents studied from 1922 to 1931.

A typical city or town superintendent is either a bachelor or master--the master group increasing rapidly.



Sibert and Anderson's study of the "Experience and Training Ohio School Administrators."

The records of the Ohio State Department of Education in 1928-29, which furnished the data for this study, showed that there were 2,315 superintendents and high school principals in the public schools of the state. Experience, as it is used in the discussion, included teaching as well as administrative work.

The median experience of the 2,315 superintendents and principals was nine years. The range was from no experience to fifty years. The first quartile was four years; and the third quartile sixteen years. In many instances principals carried full-time teaching schedules.

Of the total, 2,315, it was found that 206, or 9 per cent, held no degrees; 1,771 or 77 per cent held bachelors' degrees; 323, or 14 per cent, held masters' degrees; and 15 held doctors' degrees.

The experience of administrators with bachelors' and masters' degrees revealed much of interest. "The median experience of the administrators with the bachelors' degree was least among the heads of second- and third-grade schools and local principals in county

districts." City superintendents, exempted village superintendents, and county superintendents were more experienced than the other classes of administrators.

"Among the administrators with the masters' degree the local superintendents were more experienced than the exempted village principals or the city assistant-superintendents; while the exempted-village superintendents were less experienced than the superintendents in city schools."

## CHAPTER III

### THE TRAINING OF SUPERINTENDENTS AND SECONDARY SCHOOL ADMINISTRATORS IN OREGON

This investigation was undertaken to determine the professional training and professional experience of Oregon superintendents and secondary school administrators. This chapter will discuss the professional training of superintendents, senior high principals, and junior high principals, while the professional experience of these three classes will be discussed in Chapter IV.

Three hundred thirty-seven questionnaires were sent by the Oregon State Department of Education to 31 superintendents of first-class districts; to 275 superintendents and senior high principals of second- and third-class districts, and to 31 principals of junior high schools. Two hundred forty-one of these or seventy per cent of the total were returned sufficiently complete to form the basis of this study.

#### A. Superintendents

An analysis of Table I, showing the extent of the academic training of Oregon superintendents, reveals that the college majors, of which 64 were reported by the 58

superintendents who replied to the questionnaire, were divided into 14 principal fields of study. Sixteen of these (25%) were in the field of education; thirteen (20.3%) were taken in the field of science; (no attempt was made to distinguish between physical and biological science); ten (15.6%) were in the field of social science, and eight (12.5%) were in mathematics. The remaining 17 majors listed were divided into ten fields ranging from agriculture with four (6.3%) to forestry with one (1.5%).

Fifty college minors\* were enumerated by the superintendents and these were grouped into nine principal fields. Mathematics and science with 11 each (22.0%) headed the list. English was reported ten times (20.0%) as a college minor closely followed by social science with eight (16.0%). The remaining ten minors were equally divided among psychology, military, business administration, physical education and languages with two each (4.0%).

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\* It is important to note in the enumeration of college minors for superintendents, senior high principals and junior high principals, that in no case does education as a college minor appear in the tables. Since the state certification law requires an individual in teaching to have earned twenty-three hours in education, we can assume that every one of the 241 superintendents and secondary school administrators considered in this study has a minor in the field of education.

TABLE I

## ACADEMIC TRAINING OF SUPERINTENDENTS

BACHELOR'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	16	25.0	Mathematics	11	22.0
Science	13	20.3	Science	11	22.0
Social Science	10	15.6	English	10	20.0
Mathematics	8	12.5	Social Science	8	16.0
Agriculture	4	6.3	Psychology	2	4.0
English	3	4.7	Military	2	4.0
Business Admin.	2	3.1	Business Admin.	2	4.0
Physical Educ.	2	3.1	Physical Educ.	2	4.0
Engineering	1	1.5	Languages	2	4.0
Industrial Arts	1	1.5			
Philosophy	1	1.5			
Psychology	1	1.5			
Languages	1	1.5			
Forestry	1	1.5			
	64			50	

MASTER'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	22	100.0	Education	12	54.4
			Social Science	5	22.7
			Psychology	2	9.0
			Mathematics	1	4.5
			English	1	4.5
			Physical Educ.	1	4.5
	22			22	



Twenty-two superintendents reported having master's degrees. It is interesting to note that education was the major listed in every instance. The twenty-two minors were in six study-fields, education leading with 12 (54.4%). Social science was next in frequency with five (22.7%); psychology was third in number with two (9.0%); while the remaining three, mathematics, English and physical education had one each (4.5%).

Every superintendent had earned the bachelor's degree, while 22 (37.9%) had received the master's degree. One LL.B degree and one B.S.D. degree were also listed as having been earned.

In order to ascertain the amount and type of term hours of professional study, both graduate and undergraduate earned by the superintendents in this study, five classifications--supervision, administration, curriculum, secondary education and elementary education--were checked on. This information was incomplete and only a fair percentage of the returned questionnaires could be used. This condition, no doubt, was due to the inability of the superintendent to recall the names of the professional courses taken both as a graduate and undergraduate student. However, Table II, showing the amount and type of professional study of superintendents, will present a fairly true picture.

TABLE II

GRADUATE AND UNDERGRADUATE TERM HOURS  
OF PROFESSIONAL STUDY OF SUPERINTENDENTS

	Super- vision		Adminis- tration		Curric- ulum		Secondary Education		Elementary Education	
	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>
18+	2	3	6	0						
15-17	2	1	4	0						
12-14	2	5	3	2						
9-11	8	2	10	0	1	0	0	1		
6-8	7	9	9	2	1	0	1	3		
3-5	10	11	3	14	12	3	6	13	3	1
0-2	0	0	1	0	4	0	0	1	1	0
Average	4.5	4.5	6.6	1.6	1.2	.2	.5	1.4	.2	.1

Table II shows that Oregon superintendents have had 4.5 graduate and 4.5 undergraduate term hours in supervision, 6.6 graduate and 1.6 undergraduate term hours in courses dealing with administration; 1.2 graduate and .2 undergraduate term hours in curriculum making courses; .5 graduate and 1.4 undergraduate term hours in secondary education; and .2 graduate and .1 undergraduate term hours in elementary education.

## B. Senior High Principals

Table III, "The Academic Training of Senior High Principals," discloses that 194 college majors in thirteen fields of study were enumerated by the 166 senior high principals replying to the questionnaire. As is revealed by the table education with sixty (30.9%) led the list;

social science with forty-five (23.2%); science with twenty-four (12.4%), and mathematics with eighteen (9.3%) followed in the order named. The other nine principal fields ranged in number from English with thirteen (6.7%) to psychology and forestry with one each (.5%).

TABLE III  
ACADEMIC TRAINING OF SENIOR HIGH PRINCIPALS

BACHELOR'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	60	30.9	Social Science	47	27.3
Social Science	45	23.2	Science	38	22.0
Science	24	12.4	Mathematics	24	13.9
Mathematics	18	9.3	English	23	13.4
English	13	6.7	Physical Educ.	14	8.1
Business Admin.	10	5.1	Language	13	7.5
Languages	7	3.6	Industrial Arts	4	2.3
Industrial Arts	6	3.1	Psychology	3	1.7
Physical Educ.	4	2.0	Music	2	1.1
Agriculture	3	1.5	Business Admin.	2	1.1
Law	2	1.0	Military	1	.6
Forestry	1	.5	Philosophy	1	.6
Psychology	1	.5			
	194			172	

MASTER'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	25	78.1	Education	22	68.6
Social Science	4	12.5	Social Science	3	9.4
Industrial Arts	1	3.1	Psychology	3	9.4
Physical Educ.	1	3.1	Science	2	6.2
Science	1	3.1	Religion	1	3.1
			Physical Educ.	1	3.1
	32			32	

Social science led the 172 college minors reported with forty-seven (27.3%). Eleven other fields of study ranged in frequency from science with twenty-eight (22.0%) to military and philosophy with one each (.6%).

Thirty-two senior high principals reported having earned the master's degree. Twenty-five (78.1%) of these majored in education; four (12.5%) in social science; and one each (3.1%) in industrial arts, physical education and science. Education with twenty-two (68.6%) headed the list of minors in masters' degree study, and was followed in turn by social science and psychology with three each (9.4%), science with two (6.2%), and religion and physical education with one each (3.1%).

One hundred sixty-one of the senior high principals had earned the bachelors' degree (96.9%); five (3.0%) had received no degree but are in administration by reason of life certificates by examination; while thirty-two (19.3%) had received the masters' degree. Other degrees listed were LL.D., one; Ph.D., one; LL.B., three; Ph.B., two; and B.P.D., one.

An analysis of Table IV, showing the type and amount of graduate and undergraduate term hours of professional study, reveals that senior high principals have had 1.9 graduate and 4.1 undergraduate term hours in supervision; 2.3 graduate and 1.3 undergraduate term hours in



administration; .6 graduate and .2 undergraduate term hours in secondary education; and .2 graduate and .4 undergraduate term hours in elementary education.

TABLE IV

GRADUATE AND UNDERGRADUATE TERM HOURS OF  
PROFESSIONAL STUDY OF SENIOR HIGH PRINCIPALS

	Super- vision		Adminis- tration		Curric- ulum		Secondary Education		Elementary Education	
	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>
18+	0	12	0	1						
15-17	1	9	4	0						
12-14	3	8	3	3	0	1			0	2
9-11	5	7	5	1	1	0	0	2	0	1
6-8	13	17	17	10	5	0	2	1	0	1
3-5	29	7	24	10	13	5	12	28	6	7
0-2	4	3	3	5	8	2	2	3	3	0
Average	1.9	4.1	2.3	1.3	.6	.2	.4	.9	.2	.4

### C. Junior High Principals

Table V, which shows the academic training of junior high principals, reveals that the seventeen junior high principals reporting (three did not fill out Part A of the questionnaire dealing with academic training), listed fourteen college majors which were grouped into six principal study fields. Education headed the list with seven (50.0%); next in frequency was social science with three (21.4%); physical education, business administration, industrial arts and journalism with one each (7.1%) complete the list.



TABLE V

## ACADEMIC TRAINING OF JUNIOR HIGH PRINCIPALS

BACHELOR'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	7	50.0	Social Science	5	41.7
Social Science	3	21.4	Physical Educ.	2	16.7
Business Admin.	1	7.1	English	2	16.7
Physical Educ.	1	7.1	Science	2	16.7
Journalism	1	7.1	Mathematics	1	8.3
Industrial Arts	1	7.1			
	14			12	

MASTER'S DEGREE					
Major	No.	Per Cent	Minor	No.	Per Cent
Education	4	100.0	Education	2	50.0
			English	1	25.0
			Psychology	1	25.0
	4			4	

Social science was greatest in number among college minors with five (41.7%); physical education and English were next in frequency with two (16.7%); while mathematics with one (8.3%) concludes the minor groups.

Four of the seventeen junior high principals reported having earned masters' degrees with majors in education. Of the minors for masters' two were in education and one each in English and psychology.

Eleven (64.7%) of the junior high principals had earned bachelors' degrees; four (23.5%) had earned masters' degrees; while six (35.3%) had received normal school diplomas only.

An analysis of Table VI discloses that junior high principals have had 2.7 graduate and 8.7 undergraduate term hours of professional study in supervision; 4.8 graduate and 3.1 undergraduate hours in administration; .8 graduate and .7 undergraduate hours in curriculum making; .2 graduate and .7 undergraduate term hours in secondary education; and .5 graduate and .4 undergraduate term hours in elementary education.

TABLE VI

GRADUATE AND UNDERGRADUATE TERM HOURS OF PROFESSIONAL  
STUDY OF JUNIOR HIGH PRINCIPALS

	Super- vision		Adminis- tration		Curric- ulum		Secondary Education		Elementary Education	
	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>	<u>G</u>	<u>U</u>
18+	0	3	1	0						
15-17	1	1	1	0						
12-14	0	3	1	1						
9-11	1	2	1	0						
6-8	1	1	1	4					0	1
3-5	3	3	4	3	3	3	1	3	2	0
0-2	1	0	1	0	2	0			1	0
Average	2.7	8.7	4.8	3.1	.8	.7	.2	.7	.5	.4

## CHAPTER IV

### CLASSROOM TEACHING AND PROFESSIONAL ADMINISTRATIVE EXPERIENCE OF SUPERINTENDENTS AND SECONDARY SCHOOL ADMINISTRATORS IN OREGON

The professional experience of superintendents and secondary school administrators will be the substance of this chapter. In order to better enable one to compare the teaching and administrative experience of superintendents and secondary school principals each will be discussed by itself.

#### A. Classroom Teaching Experience

##### I. Superintendents

The classroom teaching experience of Oregon superintendents as revealed by Table VII was classified into nine types.

Thirty-one superintendents (53.4%) had had all their teaching experience in the senior high school; thirteen (22.6%) had been elementary school teachers as well as teachers in the senior high school; four (6.9%) had had, prior to becoming superintendents, no teaching experience; three (5.2%) had previously taught in both the junior and senior high schools; two (3.4%) had had only elementary school teaching experience; while the same number had

been teachers in the elementary, junior and senior high schools. One superintendent (1.7%) had taught in both the elementary and junior high schools; one in senior high school and college; and one in the elementary school, senior high school and college.

TABLE VII

## CLASSROOM TEACHING EXPERIENCE OF SUPERINTENDENTS

Type of Experience	No.	Per Cent
Teacher in senior high school only	31	53.4
Teacher in elementary and senior high school	13	22.6
No previous teaching experience	4	6.9
Teacher in junior and senior high schools	3	5.2
Teacher in elementary school only	2	3.4
Teacher in elementary school, junior and senior high schools	2	3.4
Teacher in elementary and junior high schools	1	1.7
Teacher in senior high school and college	1	1.7
Teacher in elementary and senior high schools and college	1	1.7
	58	

Nineteen (32.7%) of the superintendents have had some experience as elementary school teachers; six (10.2%) as teachers in the junior high school; fifty-one (87.9%) have had senior high school teaching experience, and two (3.4%) have been college instructors.

An analysis of Table VIII reveals that the 6.2 years of teaching experience of superintendents have been as follows: elementary school, 1.0 year; junior high school, .3 year; senior high school, 4.8 years; and college, .1 year.



TABLE VIII

TEACHING EXPERIENCE IN YEARS OF SUPERINTENDENTS,  
SENIOR HIGH AND JUNIOR HIGH PRINCIPALS

		Elementary Schools						Junior High Schools						
Sr. High Superin- Principalstendents		0	2	5	8	10+	Av.		0	2	5	8	10+	Av.
	No.	39	13	4	2	0	1.0	No.	52	5	1	0	0	.3
	%	67.2	22.5	6.9	3.4			%	89.6	8.6	1.7			
Sr. High Principals	No.	116	30	11	5	4	1.2	No.	156	7	2	1	0	.2
	%	69.8	18.0	6.6	3.0	2.4		%	93.9	4.2	1.1	.6		
Jr. High Principals	No.	6	8	0	1	2	2.6	No.	4	9	1	1	2	30
	%	35.3	47.0	0	5.9	11.8		%	23.5	52.9	5.9	5.9	11.8	

	Senior High School							College						
Superin- tendents		0	2	5	8	10+	Av.		0	2	5	8	10+	Av.
	No.	7	18	13	11	9	4.8	No.	56	2	0	0	0	.1
	%	12.0	31.0	22.5	18.9	15.5		%	96.5	3.4				
Sr. High Principals														
	No.	21	52	38	19	36	4.9	No.	163	3	0	0	0	.0
	%	12.6	31.2	22.8	11.4	21.6		%	97.8	1.8				
Jr. High Principals														
	No.	14	2	1	0	0	.5	No.	17	0	0	0	0	.0
	%	82.3	11.8	5.9				%	100.0					

## II. Senior High Principals

The teaching experience of the one hundred sixty-six senior high principals was classified, as shown by Table IX, into nine types.

TABLE IX

### CLASSROOM TEACHING EXPERIENCE OF SENIOR HIGH PRINCIPALS

Type of Experience	No.	Per Cent
Teacher in senior high school only	103	62.0
Teacher in elementary and senior high school	31	18.7
No previous teaching	10	6.0
Teacher in elementary school only	9	5.4
Teacher in elementary, junior and senior high school	5	3.0
Teacher in junior and senior high schools	3	1.8
Teacher in elementary and junior high schools	2	1.2
Teacher in elementary, senior high school and college	2	1.2
Teacher in senior high school and college	1	.6
	166	

One hundred three senior high principals (62.0%) had done all their teaching in the senior high school; thirty-one (18.7%) had had teaching experience in both the elementary and senior high school; ten (6.0%) had had no previous teaching experience; nine (5.4%) had had elementary teaching experience only; five (3.0%) had taught in the elementary, junior and senior high schools; three (1.8%) had been junior and senior high school teachers; two (1.2%) had done their teaching in the elementary and junior high

schools; two had been teachers in the elementary and senior high schools and college; and one (.6%) had had teaching experience in senior high school and college.

Fifty (30.1%) senior high principals have had some experience as elementary school teachers; ten (6.0%) as teachers in the junior high school; one hundred forty-five (87.3%) have been senior high teachers; while three (1.8%) have had college teaching experience.

An analysis of Table VIII (page 24) shows that a senior high principal has had 6.3 years of teaching experience distributed as follows: elementary teacher, 1.2 years; junior high school teacher, .2 year; senior high school teacher, 4.9 years.

### III. Junior High Principals

The junior high school principals can be segregated into five divisions as to their teaching experience. A study of Table X discloses that nine (52.9%) have not only taught in the junior high school but in the elementary school as well; that three (17.6%) have had their entire teaching experience in the junior high school; that two (11.8%) have done all their teaching in the elementary school; that two have been teachers in the senior high school only; and that one (5.9%) has been a teacher in both the junior high school and senior high school.

TABLE X

## CLASSROOM TEACHING EXPERIENCE OF JUNIOR HIGH PRINCIPALS

Type of Experience	No.	Per Cent
Teacher in elementary and junior high school	9	52.9
Teacher in junior high school only	3	17.6
Teacher in elementary school only	2	11.8
Teacher in senior high school only	2	11.8
Teacher in junior high and senior high schools	1	5.9
	17	

Eleven junior high school principals (64.7%) have had some elementary school teaching experience; thirteen (76.4%) have had classroom experience in the junior high school; and three (17.6%) have acquired teaching experience in the senior high school.

Table VIII (page 24) presents the teaching experience of junior high school principals in years. From it one can readily see that the 6.1 years of a junior high principal have been acquired as follows: 2.6 years in the elementary school; 3.0 years in the junior high school; and .5 year in the senior high school.

## B. Professional Administrative Experience

## I. Superintendents

The administrative experience of the forty-eight superintendents was separated into eight distinct types.



Analyzing Table XI it is readily seen that twenty-eight (48.3%) superintendents have had administrative experience as senior high principals and superintendents; that thirteen (22.4%) have had all their administration as superintendents only; that eleven (18.9%) had, prior to 1936, administrative experience only as senior high principals; that two (3.4%) had served as superintendents in addition to having been elementary and senior high principals; that one (1.7%) had received his experience in administration in each of the following classifications; elementary principal, junior high principal and superintendent; junior high principal only; junior high principal, senior high principal and superintendent; and one (1.7%) had had no previous administrative experience.

TABLE XI

## PROFESSIONAL ADMINISTRATIVE EXPERIENCE OF SUPERINTENDENTS

Type of Experience	No.	Per Cent
Senior high principal and superintendent	28	48.3
Superintendent only	13	22.4
Senior high principal only	11	18.9
Elementary principal, senior high principal, and superintendent	2	3.4
Elementary principal, junior high principal, and superintendent	1	1.7
Junior high principal only	1	1.7
Junior high principal, senior high principal, and superintendent	1	1.7
No previous administration	1	1.7
	58	

Forty-seven (81.0%) of the fifty-eight superintendents had had some experience in administration as superintendents prior to 1936; forty-two (72.4%) had been senior high principals; three (5.2%) had had elementary school administrative experience; and two (3.4%) had, before becoming superintendents, been junior high school principals.

An analysis of Table XII shows that Oregon superintendents have had 10.8 years of experience in administration: 1.0 year as an elementary principal; 1.2 years as a junior high principal; 3.4 years as principal of a senior high school; and 5.2 years as a superintendent.

The time spent by superintendents in supervision and administration\* is shown by Table XIV (page 33). Twenty-three (39.6%) reported that 91-100 per cent of their school time was devoted to affairs of administration and supervision, while the average per cent of time spent by superintendents in supervision and administration was 64.8.

## II. Senior High Principals

The professional administrative experience of the senior high principals is shown in table XIII.

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\* The questionnaire did not ask for the time spent separately in supervision and administration, but rather for the combined time.

TABLE XII

ADMINISTRATIVE EXPERIENCE OF SUPERINTENDENTS, SENIOR  
HIGH PRINCIPALS, AND JUNIOR HIGH PRINCIPALS IN YEARS

	Elementary Principal							Junior High School Principal						
		0	2	5	8	10+	Av.		0	2	5	8	10+	Av.
Superin- tendents	No.	55	3	0	0	0	1.0	No.	56	1	1	0	0	1.2
	%	93.5	5.1					%	95.2	1.7	1.7			
Sr. High Principals	No.	153	5	4	2	2	.4	No.	160	4	2	0	0	.1
	%	92.1	3.0	2.4	1.2	1.2		%	96	2.4	1.2			
Jr. High Principals	No.	16	0	1	0	0	.3	No.	1	5	7	2	2	4.8
	%	94.4		5.9				%	5.9	29.5	41.3	11.8	11.8	

	Senior High School Principal							Superintendent						
		0	2	5	8	10+	Av.		0	2	5	8	10+	Av.
Superin- tendents	No.	16	20	10	7	5	3.4	No.	11	15	6	9	17	5.2
	%	27.2	34.0	17.0	11.9	8.5		%	18.7	25.5	10.2	15.3	28.9	
Sr. High Principals	No.	19	52	25	23	47	5.3	No.	157	6	0	2	1	.2
	%	11.4	31.2	15.0	13.8	28.2		%	94.2	3.6		1.2	.6	
Jr. High Principals	No.	15	1	1	0	0	.4	No.	17	0	0	0	0	.0
	%	88.5	5.9	5.9				%	100.0					

TABLE XIII

PROFESSIONAL ADMINISTRATIVE EXPERIENCE  
OF SENIOR HIGH PRINCIPALS

Type of Experience	No.	Per Cent
Senior high principal only	127	76.5
No previous administration	19	11.4
Elementary principal and senior high principal	6	3.6
Senior high principal and superintendent	4	2.4
Elementary principal, senior high principal, and superintendent	3	1.8
Junior high principal, and senior high principal	2	1.2
Elementary principal, junior high principal and senior high principal	2	1.2
Elementary principal, junior high principal, senior high principal, and superintendent	1	.6
Junior high principal and superintendent	1	.6
Elementary principal only	1	.6
	166	

Ten combinations of administrative experience were listed by the 166 senior high principals. One hundred twenty-seven (76.5%) have had administrative experience as senior high principal; nineteen (11.4%) had had no previous administrative experience prior to 1936; six (3.6%) have been both elementary and senior high principals: four (2.4%) had been, in addition to senior high principals, superintendents; three (1.8%) were elementary principals and superintendents besides having had previous experience as senior high principals; two (1.2%) had had experience as junior and senior high principals; two had had experience



in administration as elementary, junior high and senior high principals; and one (.6%) had had experience in each of the following combinations: elementary principal, junior high principal, senior high principal and superintendent; junior high principal and superintendent; and elementary principal only.

One hundred forty-seven (88.2%) of the 166 senior high principals had had some experience in senior high school administration; nineteen (11.4%) had at one time or another served as elementary school principals; six (3.6%) had been principals of junior high schools; and nine (5.4%) had been superintendents of city or town systems of education.

Table XII (page 30) is a picture of the administrative experience in years of the senior high principals. An examination of it shows that Oregon senior high principals have had 6.0 years of experience in administration divided as follows: elementary principal, .4 years; junior high principal, .1 year; senior high principal, 5.3 years; and superintendent, .2 year.

Forty principals (24.1%) reported spending ten per cent or less of their time in affairs of supervision and administration, while eighteen (10.8%) listed 91-100 per cent of their school time as devoted to administrative and supervisory work. As revealed by

Table XIV the average per cent of time given over to the work of administration and supervision was 35.4.

TABLE XIV

PER CENT OF SCHOOL TIME DEVOTED BY SUPERINTENDENTS,  
JUNIOR HIGH AND SENIOR HIGH PRINCIPALS  
TO SUPERVISION AND ADMINISTRATION

	Superin- tendents		Senior High Principals		Junior High Principals	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
91-100	23	39.6	18	10.8	5	29.4
81-90	3	5.2	3	1.8	1	5.9
71-80	4	6.9	6	3.6	-	-
61-70	3	5.2	6	3.6	4	23.5
51-60	2	3.4	2	1.2	2	11.8
41-50	8	13.8	23	13.9	4	23.5
31-40	5	8.6	25	15.1	-	-
21-30	6	10.3	20	12.0	1	5.9
11-20	1	1.7	23	13.9	-	-
0-10	3	5.2	40	24.1	-	-
Average		64.8		35.4		55.0

### III. Junior High Principals

The administrative experience of the seventeen junior high school principals, as shown by Table XV, has been of four types. Thirteen (76.5%) have been junior high principals; two (11.8%) have been senior high principals as well as junior high principals; one (5.9%) had had no previous administrative experience prior to 1936; and one had been both an elementary and junior high principal.

TABLE XV

PROFESSIONAL ADMINISTRATIVE EXPERIENCE  
OF JUNIOR HIGH PRINCIPALS

Type of Experience	No.	Per Cent
Junior high principal only	13	76.5
Junior high principal and senior high principal	2	11.8
Elementary principal and junior high principal	1	5.9
No previous administration	1	5.9
	17	

Table XII (page 30) discloses that 5.5 years is the amount of experience in administration that principals of junior high schools have had. This period of time has been spent as follows: .3 year as an elementary principal; 4.8 years as principal in a junior high school; and .4 year as a senior high school principal.

An analysis of Table XIV (page 33) shows that the average per cent of time spent in supervision and administration by principals of junior high schools is 55.0.

## CHAPTER V.

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains three divisions; first, a summary of the investigation; second, conclusions based upon the findings of the study; and third, recommendations, which it is hoped, will lead to increased requirements for superintendents and secondary school administrators in Oregon.

#### SUMMARY

The Oregon State Department of Education in order to determine the background of the professional training and experience of Oregon superintendents and secondary school principals sent out 337 questionnaires to 31 superintendents of first class districts, to 275 superintendents and senior high principals of second and third class districts, and to 31 junior high principals. Of this number 241 or 70% were returned.

The data contained in the questionnaires were analyzed under seven headings: (1) the academic training of superintendents, senior and junior high school principals; (2) the graduate and undergraduate term hours of professional study of superintendents, senior and junior high principals; (3) the professional teaching experience, as



to types, of superintendents, senior and junior high school principals; (4) the teaching experience in years of superintendents, junior and senior high principals; (5) the administrative experience, as to type, of superintendents, senior and junior principals; (6) the administrative experience in years of superintendents, senior and junior high principals; and (7) the per cent of time devoted to supervision and administration by superintendents, senior and junior high principals.

The superintendents and secondary school administrators listed education, science, social science, mathematics, agriculture, English, business administration, physical education, engineering, industrial arts, philosophy, psychology, language, forestry, law and journalism as constituting the major fields of study for the bachelor degree. Education, social science, industrial arts, physical education, and science were the major fields of study of Oregon superintendents and senior and junior high school principals for the masters' degree. Minor fields of study for the bachelors' degree were mathematics, science, English, social science, psychology, military science, business administration, physical education, languages, industrial arts, music and philosophy; while the minors for the masters' degree were education, social science, psychology, mathematics, English, physical education and religion.

In analyzing the second phase of the study, which concerns the number of graduate and undergraduate term hours devoted to supervision, administration, curriculum, secondary education and elementary education, it was found: that superintendents had more graduate hours in supervision, administration, curriculum and secondary education, while junior high principals had more graduate hours in elementary education. Senior high principals had more undergraduate hours in secondary education, while junior high principals had more undergraduate professional training in supervision, administration and curriculum.

The professional experience of superintendents and secondary school administrators was discussed under two headings: (1) teaching experience, and (2) administrative experience. Each of these was then subdivided into (1) type of experience, and (2) number of years spent in the various types.

Fifty-one superintendents (87.9%), 145 senior high principals (87.3%), and three junior high principals, (17.6%), had had teaching experience in the senior high school, while four superintendents (6.9%), and ten senior high principals (6.9%) had had no teaching experience. Nineteen superintendents (32.7%), fifty senior high principals (30.1%) and eleven junior high principals (64.7%) had taught in the elementary schools. Six superintendents

(10.3%), ten senior high principals (6.9%) and thirteen junior high principals (76.4%) had had junior high school teaching experience. College teaching experience was reported by two superintendents (3.4%), and by three senior high principals, (1.8%). Teaching experience in years follows: superintendents, 6.2; senior high principals, 6.3; and junior high principals, 6.1.

The administrative experience of the superintendents, senior and junior high principals was discussed under three headings: (1) the type of experience; (2) number of years in each type; (3) the per cent of time spent in administration and supervision.

Elementary administrative experience was reported by three (5.1%) superintendents, thirteen (7.8%) senior high principal, and one (5.8%) junior high principal. Senior high school principalships were reported as having been held prior to 1936 by 42 (72.4%) superintendents, 145 (87.3%) senior high and two (11.7%) junior high school principals. Forty-seven (81.0%) superintendents and nine (5.4%) senior high principals had been superintendents before the year this study was made (1936). Three (5.1%) superintendents, six (3.6%) senior high and sixteen (94.1%) junior high principals had had some administrative experience in the junior high school.

Superintendents have had 10.8 years, senior high principals have had 6.0 years, and junior high principals, 5.5 years of administrative experience.

The third division of administrative experience of superintendents and secondary school administrators dealt with the per cent of time spent in supervisory and administrative duties. Superintendents devoted on the average of 64.8% of their time to supervision and administration as compared to 35.4% and 55.0% for senior high principals and junior high principals respectively.



## CONCLUSIONS

An analysis of the data revealed by this study warrants the following conclusions:

1. Many superintendents and principals of Oregon schools are poorly prepared to serve as supervisors and administrators.
2. The undergraduate training of superintendents and secondary school administrators has been largely in fields of study other than education.
3. Junior high principals on the whole have had better undergraduate preparation in professional study courses than either superintendents or senior high principals.
4. Superintendents complete more graduate work in professional study than either senior or junior high principals.
5. Few superintendents have had adequate training in elementary education.
6. Most superintendents have had little teaching and administrative experience in the elementary school.
7. The order of promotion to positions of administration has been from classroom teaching to principalships, and from principalships to superintendencies.
8. Junior high principals have more years of teaching experience than either superintendents or senior high principals.

9. The percentage of senior high principals with no previous administrative experience is greater than that for superintendents and junior high principals.

10. The percentage of superintendents with no teaching experience is greater than that for senior high and junior high principals.

11. Junior high school principals have had more professional courses of administration and supervision than superintendents and senior high principals.

12. Few superintendents, senior high and junior high principals have completed requirements for the masters' degree.

13. Senior high principals are inadequately trained in administration, while superintendents are inadequately trained in supervision.

14. Superintendents devote more school time to affairs of administration and supervision than senior high and junior high principals.

## RECOMMENDATIONS

Since the findings of this study show that Oregon superintendents and secondary school administrators are inadequately trained, it is recommended that an administrative credential be set up by the State Department of Education which should require:

1. That school superintendents and secondary school administrators be required to have completed one full year of graduate study beyond the bachelor's degree in the field of administration, and that only candidates for the senior high school principalship who have had specific training for the principal's work be eligible to hold such positions of administration.

2. That the year's work of graduate study cover the following areas of professional training:

- a. Courses which are basic or fundamental: philosophy of education; educational psychology; general introduction to public school administration; statistics.

- b. Courses dealing specifically with the principal's work: high school administration, junior high administration; high school supervision, junior high supervision; high school curriculum, junior high curriculum; guidance and counseling; public relations.

c. Courses in administration designed for school superintendent: school finance; business management; construction and equipment of school buildings.

3. That additional hours of graduate study be made a requirement along with successful teaching experience in holding a position of administration.

4. That prospective administrators have training in courses dealing with elementary education as well as in courses which deal with secondary education.



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STATE DEPARTMENT OF EDUCATION  
SALEM, OREGON  
September 11, 1936

TO HIGH SCHOOL PRINCIPALS AND SUPERINTENDENTS:

In an effort to determine the extent of training and experience of high school administrators in Oregon, we are asking for your cooperation in furnishing the information requested in the questions below. Will you, therefore, please supply the data asked for in the following questions and return this blank to the State Department of Education by not later than October 1? Any materials published from data assembled in this survey will consist of general information and tabulations, and individual records will not be disclosed.

DAE:MA  
LH  
575

Sincerely yours,  
C. A. HOWARD,  
Supt. Public Instruction.

A. EXTENT OF GENERAL COLLEGE TRAINING

Colleges Attended	Dates of Attendance	College Majors	College Minors	Degree Rec'd and Date

B. EXTENT OF PROFESSIONAL TRAINING

Please give exact information if possible. If titles of all professional courses can not be recalled, please give names of institutions where and dates when courses were taken.

Names of Professional courses taken	Where Taken	Date	No. Credits Earned	Grad. or Under Grad.

# C. PROFESSIONAL EXPERIENCE

## Teaching Experience

No. of Years in Elem. Jr. H. S., Sr. H. S.	Where	When

## Administrative Experience

No. of Yrs.	Where	When	*% of time spent in adm. and supervision

\*To be computed by dividing the total number of periods in the school day into the periods which were devoted to administrative and supervisory responsibilities. For example, in a school operating on a six-period day, a principal who teaches three classes would devote only 50% of his time to administration and supervision.