

city the highest salary scheduled for an elementary school principal is 52.6 percent higher than the highest salary scheduled for a classroom teacher, and in another city it is only 61.1 percent higher. These are the extremes; the mid-point is 35.3 percent. In New York the elementary school principals' maximum is 37.4 percent above the classroom teachers' maximum, a figure which is close to the group median.

Another issue of relationship is the matter of overlapping the principals' schedule with the classroom teachers' schedule. Classroom teachers feel that the upper levels of their schedule may well be as high as the beginning salary for in-experienced principals. The 1948 Yearbook Committee of our Department recognized that the point of view by its recommendation that new principals appointed from within a school system should receive either (a) the beginning step of the new salary class or (b) salary step on the new salary class that would be larger. As well as we can interpret them, eight of the 18 schedules are so organized that such an overlap would be possible.

As another part of this whole question of the relationship of administrative and teaching salaries there is a long-time trend to lower the administrative differential. During the past 20 or 30 years, salaries of classroom teachers have been rising more rapidly than those of administrators. We do not have the information on the median salaries actually paid. Back in 1930-31, the elementary school principals in cities of a half million population or more received median salaries 72 percent higher than the median salary of elementary school teachers. Twenty-two years later, in 1952-53, the principals were paid a median amount that was only 52 percent higher. Junior high and senior high school principals had an even greater reduction in their salary differential.

Salary Amounts

At one time, the salaries of New York City's classroom teachers and principals led the nation. Today, however, in six of the 18 cities of a half-million pop-

ulation or more, the beginning salaries of classroom teachers having A.B. degrees are higher than in New York. And the top-maximum salary for teachers with the highest qualifications is higher in two cities — Los Angeles and San Francisco — than in New York.

In paying principals, San Francisco again surpasses New York, with an elementary school principal's maximum of \$11,245. Both Los Angeles and Detroit equal the New York maximum for elementary school principals and pay junior high school principals slightly more than does New York.

As mentioned earlier, principals' salaries have lagged behind those of teachers in the advances of the past two decades. This is not to say that principals' salaries have failed to increase. Between 1930-31 and 1952-53, the median salary paid elementary school principals in cities over 500,000 in population increased 76.7 percent. But this 76.7 percent was less than the average increase for all classroom teachers, which advanced 98.8 percent. During the same time the median for high school principals' salaries increased only 56.4 percent. And just to round out the picture, let us remember that the median salary of superintendents increased only 21 percent.

These increases, whether large or small, took place against an economic background in which prices nearly doubled, wages and salaries in general increased more than two and a half times, and income taxes soared.

The trend appears to be in the direction of levelling up the salaries of classroom teachers. The vast gulfs of differences in salaries, as well as in professional preparation and prestige, no longer exist between school administrators and classroom teachers.

On the other hand, the need continues for a substantial of leadership and initiative required for the administration of a school. Only the best are able to meet the tasks of leadership posed by today's alert, professionally-trained teachers; today's precocious and sometimes censorious communities.

How Do Large Cities Select Principals?

By Jay E. Greene

(EDITOR'S NOTE: This article is an abstract of an unpublished doctoral study made at New York University in 1954. It is concerned particularly with current practices in the selection of elementary school principals in cities with a population over 250,000).

ALTHOUGH much attention has been given to problems of teachers selection and the prediction of teaching efficiency, comparatively little research has been devoted to the problems of selecting supervisory-administrative personnel for the schools. Yet it is recognized that the selection of capable principals to give superior leadership for schools is of vital importance.

This study was made to provide more information about current methods of selecting principals of public elementary schools. It was designed to survey current practices in 31 cities with a population over 250,000; to evaluate these in the light of certain basic principles; and to make recommendations concerning the adoption of designated practices that seem to be in accord with the basic principles.

Information and guidance for this study were obtained in the following ways: study of bulletins, circulars of information, and announcements made available by the individual cities; study of authoritative literature in the field; interviews; correspondence; questionnaires; referral to a panel of consultants.

The findings and conclusions of this study are presented under the following titles: recruitment, qualifications, use of a job, analysis, use of written tests, use of interviews, other personal tests, record of previous service, exemptions from the selection process, listing of successful applicants, appeals, and probationary period.

Recruitment

The trend in recruitment is toward a broader program. However, in approximately half the cities in this study, there is no public announcement requesting applications; names may be submitted for consideration only by supervisors. The importance of an adequate recruitment program is noted in the *Twenty-Seventh Yearbook* of the Department of Elementary School Principals, NEA:

It should be clear that no plan for selecting principals can be fully effective unless there is a plan for attracting candidates. Without plans and procedures for recruitment, the supply of potential appointees necessarily rests largely upon an accidental basis.

Qualifications

Clearly defined minimum qualifications are set forth in 90 percent of these cities. Most of the cities require some teaching experience in elementary schools. About 30 percent require previous supervisor experience.

Use of a Job Analysis

Fewer than half the cities in this study make a periodic job analysis the basis of selection procedures, and in these cities, methods of selecting elementary school principals have been evaluated only informally and irregularly.

Use of Written Tests

Various types of written tests are used in about 40 percent of the cities in this study. The written tests usually cover the following areas: administrative problems, supervisory problems, elementary school curriculum, and methods of teaching. Less frequent-

ly, the following areas are included: general or cultural information, community problems, and extra-curricular problems. The written tests vary in length from twelve hours to one hour, with most requiring between three to six hours. In some cities, an "all-objective" type of written test is used. In others, essay examinations are utilized. In one city, a one hour written personality test is used. In two cities, written papers are rated separately for correctness of English usage.

The reasons given for the use of written tests in these cities are the following:

They provide an efficient and economical method of judging certain qualities on a comparable basis.

A wider sampling related to certain qualities can be obtained than is possible thru other methods.

Applicants for the principalship should be capable of making written reports of the type called for in these tests.

The large number of applicants in some cities necessitates the use of a written test as a preliminary selective instrument.

There is need for a "political-proof" merit basis for selection.

Reasons for not using written tests may be summarized as these:

The number of capable applicants would be reduced because of their willingness to take such tests.

There is no correlation between success in a written tests and success as a supervisor.

Other methods have proved satisfactory to the local administrator.

Ordinary written tests do not select on the basis of competency for the job. They select according to the applicant's "know-how" in preparing for and passing anticipated test questions.

Administrators have expressed strong convictions favoring or opposing written tests. However, the question of written tests is subordinate, in the opinion of the investigator, to the primary element — the necessity of adequate appraisal of certain qualities in applicants. If these qualities can be adequately appraised on a comparable basis in other ways, then the arduous written test may be dispensed with. However, in large cities where 100 or more applicants must be appraised, it is questionable whether it is possible to perform such an evaluation on a comparable basis for all applicants, without a preliminary selective instrument, such as a written test.

It is important to note that the written tests which have thus far been devised have limited value. The written tests has not been considered effective in competitively appraising essential personality traits, attitudes, and relationships, all of which are of major importance to a successful principal. For example,

it is questionable whether reliable information about a person's attitude would be obtained in a written test by asking an applicant to state his philosophy of education or supervision, or his concept of good community relations. The written test should rather be designed to ascertain breadth of background, knowledge of desirable practices, ability to organize thoughts in writing, etc. The written test should then be followed by other types of investigation, or by different tests which may yield more reliable information about desired personal qualities.

Use of Interviews

Inquiry was made concerning the use of personal tests. Personal tests are tests other than written tests, designed to ascertain personal qualities in the selection procedure.

The interview is apparently the most commonly used personal test. The following table indicates responses received concerning the use of interviews:

**Selecting Principals By Interview
Cities Over 250,000**

Question	Yes	No	Total
Are interviews used?	25	5	30
Is a formal rating sheet used by the interviewing panel	10	15	25
Are individuals other than those in the central personnel office called upon to assist in the interview?	15	15	30
Is an effort made to have the interview comparable for all applicants?	10	18	28
Are those who assist in the interview given specific training for their job?	11	11	22

Evidently, the interview varies considerably from city to city. In some of the large cities studied, the interview was reported as an informal affair, lasting from 15 to 20 minutes, in which the superintendent and several assistants form a general impression. In other cities, the interview is more carefully planned with the interviewers specifically coached in advance to use prepared questions and to evaluate the applicant on a detailed rating sheet. Such interviews generally last from half an hour to an hour. Several cities reported that the interviewing panel consists of from three to five individuals, including field supervisors and principals. At least one city has a classroom teacher serving on each interviewing panel. In another city a mechanical recording is made during the interview. It later may be played back to the panel or to the applicant on his request.

Some interviews are centered solely upon an applicant's record of service or personal achievements, while others also include more general questions. In some interviews, the record of service is excluded from

the interview. In one recent interview for the principalship, all applicants were given a four-paragraph description of a specific school situation. They required to study the description of the school and to prepare to answer questions about the role of the principal in the situation.

So far as the interview is concerned, there is reason to believe that there is need in many cities for clarifying and narrowing its scope. The usual interview may be adequate for appraising ability in discussion or certain demonstrable personal qualities. However, other instruments may be necessary to measure more effectively other characteristics. For example, in the usual interview it is possible to obtain only limited insight into an applicant's ability to get along with others or his ability as a leader, since these capacities function in a group situation different from the usual interview situation.

Other Personal Tests

Altho personal qualities and abilities related to leadership, to community activity, and to relationships with staff, are deemed to be important for principals, there are few instruments available for assessing these abilities; and very few cities have made attempts to try such instruments in competitive selection. However, one city reports using a group interview in which several applicants are brought together and observed in group discussion situation. Two cities have required individuals to observe a classroom and report on their observations. Another city requires the applicant to report on a school he has surveyed. In another city, the applicant is observed as he conducts a conference. In cities where previous supervisory experience is required, it is possible to make a direct on-the-job appraisal. All in all, there seems to be a need for developing suitable means to assess qualities which cannot be adequately evaluated in a written test or interview.

Record of Previous Service

In most of the cities, the record of previous service of an applicant is obtained and reviewed by school personnel officials. The tendency in this regard is to send a graphic type of scale to former and present supervisors. Such topics as the following appear on the forms in use: classroom success, supervisory success, faculty relationships, evidences of leadership, professional contributions, estimates of personality, social adjustment, ability to get along with others, etc. In approximately 30 percent of the cities in this study, applicants are shown the way to evaluate reports of their supervisors; in the remaining 70 percent, they are not.

The investigator believes that no matter how well conceived a reference form is, many factors contribute to the variability of reports in the cases of individual candidates. The personalities and personal

standards of the supervisors writing the reports vary; different types of faculties and students have influence on the sort of record that may be obtained by an applicant in a given school situation. Considering all the variables, the investigator is moved to suggest that a more reliable appraisal would involve a visit by the same rating committee to each candidate on his job, so that the variable factors might be observed and duly considered.

Exemptions from Selection Process

In all but two of the cities where clearly defined procedures are utilized in the selection of elementary school principals, no individual is exempt from any part of the selection process. However, it should be pointed out that ten of the 31 cities in this study report that there are no clearly defined examination procedures.

Listing of Successful Applicants

An eligible list of successful applicants is promulgated in about 55 percent of the cities in this study. In these cities, appointments are made in some relation to placement on the list. Different weighting schemes are used in various cities for arriving at an over-all rating for each applicant. In the remaining 45 percent of the cities, appointments are made either with no formal selection procedure, or from a pool of candidates declared to be meritorious for the position.

It seemed to this investigator that the advantages of a clearly defined policy of appointment based upon a promulgated list outweigh the disadvantages. A particularly significant advantage lies in the reduction of outside pressures for the selection of a favored individual. In cities where lists are promulgated, the life of the list generally extends from three to eight years.

A Teacher's Personal Experience

I Mauled a Pupil

By Romeo P. Canias

WHEN I entered the service in 1950, I was cognizant of the standing injunction against corporal punishment in our public schools. Yet there arose an occasion when, in a fit of temper, I threw this particular ruling overboard and allowed myself to be carried away by my emotions. That the act,

Appeals

An appeal against an adverse judgment is permitted in approximately 65 percent of the cities in this study. The procedure and reviewing authorities differ from city to city. In one city, a procedure was devised, after discussion with representatives of teachers' organizations, whereby there would be a review by an independent committee under the auspices of the original examining body.

Probationary Period

In about 60 percent of the cities, a probationary period is required on the grounds that the selection process is not without possibility of error and the position is of such importance as to warrant the probationary experience. A three-year period is required in most cities that have probationary period.

For Better Leadership

The role of the principal is undeniably great in determining the success of a modern elementary school program. Unless the possibilities of this position are intelligently utilized, a school system can make only limited progress in the development of its elementary education. Thus, the careful selection of an elementary school principal is fundamental to the effective functioning of the school program.

The results of this study reveal a wide variance of approach to the selection of elementary school principals in the large cities of this country. Thru an awareness of the technics that are being used in other cities, public school administrators can improve their own methods of choosing supervisory personnel. Such a development should serve to strengthen both elementary education and the elementary principalship.

per se, was inadvisable need not be debated. Under the circumstances in which it occurred, however, I wonder if someone in my stead could have done otherwise.

It happened sometime at the start of the school year in 1951. The preceding long vacation has trans-