A PROBLEM BOOK FOR PROSPECTIVE SUPERINTENDENTS

By
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ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. J. R. Shannon and Professors E. L. Abell and A. C. Payne for their assistance in the preparation of this study.

P. M. H.
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I. INTRODUCTION

A. General Statement

1. Criticism of Education. During the past few years, the schools have been receiving their share of criticism because the practical application of the theories which have been taught has been omitted. The colleges and universities have not been immune to these criticisms, and the schools of education have been especially criticized by those who have been students in these schools. It is not uncommon to hear the complaint that this or that course in education "is fine in theory, but it simply will not work when applied to the public schools".

Because too many college professors of education divorce themselves from the actual problems of the teachers and administrators of the public schools, they are unable to attack these problems in a practical manner. It is important to the prospective administrator that the college training courses in education include an adequate sampling of actual situations and problems which will be likely to arise in any public school.

2. Problems in Administration. Every administrator in the public schools is harassed with problems in all phases of public school administration. The administrator who denies being perplexed by such problems is either prevaricating or is mentally dormant and does not recognize these problems as such.
Many beginning administrators attempt to apply their theoretical training, without adaptation, to the solution of administrative problems and they fail in the attempt. These beginning administrators could more likely apply some practical training to the successful solution of their problems, if such had been included in their college training courses in education.

Problems which the administrators in the public schools must meet and solve are not basically different throughout the entire public-school system of the country. There are always problems with teachers, student relations, discipline, public relations, et cetera, which demand the attention of the administrator. The small-school administrator meets all administrative problems in his school system, while the administrator in the large school meets these various problems only after his subordinates have failed in their solution. Since most prospective superintendents are destined to be small-school administrators, it is essential that they become familiar with the problems which they may expect to meet. If the administrator's problems were classified, as to type, and such a classification were included in the preparatory training course, the prospective administrator might be prepared to cope with anticipated problems more successfully.

3. Practical Training Courses. In order that the training courses in public school administration may be balanced, it is necessary that there be some basis for determining the
emphasis which should be placed on the various types of problems in public school administration. If the prospective superintendent can be given assistance in the solution of problems which are likely to confront him and in proportion to the probable need, the first step in making such courses practical has been made.

B. Statement of the Problem

The specific problem with which this study deals is the making of a problem book, the problems of which are representative of the problems that confront the superintendents of the school systems of Indiana particularly, and other states, generally. In such a study, the problems must receive emphasis in proportion to the degree of difficulty with which superintendents satisfactorily solve them. Such emphasis is indicated by the number of problems of any type included in the study.

C. Value of the Problem

1. Use in Training Courses. The major value of this investigation lies in the application of the findings to training courses for prospective superintendents. The findings of this study may be used in the organization of such courses to determine the relative weight which should be allotted to each phase of administration. Should the findings of this investigation be incorporated in training courses in public school administration, the students in such courses
would be taught those phases of administration which investigation has shown they will need. The emphasis will have been placed on each phase of administration in proportion to the need manifested by the findings in this study.

2. **Device for Anticipating Problems.** While there are many problems which experience alone will teach the potential administrator to solve, there are also many others which may be solved in advance, if anticipated before the actual problems arise. In the light of this statement, therefore, this problem book can serve as a device for assisting students of public school administration to raise questions which the lack of experience in the administrative field would, otherwise, render impossible.

D. **Source of the Data**

Since the inception of the graduate school at the Indiana State Teachers College, Dr. J. R. Shannon, Professor of Education, has required the students of his graduate classes in "Public School Administration" to submit problems or questions to be discussed by him in class. These questions and problems were submitted on 3" x 5" cards and were subject to discussion in class on the following day.

1. **Real and Vicarious Problems.** It was required that each student ask questions or raise problems pertaining to any phase of administration in the public schools. Such questions
and problems were to be taken from the actual experience or observation of the students asking them, but permission was given for the submission of a few vicarious problems.

2. **Borderline Problems.** Several of the problems submitted were difficult to classify. Some of these problems were not strictly administrative in nature, but were used, because the head of the small school is not concerned solely with administration. Since the small-school head is a teacher, principal and superintendent, in one, any problem which might concern him was considered administrative in the present investigation.

3. **Classes Submitting Problems.** The problems treated in this study were submitted by the students of the mid-spring term, summer-term and extension classes of 1928, 1929, 1930, 1931, and 1932 and the spring-term class of 1930 and the fall-term class of 1932. The problems of twelve regular classes and two extension classes are treated in this study.

All the students who submitted problems treated in this investigation were not experienced administrators or teachers. It is assumed that the students enrolled in the mid-spring and summer-term classes in "Public School Administration" were either experienced teachers or administrators.

4. **Previous Treatment of Data.** In 1929, Dr. Shannon classified, as to type, and tabulated the problems of four regular classes and two extension classes. The consistency of the relative frequency with which the various types of
problems were raised was determined by correlating the ranks of each type of problem by classes.1 The classifications made in Dr. Shannon's investigation are used in the present investigation, a few additions having been made to them.

II. TREATMENT OF DATA

A. Classification and Tabulation

1. Class Identification. The fourteen classes which submitted problems have been kept separate and have been lettered "A" to "N" for identification purposes. Each class in Table I is identified by a letter above each column. Classes A, B, C, and D are the four regular classes and classes e and f are the two extension classes which Dr. Shannon treated in his classification. The letters "G" to "N" identify the classes as follows: G represents the spring-term class of 1930; H, mid-spring, 1930; I, first-summer, 1930; J, mid-spring, 1931; K, first-summer, 1931; L, mid-spring, 1932; M, first-summer, 1932; and N, fall, 1932.

2. Type Classification and Frequency Tabulation. The classifications and tabulations of the 1737 problems of the first 6 classes, A, B, C, D, e, and f, are used as originally presented by Dr. Shannon. The 1803 problems of the other 8 classes were classified and tabulated in the same manner as were the problems of the first 6 classes, A to f. In the classifications and tabulation of the problems of the 8 classes, G to N, sub-headings were added to the original outline as the new types of problems demanded. The type classification and frequency tabulation of the problems submitted by these classes is presented in Table I.
# TABLE I

## TYPE CLASSIFICATION AND FREQUENCY TABULATION

OF THE PROBLEMS OF 14 CLASSES IN
PUBLIC SCHOOL ADMINISTRATION

<table>
<thead>
<tr>
<th>Problem-Type Classification</th>
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<td></td>
<td>A</td>
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<td>I. Administrative Relations with Teachers...</td>
<td>138</td>
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<tr>
<td>1. Selection and hiring...</td>
<td>26</td>
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<tr>
<td>2. Insubordination and misconduct...</td>
<td>24</td>
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<tr>
<td>3. Assigning work...</td>
<td>25</td>
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<tr>
<td>4. Regular payments and salaries...</td>
<td>25</td>
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<tr>
<td>5. Contracts and tenure...</td>
<td>11</td>
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<tr>
<td>6. Dismissals...</td>
<td>3</td>
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<tr>
<td>7. Teacher rating...</td>
<td>7</td>
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<td>8. Certification...</td>
<td>5</td>
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<td>9. Retirement and pensions...</td>
<td>3</td>
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<td>10. Participation in administration...</td>
<td>2</td>
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<tr>
<td>11. Payments on sick leave and supply teachers...</td>
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<td>12. Writing recommendations...</td>
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<td>13.</td>
<td>Teachers' Federation</td>
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<td>14.</td>
<td>Administrative announcements</td>
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<td>15.</td>
<td>Health and medical inspection</td>
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<td>16.</td>
<td>Liability for injury to teachers</td>
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**II. Management of Extra-Curricular Activities**

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**III. Student Discipline and Superintendent's Relation to Same**

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**IV. Relations of Trustees or Superintendents with Communities**

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| 2. Transfers and tuition...| 3 | 0 | 3 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 13 |
| 3. Consolidation...| 4 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 12 |

XIV. School Finance...

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| 2. Cost of instruction and size of classes| 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 1 | 2 | 2 | 15 |
| 3. State aid...| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 4 | 13 |
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<td>2. Determining district boundaries......</td>
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</table>

| TOTALS........ | 607 269 571 101 115 74 50 228 296 252 461 241 166 109 3540 |

*The classes denoted by small letters were extension classes.*
3. **Rank of the Headings.** The rank of each major problem-heading has been determined by the total number of problems classified under each heading. The Roman number of each major heading indicates the rank of that problem-heading in the group of 25 major problem-headings. The rank of each sub-heading has been determined from the totals of the sub-headings under each major heading. The Arabic number of each sub-heading indicates its rank under each major problem-heading.

4. **Reading of Table I.** The reading and interpretation of Table I may be accomplished as follows: The "selection and hiring" of teachers ranks first under the major problem-heading of "Administrative Relations with Teachers"; the 14 classes asked 185 questions pertaining to the "selection and hiring" of teachers; the number of questions asked by each class is indicated by the number placed in this row and in its respective column. The interpretation, then, which can be placed on this one reading is that problems arising in the "selection and hiring" of teachers were considered by the 14 classes to be paramount to all the problems in "Administrative Relations with Teachers". When the classes are considered separately, it can be seen from Table I that almost every one of the classes considered that problems arising from the "selection and hiring" of teachers constituted the major problem of the superintendent in his administrative relations with his teachers.

When Table I is used as a basis for placing emphasis on the various phases of public school administration, it becomes evident that "Administrative Relations with Teachers" would receive as much emphasis as any other three major problem-
Figure 1. Ranking of problems of the twenty-five major headings.

*The Roman numerals correspond with the major problem-headings in Table I.
headings in the classification. This same fact can be instantly seen in Figure 1.

B. Correlation of the Ranks of Major Problem-Headings

1. Ranks of Problem-Headings. The major problem-headings were ranked for each class, the rank being determined by the number of problems under any major problem-heading. The data were taken from Table I.

2. Correlation. From the table of class rankings¹ the ranks of the major problem-headings of each class were correlated² with those of each other class; the problem-heading ranks of each class were correlated with the total ranks of the problem-headings of all the classes; and the ranks of the totals of classes A to f were correlated with the totals of the classes G to N.

The correlations of class with class tend to show to what degree each class has considered the same type of problems of major and of minor importance in the administrative field. The correlations of the ranks of the individual classes with the total rank of all the classes demonstrates to what degree each class has been consistent with the group, as a whole, in emphasizing the importance of types of administrative problems. The correlations of the ranks of classes A to f with those of classes G to N show to what degree each group of classes agreed

¹Appendix, Table III. P. 117.
²Spearman footrule formula.
TABLE II.

COEFFICIENTS OF CORRELATION BETWEEN THE RANKS OF THE TWENTY-FIVE MAJOR HEADINGS BY THE FOURTEEN CLASSES

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<th>D</th>
<th>e*</th>
<th>f*</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
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<td>.689</td>
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*Classes denoted by small letters are extension classes.
on the relative importance of administrative problems and to what extent the latter group of 8 classes, G to N, altered the findings of Dr. Shannon in his preliminary study of the first 6 classes, A to F.

The coefficients of correlation of the above mentioned groups are found in Table II. The coefficients of correlation, with few exceptions, are rather high and the correlations of each of the classes with the totals of all the classes are especially high, with the exception of one, i.e., N with the total.

Class N, which was the fall-term class of 1932, correlated exceeding low with all classes and the total. In two instances, with class B and class F, negative correlations resulted. It can be said that the coefficients of correlation between N and the other classes and the total are insignificant. The low correlation between class N and the other classes and the total can be attributed to the fact that N, being a fall class, included many students who were without any teaching or administrative experience and who, as a result, stressed problems which they anticipated, without experience of any kind to guide them.

The relatively high coefficients of correlation between the other classes may be attributed to the fact that these classes were composed of experienced teachers and administrators whose experiences were similar in type.

Table II, therefore, shows that experience in the teaching and administrative field endows the student with the
insight into the problems which will actually arise, whereas inexperience tends to do the opposite. This, then, substantiates the statement that the education course which parallels practical problems with theory will very likely better train the student to anticipate and solve in advance many of the problems which will confront him in administrative work.

The coefficients of correlation of the ranks of the twenty-five major headings in the first 6 classes, A to f, do not exactly correspond in this study with the corresponding coefficients which Dr. Shannon found in his table of "Coefficients of Correlation Between the Ranks of the Twenty-five Major Headings by the Six Classes". The difference, however, is so slight in most of the coefficients that it is practically negligible.

C. Limitations in Treatment of Data

1. Probable Error of Coefficient of Correlation.
Since the PE correlation is neither accurate nor reliable, the PE has not been computed for any of the coefficients of correlation listed in Table II.

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3 Appendix, Table IV. P. 113.

III. PRESENTATION OF THE PROBLEMS

Of the 3540 problems classified and tabulated in this study, 260 have been chosen as the best of each type of the problems submitted. In some instances, the problems herein given are composites of several other questions. The number of problems selected to represent any major problem-type is not less than twice the percent that the total number of problems of the major problem-type is of the grand total, 3540. Such a method of selection made possible the emphasizing of the type in proportion to the frequency with which such a problem-type appeared in the raw data.

A. Administrative Relations with Teachers

1. Selection and Hiring. The problems included in this study under the above sub-heading are as follows:

a. In the selection of a teacher, which quality should take precedence, training or experience?

b. Mr. A is a superintendent in a small town which has a low salary schedule for teachers. How can Mr. A select the most efficient teachers for the salaries available?

c. For the sake of good school administration, is it not well to have an approximate sex balance in the high-school faculty?
d. Local pressure demands that the teachers of school X be selected from worthy and unemployed local teachers before granting consideration to applicants from outside the district. Such a practice tends to cause the dismissal of competent teachers whose homes are not within the district; and it causes teachers to be employed who are not the most competent. How may the superintendent refute the argument for "home teachers exclusively" to such a degree that the best available teachers will be employed?

e. A principal of a township high school finds, on taking his position, that precedent grants him no voice in the selection of his teachers. What method of procedure could be employed to convince the township trustee that the principal recommend the hiring and dismissing of the members of his staff?

f. Many superintendents and school boards are bitterly opposed to the employing of married women teachers. What would be a sane attitude for a superintendent to adopt and recommend to his school board regarding married women teachers?

g. A superintendent in a small school system needs an athletic coach and a classroom teacher.
Should his selection be determined by the quality of the classroom teacher or the quality of the coach? Which of these qualities usually prevails in such a selection?

h. The principalship in a small high school is vacant. There are a number of applicants, including one of the present teachers. He is well qualified for the position, and the superintendent recommends his election. Certain members of the board of education are opposed to him on the grounds that he has been associating with the other teachers as an equal and that these contacts will cause him to be a weak superior. What are the merits of such an argument?

i. Mr. A, superintendent of X city schools, asked his teachers to donate two days' salary to a local charity organization. This request was made with the implication that such a donation would be considered when recommendations for reelection were made. Should a superintendent consider the teachers' response to such a request as a factor in his recommendations for their reelection?

j. What are the arguments for and against husband and wife being employed in the same school or in the same school system?
2. **Insubordination and Misconduct.** The problems included under the above sub-heading follow:

a. What should be the superintendent's attitude toward a principal who invariably "fights" every progressive movement inaugurated by the superintendent? This particular principal, in the presence of her teachers, openly ridicules such movements as "extension courses, summer school attendance by the teachers and others" which are suggested and favored by the superintendent. This principal has a strong political influence with the school board.

b. Mr. A, principal, instructed teacher Miss B that she would have no connection with the extracurricular activities of the senior class. Mr. A said that he would act as senior-class sponsor. Later he decided to delegate the coaching of the class play to Miss B. Miss B reminded Mr. A of his previous instructions and then refused to coach the play. Could Mr. A justly accuse Miss B of insubordination?

c. How can the principal deal with teachers who have a habit of telling school business out of school, especially to students?

d. How can the principal deal with a teacher whose reports are usually late?
e. A teacher had taught two successful years in a small town. A trip to Europe caused her to feel superior to the other teachers when the third school term opened. She refused to cooperate with the principal and the other teachers. She openly abused and ridiculed her fellow teachers before her classes. She quarreled violently with the trustee at a Sunday-school party. Should this teacher be allowed to remain for the entire year?

f. A teacher in a small school had the habit of coming late to school. When warned by the principal about this, she would say that since her first class was at nine o'clock, there was no reason for her being at school any earlier. The principal found that this teacher would not be impressed with the necessity of arriving at school on time. By what means could the principal have forced this teacher to arrive at school on time?

g. Teacher D, a local girl, has been annexed to the high-school faculty of a township high school by the trustee. This girl is indiscreet to the nth degree in many matters. She fails to discriminate between matters which may be told and which may not be told outside of school; she is intimate
and confidential with the pupils whom she has known all her life; apparently, she is morally deficient, since some of her "dates" are married men; her veracity is generally questioned by those who know her well; and her reliability in the handling of money and paying debts is not above reproach. Since she was employed without the consent of the principal, and probably for political reasons, can the principal, in any way, force the trustee to dismiss her?

h. A principal of a certain high school has been asked by the superintendent to recommend his staff of present teachers for the coming year. There are two young married women teachers on the faculty. It has been noticeable that the senior high-school boys are spending all their time during intermissions in these teachers' rooms. This has led to much unpleasant talk by the students and patrons. The principal has warned these teachers to be less intimate with these students, but they have not heeded such warning. Should the principal recommend these teachers for reelection or for dismissal? Is it possible to forcibly dissolve such intimate relationship between teacher and pupil?
i. A far too common form of misconduct among teachers is found in their relations with pupils. It is not uncommon for the young woman teacher to become intimate with the high-school boys and for the young man teacher to become intimate with the high-school girls. Such intimacies create a problem for the administrator and they are seldom ever dissolved before some mischief is done. These intimacies usually result in a breakdown of discipline in the teacher's class; favoritism by the teacher becomes obvious; and eventually insubordination results. After one warning has failed, is the superintendent justified in demanding the immediate dismissal of such a teacher?

j. Trustee Z employed a very close relative as a teacher in the elementary school, which is housed in the same building as the high school. This relative, who lived with the trustee, carried stories home every evening. These stories were, for the greater part, her interpretations of the activities of the high school, and in most instances, she had only a few of the details. This lack of complete information caused her stories to be distorted and often caused the principal and his high-school teachers to be
misunderstood by the community. Could Mr. Principal have dealt with this teacher with any probable success or would his exhortations have very likely fallen on deaf ears?

3. Assigning Work. The problems included under the above sub-heading follow:

a. In city A, the newly-elected superintendent finds that some teachers have been assigned definite teaching positions and others have been told that the superintendent would make the assignments. The superintendent finds that the teachers who have been assigned certain positions have, in many cases, been assigned work for which they are not best adapted. Should the superintendent ask the board to permit him to make changes?

b. Many township trustees refuse to tell the teacher to what school or grades she will be assigned until the week before school is to begin. Has the teacher a right to know her assignment before vacation is over?

c. Should the superintendent assign the commercial teacher to do his office typing in addition to a full schedule of classes?
d. Teachers are often assigned coaching and extra-curricular activities in addition to their full schedule of regular classes. Would it be a wise policy to lighten the teaching load of these teachers, by counting extra-curricular work as part of the regular program?

e. Under present conditions, superintendents are often forced to reduce the number of teachers in their systems. Such reductions most always necessitate reassigning of work. When very few teachers desire transfer, what should be the basis for any reassignment of work?

f. If it is impossible to arrange for orchestra practice on the regular schedule, should the music teacher be assigned this work after school?

g. A superintendent requested that the principal of a high school teach at least one class. The principal maintained that the faculty was sufficiently large to handle all the classes and that he would have to neglect other necessary work to teach this class. Can the superintendent legally force the principal to do as he requests?

h. Should the principal insist on the teachers staying for thirty minutes after school is dismissed in the afternoon?
Which is the more advisable in grades 5 to 8, to assign a teacher to teach year after year in the same grade or to have her move along with her class?

4. Regular Payments and Salaries. The problems included under the above sub-heading follow:

a. In a city school system the board favored a reduction in teachers' salaries. The superintendent knew that there were sufficient funds to give increases according to the salary schedule. Since a superintendent must defend the rights of his teachers and at the same time keep the good will of the school board, what should be his method of procedure?

b. If a superintendent finds from a survey that a general cut in salary for all teachers is the only solution to the school-corporation's financial distress, should he voluntarily take a reduction in his own salary?

c. Should the size of a school corporation determine whether or not that corporation should have a salary schedule? Who should be responsible for making a salary schedule?
d. In a township school it came to the attention of the principal that one of his teachers was teaching for the second year for less than the minimum salary prescribed by the state. Should the principal recommend that she be paid the difference for the previous year, or that her salary for the coming year be raised to compensate for the deficiency? Although some school boards and trustees in Indiana are employing teachers for less than the minimum wage prescribed by the state, are they not outside the law in doing so?

e. The superintendent and school board of city X are making a new salary schedule. The board is divided on the question of the type of schedule to be made. One faction of the board favors the single salary schedule; the other faction of the board favors the double salary schedule. What would be the best advice for the superintendent to give his board regarding this matter?

f. In a city which has no salary schedule, is it just for a superintendent to expect home teachers with training and experience equal to that of imported teachers, to teach for a smaller salary than the imported teachers?
g. What must be the chief consideration governing increases in teachers' salaries?

5. Contracts and Tenure. The problems included in this study under the above sub-heading follow:

a. Trustee Z and Principal A agreed to retain all the teachers for the ensuing year. On the last day of school, at the last teachers' meeting, Mr. Z announced to all the teachers that they would be retained as teachers in the school for another year. Before school started, the new contracts not yet being signed, Mr. Z notified one of the teachers, Miss B, that her services would not be needed the next year. No reason was given Miss B for her dismissal. Could Miss B have legally retained her position on the grounds of a verbal contract made in the presence of the other teachers on the faculty?

b. Is a written notice of reelection enough to legally assure a teacher of her position, if no contract has been signed?

c. Many township trustees in Indiana have made a practice of striking out the tenure clause in a teacher's contract before permitting her to sign it. Did the striking out of this clause
invalidate that part of the contract?

d. Teacher B is under contract to teach at Y this coming school year. Some time after signing the contract, B is offered a position in the schools at W at a considerable increase in salary. He asked the superintendent and school board at Y to release him from his contract so that he might accept the position at W. The school board was unwilling to release B. Could B's license have been revoked if he had taken the position at W without obtaining a release from his contract at Y? What should be the superintendent's attitude and advice to the board in such a situation?

e. A city school system is opposed to married women teachers. Every contract made with a woman teacher has a clause inserted which specifies that the contract is void on the day such woman shall be married. Is this insertion lawful? If a woman under such a contract marries and keeps the fact a secret, can she legally demand payment for teaching?

f. In a certain school system, all teachers are given contracts for one year, regardless of tenure. Should the contract for tenure teachers be made to read "for one year", the same as for non-tenure teachers?
g. Trustee Z will seldom permit the teachers to sign their contracts before the end of the first month of school. Is this practice fair to the teacher? What is the earliest date at which contracts should be signed? What is the latest date at which contracts should be signed? Should the principal attempt to influence the trustee in any way as to the time when contracts between the trustee and his teachers should be signed?

6. Dismissals. The problems included in this study under the above sub-heading follow:

a. Superintendent A's board of education insisted on the dismissal of two teachers whom he had recommended for reelection. The reasons given by the board, in his judgment, were unwarranted. What should Mr. A have done?

b. Mr. A, superintendent, knows that he is not going to recommend Miss B for reelection. Should he notify Miss B, before the election, that he is not going to recommend her? How early should the superintendent notify a teacher that she is to be dismissed from the system?

c. Miss B, a tenure teacher in a township high school,
since becoming tenured, has begun to lose her former enthusiasm in teaching. She is listless and does not take her part of responsibility. What can a principal do to bring about her dismissal?

d. Miss M, a tenure teacher, is a member of a very prominent family with political and social influence. With her, teaching is merely a hobby. If she wishes to go to a resort in the winter, she pays a substitute teacher to take her classes. She has no discipline and she has been changed to various schools in the same system for that reason. The superintendent has recommended Miss M for dismissal, but the board has reelected her. How can the superintendent cause her dismissal?

e. Miss K cannot work in harmony with other teachers in the same building. Should the superintendent recommend such a teacher for dismissal?

f. In community X, if teacher Miss B finds that she is to be dismissed at the end of the year, she can make matters rather unpleasant for the superintendent. (Miss B is a member of an influential family.) The superintendent feels that it is unfair to refrain from telling Miss B that he will not recommend her for reelection, since she may be able to secure another position, if notified
early. In this case, is the ethical thing to do the sensible thing to do?

7. Teacher Rating. The problems included in this study under the above sub-heading follow:

a. The county superintendent is required to visit and give a success grade to each teacher under his supervision. Is this success grade of any value whatsoever?

b. Should the promotion and dismissal of teachers be determined by the rating given them by the superintendent of schools?

c. Since the status of the success grade is somewhat questionable, should a superintendent take it into consideration when employing teachers? Does he usually do it?

8. Certification. The problems included in this study under the above sub-heading follow:

a. Mr. Z, the manual-training teacher in a school of 300 pupils, has been teaching without either a license or a permit in manual training. Can credit legally be given to the students for work in Mr. Z's class? Who is legally responsible for the certification of teachers?
b. Do the kinds of licenses held by elementary teachers have any effect on the commission of the high school, when the elementary grades and the high school are in the same building?

9. **Retirement and Pensions.** The problems included in this study under the above sub-heading follow:

a. A teacher has taught for 37 years in a certain school system. In her day she was considered a good teacher, but now she lacks enthusiasm. How can the superintendent persuade to retire voluntarily with all the honors that go with long service?

b. Mr. A is drawing a pension from Indiana, but he is teaching in Illinois. Can a teacher legally draw a pension in one state while teaching in another?

10. **Participation in Administration.** The problems included under the above sub-heading follow:

a. A principal brings up questions concerning school problems for discussion in faculty meetings. Sometimes he has the faculty vote upon such questions to decide which of several courses may be adopted. Does the successful administrator permit his teachers to make some such decisions or does he decide on all policies?
b. If a teacher in good standing in the system has suggestions concerning school problems, would it be politic for her to make such suggestions to the principal? Should a principal encourage this?

c. If the superintendent of a high school of 175 students must teach three classes, is he justified in delegating certain of his duties to his teachers? If so, to what extent should he delegate such duties? What are some duties which he could well delegate?

d. A principal of a small high school insists on having personal control of practically everything in the school. He will delegate no duties nor authority to his teachers who feel that they have no voice in anything pertaining to the school. Is the complete lack of participation in administration by the teachers likely to breed dangerous discontent within the ranks of the faculty?

11. Payments on Sick Leave and Supply Teachers. The problems included under the above sub-heading follow:

a. The teachers of a certain large high school have formed the habit of taking advantage of a sick leave of 10 days a year and absent themselves during the school year, often when it is unnecessary. How can the superintendent work to break up the abuse of this provision of the school board?
b. For how many days and under what conditions should the teachers be allowed pay for days on which they are absent from school?

c. In a large system, if a teacher is absent from school for one or two days, or part of a day, should the principal ask for a supply teacher or should he divide the classes of the absent teacher among the remainder of the faculty? Under what circumstances should the faculty assume this extra duty?

12. Writing Recommendations. The problem included under the above sub-heading follows:

a. Superintendent A had a beginning teacher who was a failure in his school and he asked her not to apply for a position in his school for the succeeding year. Without his recommendation, she is not likely to secure another position. Should Mr. A recommend her in any way, so that she might have a chance to secure employment in some other system? Under such circumstances as the above, should Mr. A omit her faults and extol her virtues, or should he tell the complete story in his recommendation?
13. Teachers' Federation. The problem included under the above, sub-heading follows:

a. What relationship should exist between the superintendent and the head of the Teachers' Federation?

14. Administrative Announcements. The problem included under the above sub-heading follows:

a. A principal in a certain school gives to his teachers, every Monday morning, a bulletin with the announcements for the week. No teachers' meetings are held. Is this a better plan than teachers' meetings for acquainting the teachers with the administrative announcements?

15. Health and Medical Inspection. The problem included under the above sub-heading follows:

a. If a teacher is absent as many as ten days every year on account of illness, and the school board pays the substitute for these ten days, should the board be inclined to class this teacher as physically unfit? In order to have a faculty of which no member is subject to chronic illness, would it be wise for the superintendent to demand that each teacher have a physical examination made before signing contracts?
16. **Liability for Injury to Teachers.** The problem included under the above sub-heading follows:

a. To what extent is the school corporation liable for injuries to teachers while performing their duties on the school premises?

B. **Management of Extra-curricular Activities**

1. **Management of Extra-curricular Activities.** There are no sub-headings under this major heading. The problems included under the above major heading follow:

a. In high school X, the majority of the pupils are transported in busses and it is difficult for them to remain after school or to return in the evening. In the light of these conditions, should an activities period be placed in the program of such a high school so that most of the extra-curricular activities might be taken care of at that time?

b. School X has two pep sessions per week throughout the athletic seasons. These sessions range, in length, from twenty to forty minutes and consist, entirely, of artificial enthusiasm. Since pep sessions are artificial stimuli and have no tangible value, should the superintendent refuse to take school time to sponsor them? What is the status of the pep session in Indiana?
c. In a certain small high school, the basket-ball money is taken up at the door by one of the teachers, and then kept by the principal. Some of the patrons think more money should be made than is reported. What is a good way of handling the basket-ball money, so that there can be no doubt exist about the amount taken in, the manner in which it is spent, etc.?

d. Contrary to custom, Mr. A, the new superintendent in school X, prohibited each of the classes from inviting any other classmates to their parties. Mr. A reasoned that a class party was for the class itself, held under the auspices of the class and school and only members of the class should participate. Was Mr. A's position tenable? What should be the attitude of the superintendent and class advisors toward a problem of this kind?

e. Assuming that too many parties and social functions interfere with the student's curricular work, how many such functions should a superintendent permit a class to have? How many such functions should other extra-curricular organizations be permitted to have?

f. Should the money for the rental of caps and gowns be taken from the senior-class fund or should this rental be regarded as a personal expense?
g. All the extra-curricular funds in school X were under the direction of the principal. The junior class made from their class play and candy sales approximately $175 during the year. When they became seniors they had nearly $85 left in the class fund. As seniors, they had for their sponsor the same teacher who acted in this capacity the preceding year. Just before Christmas, the officers of this senior class requested that the principal approve an expenditure of $10 to be used for buying a present for the sponsor. What should the principal have done?

h. In high school D the coach objected to school dances being held in the gymnasium because they damaged the floor. The pupils contended that the gymnasium was constructed for the use of the student body and not for just the basketball team. Should the principal give them permission to hold dances in the gymnasium?

i. Should the members of all the extra-curricular organizations, such as the debating team, class-play cast, student council, orchestra etc. be subject to the same eligibility standards as the members of the athletic teams? Should all school representation be subject to these eligibility standards?
j. Some high school students successfully participated in state contests, such as Latin, oratorical, mathematics etc. While preparing for these contests, their regular curricular work was sadly neglected. Would a superintendent or principal be justified in prohibiting participation in such contests?

k. A definite internal accounting system was in operation in a certain high school. An unapproved expense was incurred and paid by a student treasurer without the warrant being countersigned by the faculty treasurer and advisor. What should have been the action of the principal and the advisor?

l. Superintendent A makes it a practice to grant the senior class special favors, as, interviewing salesmen (ring, invitations etc.) during school hours and even during their class periods, if the salesmen should appear at that time. What should be the practice of a superintendent regarding such interviews with salesmen, business-college representatives and others whose concern with the class is clearly commercial?
m. Extra-curricular activities in X High School of about 1000 students were almost a complete failure last year. So little interest was manifested by the student body that the program was almost wholly abandoned during the second semester. The superintendent had prepared the program of activities before the beginning of school and had handed each teacher a copy of the program on the first day of school. The students' attitude was that something was being forced upon them, and they were not interested. Who should be responsible for the program of extra-curricular activities in a high school?

n. In most high schools the senior class gives a senior play. During the weeks of preparation for this play, the seniors are out of classes to participate in practice; their work, when they are in class, is poor; and the disturbance in the school is general. Is it likely that the senior-class play is not worth the time it takes and trouble that it causes? Should class time be granted for practice? Should the senior-class play be abolished?
It was the custom in high school X for the juniors to hold their Junior-Senior banquet at an out-of-town resort. Mr. A, the new superintendent, ruled that no school functions should be held out of town. The classes were disappointed and felt that Mr. A was very unreasonable and was making a rule without reason. Did Mr. A lay down a rule which might be considered a wise one, or was it possibly, a rule without reason?

Principal X of a township high school requested the sponsors of the junior and senior classes to transfer a small sum from each fund, which had been derived from the public via plays, socials etc., to the athletic fund. Each fund consisted of approximately $200. The sponsors refused, saying that they would care for the spending of the class money. The expenditures which finally eliminated both funds were of such a nature as class rings, banquets, theatre parties, class parties and the remainder was divided among the members of the classes. Who has the authority to determine how such funds shall be spent? What is a suitable method to use in governing the use of such funds? Was the principal within his rights when he asked for the transfer of funds?
q. Mr. B, the music supervisor, tells his superintendent that the operetta, which has been given each year, is worth less than the time and effort necessary to produce it; that from an educational or musical angle the operetta has absolutely no value; and that the class time which must be taken for the preparation is more than most of the usual cast can afford to spare. If the superintendent verifies what Mr. B has told him, what can he do in connection with the operetta, since the community feels that the music supervisor is employed chiefly to produce the operetta?

C. Student Discipline and Superintendent's Relation to Same

1. Discipline. The problems included under this sub-heading follow:

a. Two students, guilty of the same misdemeanor, are meted different punishments, one receiving no leniency whatever because of past guilty conduct and the other receiving scarcely any punishment because of excellent conduct in the past. Is it possible that the boys were each treated fairly? Is the principal justified in dealing differently with pupils who are guilty of the same misdemeanors?
b. Mr. A, superintendent, tells his teachers that he expects them to handle their own cases of discipline. In the past all cases of discipline have been sent to the principal and Mr. A feels that the teachers in this system do not depend enough on their own initiative. Is Mr. A's attitude generally adopted by the majority of superintendents?

c. A boy in the sixth grade forged a check on the home-room teacher. It was his first offense along such lines. What should the principal do about the matter? Do all mis-deeds which would be classed as felonies outside of school become the business of the principal of the school?

d. Is a principal ever justified in inflicting corporal punishment on high-school students who are above the compulsory school age? What is the status of corporal punishment in Indiana?

e. A teacher, whose reputation was not good, held her position through a political alliance. The principal overheard some students making remarks about her which were anything but complimentary. Should he have corrected these students? Would a teacher or principal or superintendent be justified in 'failing to hear' or 'see' some breaches of decorum?
f. The high school, small or large, which does not contain at least one "boy and girl case" is rare, indeed. Such cases, many times, reach the point where they become problems of discipline. Many administrators feel that the school, as a whole, would be improved if such cases could be broken up. Should the administrator ever attempt to separate the individuals involved in such a case? Is there anything which an administrator could or should do which would solve such a problem?

g. It is seldom that two administrators adopt the same scheme to handle their disciplinary problems. The scheme which Administrator A may adopt may be classed as bad by Administrator Y, who uses an altogether different scheme of discipline. Would it be logical to say that both schemes are good if they work in their respective schools? Can an administrator more nearly adopt a disciplinary scheme which will work in his school if he is thoroughly acquainted with his school community?

h. A teacher in the junior high school attempted to reprimand a boy. The boy caught her hands and slapped her face. The principal did nothing. What should the principal have done?
i. George, who takes pride in the fact that he was born in "Old Kentucky", was sent from a class to the principal because of persistent disturbance. The principal began talking to George about the matter and told him that all work which he missed while out of class on such occasions would have to be made up, etc. George became very angry and drew a knife on Mr. Principal. What should Mr. Principal do under such a condition? What should be the disciplinary measures employed with any student who threatens a teacher or principal?

j. Hazing the freshmen was one of the major sports for the upper classmen in school X. Mr. A, the new principal announced to one and all that the penalty for hazing at school was punishable by permanent expulsion. The result was that there was no attempt made to do any hazing at school, but at night some of the freshmen were lured from their homes and hazed or were caught on the street and hazed. The parents of these children insisted that the principal expel the upper classmen who were guilty of the hazing. The principal refused, justifying himself by saying that since this did not happen at school he had no jurisdiction and would take no part in the matter. Was Mr. A correct? Should he have done anything?
k. Principal A was severely criticized for permitting a student to sleep in his study hall every morning. This student, as Mr. A knew, worked in a restaurant until the wee hours each morning in order to assist in supporting the family. Was Mr. A justified in permitting this student to sleep during this period?

l. Mr. Principal was placed in charge of a school where discipline was very lax. To bring order about it was necessary to be severe with the offenders. Some pupils resented this discipline and were rude and disrespectful outside of school hours, when occasions presented themselves. Is a school official expected to bear annoyance such as this? Is there some way, legal or otherwise, to prevent it? Could this principal have prevented this state of affairs by a different approach?

m. The high school principal knows that one of the high-school girls is meeting a married man at noon and is going riding with him. This girl comes from a home of low moral standards. Shall the principal report this girl to the county probation officer?
n. A student was caught giving aid to another student during an examination. The principal failed both the student giving the aid and the one receiving it. The student who had given the aid had given it reluctantly, fearing to be dubbed a poor sport should he refuse. Should the superintendent support the principal in his decision? How should the superintendent have punished the boys implicated in this case?

o. Many school superintendents and township principals feel that it is within their jurisdiction to punish the students for misdemeanors, such as drunkenness, which happen over the week end. Does a school official have any jurisdiction over any student while school is not in session?

p. The city of X has a new $200,000 high-school building. The high-school students take no pride in keeping the building in first-class condition and are rapidly defacing this building. This seems to be a problem for both administrators and teachers. What action should be taken to arouse pride and respect for school property among the student body?

q. Young men outside of the school, together with
some of the high-school boys, were continually breaking into the school building. The principal obtained proof of these misdemeanors and put it before the board. The culprits confessed and promised to pay the damages, but only a few have done so. Since some have paid damages and some have not, what should be the recommendation of the principal to the board?

2. **Student Government.** The problem included under the above sub-heading follows:

   a. The superintendent of a high school has planned a program of pupil participation in the form of a student council. What would be the best way to select the members of this council, to insure the best results? What is the status of student government in Indiana?

3. **Dean of Girls.** The problem included under the above sub-heading follows:

   a. Is it wise to have a dean of girls in the junior high school? Is it practicable to have a dean of girls in a township high school? How should the dean of girls be chosen in each school?
D. Relations of Trustees or Superintendents with Communities

1. Relations with General Public. The problems included under the above sub-heading follow:

a. Several well-meaning elderly ladies in a certain community insisted on having a music teacher in the schools. The principal presented the matter to the trustee and the proposal was rejected due to insufficient funds. The ladies refused to accept the decision as it was rendered and continued to annoy the principal with the same recommendation. How can the principal tactfully eliminate this agitation without offending the women or being disloyal to the trustee?

b. Mr. A is principal in a small town of 600 population. He has a family of four to support and his salary is $1600 per year. After all living expenses are paid, there is a very small surplus remaining for emergencies. The outstanding business men of the town belong to lodges, country clubs and social organizations. They inform Mr. A that, if he expects to remain in their town, he must join some of these organizations. Should Mr. A cut his living expenses, depriving his family to a degree, to join these organizations or should he ignore the warning of these men?
c. When the school board employed Mr. A as the superintendent of city X, it implied very pointedly that it would be to Mr. A's distinct advantage to trade at Mr. Y's grocery store. Mr. A promised nothing and, upon investigation, he found that the school board owed political favors to Grocer Y. Should Mr. A have made it a point to trade with Mr. Y or should he have traded wherever he pleased and ignored the implications of the board?

d. Community X demands that the high-school principal and teachers live in the community. X is a small village of 250 population and is located ten miles from a city of 60,000. The teachers and the principal preferred to live in the nearby city and drive to school each morning. Should the principal and teachers consider it their duty to reside within the limits of the corporation which pays their salaries? Aside from the desire of the community, does living in the community tend to provide the principal with information which will assist him in determining administrative policies which he should adopt?

e. What is the status of the unmarried superintendent in the small community?
2. Relations with the P. T. A. The problems included under the above sub-heading follow:

a. In a certain community the P. T. A. is a source of trouble. Teachers are at odds with parents; parents are divided among themselves, into three factions; and the organization, as a whole, attempts to dictate the policies of the school. The principal feels that such an organization is a liability, rather than an asset, and wishes to discontinue it. Is there any tactful way in which he might accomplish this?

b. The parents bring their children to the P. T. A. meetings and some children come without their parents. This brings about a condition which defeats the real purpose of such an organization, since it is impossible to discuss problems common to both teachers and parents. Eventually such an organization degenerates into a social or literary society, the program of which is a series of entertainments. In most communities, are not the disadvantages in connection with the P. T. A. organizations greater than the advantages? Would the elimination of such organizations be beneficial to most communities?
3. **Undesirable Relations with Parents.** The problems included under the above sub-heading follow:

a. When the irate parent visits school with the avowed intention of "getting the teacher told" because he fancies that she has mistreated his child, (1) should the principal allow this parent to see the teacher? (2) If such a meeting is permitted, should the principal be present at the meeting?

b. Rather than antagonize the parents of some of the children, the superintendent made a practice of calling children from their classes to answer telephone calls from their parents. Because the superintendent was willing to acquiesce to these requests, this practice grew among the parents and became very disturbing to the teachers. What is a diplomatic method of eliminating this disturbance of classes without offending the parent?

c. Teacher B sharply reprimands a girl of the junior class for misconduct. The girl's mother who was a former teacher in that high school and who wishes to become such again, rushes to the trustee with the complaint that B has become infatuated with her daughter and because said daughter failed to reciprocate, she was
insultingly reprimanded for a minor infraction of the school rules. How should the principal handle this problem when he finds what this woman has told?

d. A teacher of high quality, capable in every respect, included some sex knowledge in her teaching of biology to a ninth grade class. Some of the parents objected strenuously and demanded that their children be transferred to some other course. What should the principal do in this case and others of a similar nature?

4. Use of Buildings, Grounds and Equipment. The problems under the above sub-heading follow:

a. Is the slowness on the part of ordinary school systems to give services other than classroom instruction (such services as community use of the auditorium, grounds and gymnasium) a large factor in the unwillingness on the part of the taxpayer to defend the schools during financial depressions?

b. Principal A knew that the township trustee did not wish the Farm Bureau organization to use the school building for its meetings. Two of the officers of this organization approached
Mr. A and told him that they had asked the trustee for permission to use the building for their meetings and that he had told them that they would have to get permission from the principal. These men then asked for that permission. Mr. A knew that he had no jurisdiction over the use of the school building and that the trustee was evading the issue. What should have been the principal's reply?

5. Relations with Church. The problems included under the above sub-heading follow:

a. Is a superintendent justified in refusing to teach a Sunday-school class every Sunday, even though he is qualified?

b. Since the success of revival meetings is based on emotional appeal, these meetings naturally provide the high-school pupils with unparalleled entertainment. The church officials are exceedingly intolerant toward any outside interference, but except all outside organizations to be particularly charitable toward the church. A revival meeting practically paralyzes the public schools, since the pupils cannot attend it and get their work. What can a superintendent do to partially, at least, neutralize the negative influence of the revival on scholastic achievement?
c. Superintendent A permitted the ministers of the city to furnish the weekly convocation programs for the high school. There were thirteen ministers and the weekly convocation for nearly an entire semester, consisted of their exhortations. The teachers were disgusted and the pupils would rather have gone to class than to be subjected to the weekly convocation. Is it a wise policy for the superintendent to permit the local ministers to give talks to the student body?

6. Parents and Others Visiting School. The problem included under the above sub-heading follows:

a. Mr. A, principal of a township high school, has adopted a plan to limit and control the visitors in his high school. His plan is: Any person wishing to visit the school must sign a register in the office and obtain a permit from the principal to be admitted to any class, which the permit may specify; no person of high-school age or younger is granted a permit; and as the result of a single complaint by any teacher concerning the conduct of any visitor who has been granted a permit, the permit will be retrieved and the visitor asked to leave. Is Mr. A's plan too severe? What method might be used in its place?
7. **Race Problems.** The problem included under this sub-heading follows:

   a. A parent objected to the principal because her child was seated beside a negro girl. This parent demanded that her child's seat be changed, even though every other seat in the room was filled. What should the principal do?

8. **Visiting Homes.** No problems were selected from the few that were classified under the above sub-heading.

9. **Relations with Alumni.** No problems were selected from the few which were classified under the above sub-heading.

**E. Improvement of Teachers**

The problems which follow represent a selection from every major heading, but they do not represent every sub-heading. The sub-headings which are omitted in this representation are those under which very few problems were classified.

1. **Supervision and Technique.** The problems included under the above sub-heading follow:

   a. Miss B becomes very nervous and does her poorest teaching when visited by a supervisor. How can the supervisor assist her to overcome such nervousness?
b. Superintendent A, in a discussion of supervision with his supervisors, told them that the supervision which any supervisor gave depended largely upon that supervisor's definition and philosophy of supervision. He defined good supervision as "the maximum development of the teacher into the most professionally efficient person she is capable of becoming at all times". Would it be too idealistic for the head of the small high school to adopt and attempt to apply such a philosophy of supervision?

c. For efficient supervision, is it necessary that the supervisor be trained in the particular field in which he is supervising? What are the advantages and the disadvantages of the supervisor not being trained in the field in which he is supervising?

d. A teacher in a township high school is promoted to the position of principal. Certain classroom supervision and visitation is necessary, but is neglected because the new principal feels that the teachers know more about their work than he and he knows from experience that the teachers feel the same way. How may this barrier be removed, so that some valuable work in cooperation and supervision may be accomplished?
e. Miss B comes to school attired in such a way as to accentuate certain prominent sectors of her anatomy, of which she seems inordinately proud. The boys and girls are prone to make remarks concerning her manner of dress. Apparently she is unaware of anything irregular in her dress or the effect of such. Should the principal inform her of such and demand a change? Should the principal attempt to supervise the attire of the teachers to any degree?

f. In a certain school system, the word is passed around that the superintendent is to begin visiting on a certain day. All teachers make special preparation in order to make a favorable impression. Is the superintendent's visit worthwhile under these conditions?

g. Principal A, visiting Miss B's class for supervisory purposes, noted that Miss B was not so proficient in teaching that particular lesson as she should have been. Should Mr. A have interrupted the class and taught the remainder of the lesson for demonstration or should he have remained silent at that time? Should the supervisor ever interrupt the teacher, in the presence of the class, to challenge some point which is being discussed or explained?
h. A young lady, teaching in her home-town high school her first year, finds it impossible to maintain discipline in her classes and study halls. The superintendent feels that dismissing her is the only solution to her disciplinary troubles. When a teacher either fails to assume control or loses control of the pupils over whom she is given authority, is it likely that that teacher can be saved by supervision?

i. Township F has ten rural elementary schools and one central high school. High-school principal, A, refuses to assume any supervisory authority over the outlying schools, because he feels that since he does not select, place, or dismiss any of these teachers, the supervision which he would be able to give would carry little weight and be of no value. Should Mr. A assume this responsibility? Does the township principal have supervisory authority over the outlying schools ex officio, or must it be delegated by the township trustee?

j. What is the value of retaining the records of supervisory visits? Should the supervisor take notes while visiting a class?
k. Is it likely that supervision will overcome undesirable traits which some teachers possess? This becomes a live question for the superintendent who finds himself confronted with such a situation as: Mr. B, teacher of manual training and mathematics, was an unmarried man, aged 42 years. He did a good piece of work in both his subjects; he came early and stayed late; he was 100 per cent cooperative with the principal; he was courteous at all times and ever willing to help; he helped both in church and Sunday-school work. This same individual had the uncontrollable habit of telling obscene stories in his classes whenever he had an opportunity. He especially liked to do this with the freshmen. Mr. B could see no harm in his stories and really thought they illustrated a point. It was later found that Mr. B had lost a good administrative for similar offenses. Is there any effective method of approach to a man of his age, or does the fault itself disqualify him?

2. Teachers' Meetings. The problems included under the above sub-heading follow:

a. What should be the nature of the topics for consideration at the preliminary meeting of principal and teachers?
b. Some principals will not allow the teachers to discuss individual pupils at faculty meetings. Is there any merit to such a restriction?

3. National, State and Local Meetings. The problem included under the above sub-heading follows:

a. Should a superintendent or a principal of a small high school require his teachers to attend a certain number of sessions at the Indiana State Teachers' Association?

4. Additional Training and Travel. The problems included under the above sub-heading follow:

a. Several teachers of a school system are home products who have taught in the system for a number of years. None of these teachers has had more than twelve weeks' training beyond that of the high school. The superintendent realizes that such a situation is not indicative of progressiveness, but he is undecided as to what he could do to improve the situation. What procedure should the above superintendent follow?

b. Principal A knew that the trustee was desirous of placing Miss B, a local girl, on the high-school faculty. Miss C was teaching the subjects in which Miss B was licensed. Miss C could
qualify for another vacancy in the system by attending summer school. Should Mr. A require Miss C to qualify for this other vacancy or should he inform the trustee that it is impossible to place Miss B?

F. Relations with Pupils


The problems included under the above sub-heading follow:

a. Frank, a senior boy, will soon be 21 years of age; being a superior musician, he is the leading member of the school orchestra; he has never been a trouble-maker; and his attitude toward school is splendid. This boy cannot master mathematics, Latin or any subject which requires a great amount of concentration. Since Frank has already been in high school for four years, the principal does not know whether he should graduate Frank and inform him that he will be unable to enter college, or to retain him in school. Which would be the better plan?

b. Miss A, high-school teacher, asked Principal B to permit her to summon the weak pupils to her room during the latter part of their lunch hour for the purpose of giving them special instruction. Should Mr. B grant Miss A the permission which she seeks?
c. In order to provide for individual differences among students, would it be a wise policy to permit the very slow pupils to work out an assigned project or unit of work during the summer and take an examination for credit when the work is completed?

d. In a small high school where there are several irregular pupils, shall the program be fitted to the needs of the irregular pupils, or shall the irregular pupils fit themselves to the program.

e. In a certain high school the pupils are grouped according to mental ability. The father of a boy in the lowest group insisted that his son be allowed to take Latin in order that he might enter college. What should be the policy of the administrator in permitting weak students to take such subjects as Latin, mathematics and physics?

f. An English teacher refuses to grade compositions handed in by a pupil because the penmanship is exceedingly poor and the compositions are difficult to read. The pupil insists that the penmanship is an example of his best efforts. How should the superintendent cope with this situation?
2. **Health, Cleanliness and Medical Inspection.** The problems included under the above sub-heading follow:

a. A freshman boy in high school X had a fatal heart attack while in the gymnasium class. No physical examination is required by the State Department of Education, but two units of physical education are required. Should the superintendent require physical examinations of all the pupils before permitting them to participate in the gymnasium classes?

b. The Indiana school law makes it obligatory for the principal to exclude pupils who are offensive to their fellow pupils because of offensive body odors, uncleanliness, or disease. Since this is a very delicate problem, how should the small-school principal deal with a senior boy who is offensive because of uncleanliness?

c. A contagious disease takes on the proportions of an epidemic in a community. This disease is of such a nature that it is possible to immunize an individual by giving serum treatments. What is the duty of the superintendent with respect to the pupils of his school?
3. **Counseling and Sponsoring.** The problems included under the above sub-heading follow:

a. Mr. A, the superintendent, made the mistake of permitting the senior class to elect its class sponsor. The sponsor whom the class elected was a first-year teacher whose judgment was no better than that of the pupils. The superintendent found it necessary to restrain this sponsor to such an extent that he practically sponsored the class. Since making a suitable choice for senior-class sponsor is somewhat difficult, would it be a good policy for the superintendent or township principal to act as such?

b. Principal A has in his faculty four teachers who are each better adapted to sponsoring the high-school classes than any of the other teachers. Their abilities, however, differ. To which of the classes should the principal assign each of these teachers as sponsor?

4. **Moral and Physical Environment of Pupils.** The problems included under the above sub-heading follow:

a. In township high school X, each graduating class for the past four years has had in it an expectant mother. When this fact becomes known, should
the pupil in question be permitted to continue in school and graduate, or should she be excluded from school?

b. Susie, a girl with a bad moral reputation, enrolled in high school X in January. Since she writes and receives notes of a questionable nature, the school could well dispense with her presence and should do so. Her influence on the other pupils in the high school is bad, but the principal knows of no way to rid the school of her. Is there any way for him to bring about her dismissal on grounds of immorality?

5. **Liability for Injuries to Pupils.** The problems included under the above sub-heading follow:

a. In some schools, the industrial-arts teachers demand parents' signatures on printed form cards before the student is permitted to use the machines in the shop. Is this necessary by law? Is this an advisable practice?

b. Many students of high school X, which is a consolidated school in a small town, drive the family car to school. During the noon hour, some of these students create quite a problem by driving their cars, other students
and some outsiders being passengers. Could the superintendent be held liable if one of these students were injured in an automobile accident during the noon hour? Should the superintendent prohibit any cars from being moved from the grounds during the school day?

6. **Provisions for Indigent Children.** The problem included under the above sub-heading follows:

   a. A very poor family moved into township Y. The children came to school without books or any other school supplies. The teacher repeatedly told them to apply to the township trustee for aid in procuring books, pencils, and paper. These children always promised to have their parents do this, but somehow they never did apply for any aid. Consequently, these children borrowed books, paper, and pencils throughout the school year. Should the teacher or principal have applied to the trustee for books for these children, since their parents did not apply?

7. **Regulation of Pupils' Clothing.** The problems included under the above sub-heading follow:
a. In a small high school, the principal delivered an ultimatum that the boys should not wear overalls to school. After this ultimatum, a few boys came to school wearing overalls and they were immediately sent home. The next day, the male enrollment of the school came garbed in overalls and they were all sent home. The reaction of the parents made it necessary for the principal to resign at the end of the year. To what extent does the principal or superintendent have the authority to dictate what the pupils may wear to school?

b. In a high school where a certain costume is required in the gymnasium classes, some pupils are unable or unwilling to purchase the outfit. Can they legally be excluded from the gymnasium classes until they obtain the costume? What should be done with or for them?

8. Home Work. The problem included under the above sub-heading follows:

e. A mother, who has been informed that her son's work at school is wholly unsatisfactory, complains that the boy is not permitted to bring work home, since the administrative policy is "no home work". Is this mother justified in her complaint? What are the objections to home work?
G. Teachers' Marks, Testing, Credits, Promotions and Graduations

1. Teachers' Marks, Testing, Credits, Promotions and Graduations. There are no sub-headings under the above major heading. The problems included under the above major heading follow:

a. A teacher, Miss H, failed Henry. Her error had been in marking him too high during the first grading periods and this necessitated, when she had actually determined that Henry was a much poorer pupil than she had at first judged, marking very low during the final grading periods. Mr. M, the principal, was not aware of the case until the next fall when the irate parent appeared and demanded that Henry be passed to the next grade. Since Miss H was not teaching for Mr. M, having found another position, what could Mr. M. have done?

b. Donald finished his freshman year in high school with good grades and then went to work in a printing shop. After two years' work in this shop, Donald returned to school, determined to graduate. Could the principal have allowed Donald credit for his printing work on a technical course? Should he have made this allowance, had it been possible?
c. A teacher in a small high school absolutely refused to make any concessions in grading basket-ball boys, treating all students alike. Her repeated failure of these boys seriously hampered the team. Both the coach and the principal remonstrated with her and she appealed to the superintendent. What should have been the superintendent's decision?

d. Because athletics have been over-emphasized in a small township high school, scholastic attainments have been sacrificed. The athletes are practically given their grades and this tends to cause a sense of injustice among the non-participating students. Precedence in the community demands a winning team, and unless the principal concedes, his position is in danger. What can the incoming principal do to change the attitude and to bring about more consistency in the marking of students?

e. What can the superintendent do in cases of grading where the majority of grades given by the teachers are too high or too low?
f. A certain high school gives deportment grades which are determined by deducting the penalties imposed from a perfect score or 100%. What system might be substituted that would reward for good conduct rather than penalize for misconduct? Which is the better plan, to reward for good behavior or to penalize for misconduct?

g. John is older than the other children in his class, but his work is exceptionally weak. Although he has repeated the grade, his average for the year falls below the passing mark. Outside of school he plays and associates with boys of the higher grades and is a leader among them. The teacher feels that John does not belong in his present class, but for the sake of consistency he should be retained. How might the superintendent best advise her when she seeks his advice?

h. Do the benefits derived from final examination-exemptions justify their use in the high school? If so, what factors should be considered in granting exemptions? If not, what are the disagreeable results which may arise from such exemptions?
i. Many of the small township high schools in Indiana offer only subjects included in the minimum requirements of the state. In such schools the pupils have little or no choice in the subjects which they may take and, consequently, every student must take Latin, geometry etc. Should pupils who seemingly try, but fail in a subject, be passed, under the above conditions?

H. Curricular Organization, Administration

1. Curricular Problems. The problems included under the above sub-heading follow:

a. In a rural community, statistics taken over a ten-year period, prove that only 3 per cent of the boys follow agriculture as a vocation. The vocational curriculum is the most expensive of all the curricula offered. It becomes necessary to reduce expenses and the trustee asks the principal to recommend the reduction which will least impair the efficiency of the school. Is the principal justified in recommending that the vocational curriculum be eliminated?

b. To what extent should sex education be introduced in the high school? What are the ways and means for meeting and solving this problem?
c. Should a senior high school, which is neither a trade nor technical high school, offer a four-year course in commercial work or would it be preferable to offer commercial, as elective, to juniors and seniors only?

d. In small township high school F, the freshman courses offered are manual training, vocational information, English and commercial arithmetic. Pupils enter high school expecting hard work, but after taking the subjects offered, become inclined to regard high school as a loafing place. This attitude is detrimental to the pupil and to the school. Most educators now advocate that "finding" courses be offered in the ninth grade. How can the principal comply with the recommendations of the educators, and yet provide some solid work for these ninth-grade pupils? What would be a sample of a worthwhile ninth-grade curriculum?

e. In the high school department of a certain land-grant college the eliminations, due to failures, have been exceedingly high, in some cases as high as 30%. This school offers only one curriculum (college preparatory) to all the pupils. It may be that the failures are due to poor teaching and it may be that they are due to the inflexibility of the curriculum.
How might the superintendent (director) mend or alter the curriculum to reduce the number of scholastic casualities?

f. Should a superintendent favor the elimination of academic courses elected by relatively few pupils, especially advanced courses in languages and mathematics?

g. The freshmen entering township high school V were quite deficient in their working knowledge of English grammar and, as a result, a very large per cent of them were constantly failed. This weakness was outstanding throughout their high-school English course. In order to overcome this deficiency, the principal has proposed: Either to adapt the ninth-grade English course so that the "fundamentals" will be taught, or to offer, in excess of the regular course, a course in "Fundamentals of English Grammar" and to accept the credit in lieu of the regular course. What are the merits of these proposals?

2. **Exploitation and Propaganda.** The problems included under the above sub-heading follow:

a. Mr. A, the principal of a township high school, was approached by a representative of a charity
organization. This man, a minister, was very unctuous and wished to interview each of the teachers to obtain small donations to save "fallen girls". The principal refused and still the man insisted that, "the Lord will bless them", and practically demanded that he be permitted to interview them since the county superintendent had sanctioned the visit. The principal became somewhat incensed and ordered the minister to leave the building. Was the principal justified in this act?

b. In the majority of the senior high schools of Indiana and other states, the senior class indulges in the luxury of class rings and pins each year. Many of the parents have found great difficulty in living during the past few years, but their children buy their class jewelry as if they could afford it. It is a very difficult task for the principal to appeal to the parents, for they support their children in the belief that class jewelry is a necessary luxury. What can the principal do to eliminate this long-standing habit of exploiting the senior class?

c. In a certain city the president of the First National Bank requested that the superintendent
permit him to provide all the speakers on thrift for the city schools. There were two other banking institutions in that city. What should the superintendent have replied in answer to this request?

d. The majority of the township high schools and many of the city schools may expect, at some time during the year, a transient photographer who offers to take class pictures and individual pictures of the pupils (and teachers) for a nominal rate per picture. What should be the attitude of the principal or superintendent toward this form of exploitation?

e. There are many forms of entertainment (transient) which are really educational as well as entertaining. The entertainers visit the school and offer to put on their entertainment if the pupils will pay a small amount each, usually ten cents. Is such a form of exploitation ever justifiable?

3. Adoption and Use of Text Books. The problem under the above sub-heading follows:

a. Now and then, a text is adopted by the State Board of Education which is obviously an inferior text. How far may schools go in overcoming such
a situation? What penalty is there for using a text other than the one adopted by the State Board?

4. School Savings Banks. The problem under the above sub-heading follows:

a. The superintendent of a certain city school believes in a school savings system for the students. However, some of the local banks are not in favor of it, while some are. Is the school savings bank of such value as to justify its installation in the face of such opposition?

5. Visual Education. The problem under the above sub-heading follows:

a. In a school where visual education is a regular part of the program, would not better results be assured if a short discussion of the picture were held during the home-room hour, just before the showing of the picture?

I. General Administration of Schools

1. Relation of Superintendent to Trustees. The problems included in this study under the above sub-heading follow:

a. In township high school X, a new principal is
employed. When he assumes his duties, he finds that the trustee has already employed and placed in the same building several of his relatives. The son-in-law of the trustee is placed in grade 8; the niece in grade 7; and the grand-daughter in grade 3. The other grade teachers are "outsiders" only because there are not enough licensed relatives to go around. Each of these relatives is jealous of the other. Is not such an elementary faculty likely to prove professionally fatal to the principal? Is there anything the principal can do to curb such nepotism?

b. The school board has delegated to the superintendent the authority to purchase school supplies, without the specific approval of the board. This superintendent made a small order and had used some of the supplies before the board was aware that the order had been made. Upon receipt of the bill, a special meeting of the board was called and the board refused to pay for the supplies. What could the superintendent do in this case and what could any superintendent do to prevent similar occurrences?
c. Superintendent A took an active interest in the spring election for members of the school board. He worked hard, but in spite of his efforts, the opposite faction secured a majority on the new school board. His contract holds for one more year. At the termination of his contract would it be policy for him to offer his resignation? What role should a superintendent play in the election of a board of school trustees?

d. A high school principal discovers that the trustee employing him is dishonest in that he is misappropriating public funds. Later this irregularity was discovered by the State Board of Accounts, but only the trustee was involved. What was the duty of the principal?

e. What action should or could a superintendent take when his school board insists upon unexpected and secret sessions in which they do not consider his presence necessary?

2. Hierarchy of Organization. The problems included in this study under the above sub-heading are as follows:

a. Consolidated high school, C, has had five principals in as many years. There are two
very capable and efficient women teachers who have permanent contracts and are said to manage the school. One of these women was principal of that school for a part of one year; the other is a very close friend and advisor of the trustee. It is said that the last three principals have been principals in name only. What policy might a newly-selected principal adopt and pursue with respect to the administration of that school, which would permit him to be the principal actually as well as nominally?

b. The township trustee lived in the same town in which the high school was located. He was more of a politician than a trustee and tried to keep himself in good favor with all so that he might succeed himself as trustee in the next election. Students, who might become dissatisfied with some ruling at school, would go to see the trustee. He would promise them exemption to the ruling and would say nothing to the principal. Could the principal have done anything to overcome the trustee's political aspirations to the extent that he would not have interfered with the administration of the school?
3. **Division of Powers and Duties.** The problem included under the above sub-heading follows:

a. The superintendent enumerated the duties expected of the newly-elected principal. The principal felt that some of these duties belonged to the superintendent. Should he have made a protest to the superintendent or to the school board? If he had asked the superintendent to divide the duties more fairly and the superintendent had refused, would it have been feasible for him to have taken the matter to the board?

4. **Local Unit of Rural Schools.** The problem included under the above sub-heading follows:

a. What is the best form of educational organization for rural and small-town schools?

5. **School Surveys.** The problem included under the above sub-heading follows:

a. A superintendent has been asked to give an architect the general specifications for the rooms needed for a high school of 500 pupils, making allowance for future growth of the school. What might be the nature of a survey necessary to determine these facts?
6. **Duties of Advisory Boards in State.** The problem included under the above sub-heading follows:

   a. In township X, the advisory board, composed of an ex-trustee, an ex-teacher and a farmer, lowered the tax levy, knowing that such action would deprive the trustee of available funds for school purposes. The trustee and principal opposed such action, but did not prevent its happening. What was the status of the principal in the matter of the advisory board's action? Could the trustee, in any way, have forced the advisory board to rescind its decision?

**J. Personal Relations between Teachers and Administrators**

1. **Between Teachers and Between Superintendent or Principals and Teachers.** The problems included under the above sub-heading follow:

   a. A beginning superintendent is to take a position in a school where all the teachers are home products. These teachers, because they were home products, have been independent in their relations with the former superintendents in this school. What policy should the new man pursue in dealing with these teachers?

   b. To what extent does it become a problem of the superintendent when one of the men teachers devotes too much of his time to one of the lady teachers?
in the same system, causing the pupils to make remarks about the matter?

c. That policy or policies shall the young principal pursue in dealing with a veteran teacher who has dictated school policies for years and who is highly respected in the community?

d. A county superintendent is also an insurance agent. On many occasions he visits the school and teaches the teachers' classes while another agent inflicts his sales talk on the teachers. This situation is distasteful to the teachers, but they hesitate to protest because of the likelihood of antagonizing the county superintendent. The principal will do nothing in this matter. How should the case be handled?

e. In town A, football is the major sport, and so far as the "fans" are concerned, the school is operated for the benefit of a winning football team. In this school system, Miss B failed the star center on the team. His failure in Miss B's class made him ineligible to compete in an important game. This player was fairly graded, but the principal, without the consent of the teacher, raised the grade, making the boy eligible to compete in this game. Did the teacher have any recourse in this case?
3. Ethical Relations Between Superintendents, Principals, and Teachers. The problem included under the above sub-heading follows:

a. A member of the school board has confidentially
told Principal B that the board has almost decided to offer Mr. A's position to him for the next year. What was the ethical thing for Mr. B to do?

K. Attendance

1. **Attendance and Compulsory Education.** The problems included under the above sub-heading follow:

a. To curb excessive tardiness and absence, school Z had a forty-minute detention period after the regular school hours. All pupils who had been tardy were required to remain for one detention period for each offense; all pupils who had been absent were required to remain for one detention period each evening until all the time missed had been made up. What are the merits of such a system to control attendance?

b. A farmer, having a large family, found it necessary to remove his eleven-year-old daughter from school because her ailing mother was unable to do the home work and care for all the children. The law specifies that the minimum age at which a child may withdraw from school is 16 years. Should this girl be forced to attend school?
c. Robert, a freshman boy who lives four and one-half miles from the school, is less than sixteen years of age. The township trustee refuses to provide transportation for Robert and as a result, Robert's attendance is irregular. Under these circumstances, can Robert be compelled to attend school?

d. A girl, who had withdrawn from school in her sophomore year, married and found little to occupy her time. After two years of married life, she applied for re-admission to the high school. Should the superintendent have permitted her to re-enter high school? What is the legal status of the married high-school student?

e. Many administrators require written excuses of students who are absent from school. These are to be written by the parent of the absentee. Many of these excuses, signed by the parent, obviously misrepresent the cause of the absence. To what extent should a principal feel obligated to accept such excuses? Should written excuses be required of all absentees?
f. In school X, the high-school boys have an insatiable desire for attending public sales in the community. Each year for the past several years, many of them have played truant to attend such sales. Different means have been used to abolish this practice, but all have failed. How could the superintendent deal with these pupils whose parents assume the attitude that it is none of the school's concern if their children do attend the public sales at the expense of their school attendance?

2. Holidays, Vacations and Summer School. The problem included under the above sub-heading follows:

a. During the first semester of school, much time is given to vacations, but after the Christmas holidays, there is not one day which is a vacation day. Should all schools have a spring vacation during this second semester?
L. Special Problems in Organization and Administration of Secondary Schools

1. Home Rooms and Supervised Study. The problems included under the above sub-heading follow:

a. In high school where the home-room period is used. The principal has urged the home-room teachers to spend this time in profitable discussions and organized work. Would it be advisable for the entire school to follow some organization in this matter so that all home rooms are doing the same type of work the same week? What are some good projects for the home-room period?

b. The administrative handbook of the State department of education recommends the sixty-minute period with supervised study. Do all secondary schools using this plan secure better results than they did under the old study-hall plan, or is the supervised-study plan an adjustment for modern conditions in larger cities where many students will study only during the time they are in class? If this type of period is used, which is the better sequence of activities, recitation-study or study-recitation? How should
the sixty minutes be divided between recitation and study?

c. The students in X High School read library books during the study periods and then go to classes minus the preparation of their assignments. They excuse themselves on the grounds that they must report on this or that book as collateral reading for the English, and therefore, reading in the library is part of their work. How would it be possible to eliminate such malpractice? Would it be possible to create a "set-up" whereby the students would find it a very difficult problem not to study the things which they should study at a given time?

2. Assembly Periods. The problems included under the above sub-heading follow:

a. In the township, small-town and small-city high schools, what should be the nature of the program for the weekly convocation? Who should be responsible for this program?

b. In high school V, the traditional study-hall system is used. The study-hall teachers are subjected to questions from students in all departments. Is it good policy for the study-hall teacher to answer pupils' questions in the subjects which she does not teach?
3. **Departmental Organization.** The problem included under the above sub-heading follows:

a. In a large elementary school, departmental teaching was given a two-year trial. The principal and the superintendent are both dissatisfied with the results obtained and they will, very likely, return to the traditional plan for the elementary school in the coming year. What might have been the cause of the failure of the departmental plan? Under such a plan, should the pupils or the teachers change rooms? When departmental teaching proves successful, how early should it be started in the elementary school?

M. Consolidation, Transfers and Transportation

1. **Transportation and Bus Drivers.** The problems included under the above sub-heading follow:

   a. In a certain consolidated school, the boys caused much trouble on the busses by smoking, swearing, and playing cards. Is the principal justified in causing the dismissal of a bus driver who refuses to discipline the children on his bus?

   b. Mr. A, a superintendent of a consolidated school, will have a voice in the selection
of bus drivers for the ensuing year. An applicant for one of the routes is a teacher in the principal's own school. The principal, who reasoned that a teacher would probably handle the disciplinary problems more satisfactorily than an outsider, has recommended this teacher to the trustee as bus driver for one of the routes. Could Mr. A's recommendation be commended as a general practice?

c. A school-bus driver has the habit of bringing the children to school very early in order that he may get to other work. The principal objected and told the driver to bring them thirty minutes later than was his custom. The driver replied that when the principal employed him, the principal could give him orders, but as long as he was employed by the trustee, he would obey no orders from the principal. If the trustee was unsympathetic, could the principal have done more than to ignore the entire situation?

2. **Transfers and Tuition.** The problem included under the above sub-heading follows:

a. Student S came to the consolidated school in township X. S had the reputation of being
an undesirable student in many ways. Did the principal of township X exceed his authority when he refused to accept S's transfer and to admit S as a student in his school?

3. **Consolidation.** The problem included under the above sub-heading follows:

   a. A township has two high schools within its borders, about four miles apart. Transportation is furnished to both schools; neither school is equipped as completely as it should be; and it is necessary to employ two high-school faculties, which are more expensive and less efficient than one larger faculty. If the schools are organized on the 6-6 plan, would it be advisable to concentrate the high school in one of the buildings and the elementary school in the other building?

**N. School Finance**

1. **Local Sources of Support.** The problem included under the above sub-heading follows:

   a. There is a proposed plan to erect a new unit to the school building in town X. It is proposed to have a finance corporation erect the building on the school ground and to lease it
to the school corporation at a yearly rate of $8000. After the twenty-third payment, the building would belong to the township. Is this a wise plan, if it is impossible to secure the money through the usual bond issue, since the township is already bonded to the limit?

2. **Cost of Instruction and Size of Classes.** The problem included under the above sub-heading follows:

   a. In a certain city the budget for the tuition fund was cut, but the school enrollment remained approximately the same. The superintendent found three courses open to him: (1) By increasing the size of the classes, he could eliminate some teachers from each department; (2) by reducing the salaries of all the teachers, he could retain all of them; and (3) by eliminating some of the high-school curricula, he could retain the high standards in the other curricula and also eliminate a few teachers. Which course should the superintendent follow?

3. **State Aid.** The problem included under this sub-heading follows:

   a. What standards do Indiana schools have to meet in order to secure state aid? How are the schools which receive state aid restricted in
the spending of such money?

4. **Budgets and Accounting.** The problem included under the above sub-heading follows:

   a. Superintendent A is told by his predecessor that the school board has always made a practice of reducing any budget submitted to it by the superintendent. Knowing this fact, should Mr. A pad the first budget which he submits to the school board?

5. **Graft in Teachers' and Building Contracts, and Purchase of Supplies.** The problems included under the above sub-heading follow:

   a. It is known that superintendent X has accepted money from a teachers' agency for placing teachers in his school system. How can such graft be eliminated in the employing of teachers? If the teachers were efficient, would Mr. X's accepting the money from the agency be sufficient grounds for his dismissal by the board?
b. What can a superintendent do to eliminate the graft which arises from the purchase of supplies? This question refers to: Mr. A, superintendent in a town of 3000 population, learns that his board is buying inferior supplies at excessively high prices. Upon investigation, he finds that the company, from which these supplies are purchased, returns a specified per cent of the purchase price to each member of the school board.

C. Buildings, Grounds, Equipment and Supplies

1. Equipment and Supplies. The problems included under the above sub-heading follow:

a. A teacher asked for the purchase of an expensive piece of machinery for the industrial arts department. The purchase was approved by the school board, upon the recommendation of the principal. In a few weeks, after the installation of the machine, it was discovered by the school board that the machine was of very little use and was a poor purchase. To what extent was the principal responsible?

b. Should it be the policy of the school corporation (personified by the superintendent) to purchase supplies and equipment from local dealers, when
better prices can be secured on goods of similar quality from other companies?

c. The school board in town X adopts the philosophy that the minimum, in the way of equipment and supplies, is sufficient for the operation of the schools. This school needs supplies and equipment very badly, but the board in its present state of mind, is unable to procure them. Is there anything the superintendent can do or say to change the attitude of that school board?

2. Building Standards and Care. The problem included under the above sub-heading follows:

a. If a superintendent finds that, in a building program, he will have to cut costs, should he use cheaper materials in the construction or do less building?

3. Location of New Buildings. The problem included under the above sub-heading follows:

a. A new high-school building is to be erected. Different locations have been suggested, but none have been chosen. The people of the community are becoming interested and are breaking up into three groups, each group wanting the building in a different location.
As the situation now exists, the stage is all set for a community battle over the location of the new building. Should the superintendent maintain silence or should he volunteer advice to the factions?

P. School Janitors

1. School Janitors. There are no sub-headings under the above major heading. The problems included under the above major heading follow:

a. A new principal finds: That the present janitor is the precinct committeeman of the same political party as the township trustee; that the trustee will delegate the principal no authority to govern the janitor in any way; that the janitor's recommendations for the dismissal or retention of a teacher are usually acted on by the trustee; that the janitor is not retained on the basis of merit, but merely because of his active work in the preceding election; and that, as a result, the janitor service is poor in this school. Does the principal dare hope for any relief from such a political alliance? Does the principal have any recourse under such conditions?

b. In school G, the janitor was efficient and cooperated with the principal. The principal delegated authority to the janitor to act as
a disciplinarian on the grounds and in certain parts of the building. A high-school pupil who refused to respect the janitor's authority called him a vile name. The janitor knocked the boy to the floor and was upheld in so doing by the principal. Was the principal right in delegating this disciplinary authority to the janitor?

c. Janitors are often required to return to the school building at night because of banquets, parties and initiations of student organizations. Would it be a good policy for these organizations to be required to donate fifty cents or one dollar to the janitors for "services rendered"? Should the janitor be awarded additional compensation for extra firing and janitor services during basket-ball games?

Q. Publicity and School Spirit

1. **Publicity.** The problems included under the above sub-heading follow:

   a. A high school whose enrollment is about 250 is situated in a town of about 3500 inhabitants. A young and enthusiastic superintendent authorizes the senior class to publish a school annual. The work of the senior class during that year consisted largely of working on the
annual. The finished product was a fine piece of work, but the indebtedness of the class, after the close of school, was about $175.

Is the publicity given by the annual worth the time, expense, and effort attached to it?

b. In town C, the school uses the local newspaper as the medium of school publicity. Each week, the paper carries a goodly portion of a column for each class in the high school, thus making the local newspaper serve as a school paper during the school year. As a result of this publicity, the citizens of the town feel competent to judge the merit of any policy or to determine the needed improvements in the faculty, janitor, class officers, etc. Is such publicity to be desired?

c. Is the school paper an asset to the small high school as a medium of publicity? How might a principal or superintendent create enough interest to initiate the desire for a school paper among the student body and the patrons?

d. What are the values of the school exhibit as a publicity device? Should the work of every pupil be exhibited, regardless of the degree of perfection, or should only the most perfect work be exhibited?
e. Is it desirable to make the publicity program of the school a self-supporting institution? This question is suggested by the publicity policy of a school, in town A, whose policy is to publish school-publicity matter in pamphlet form, flanked on two sides by advertising matter of local firms.

R. Schedule Making

1. **Schedule Making**. There are no sub-headings under the above major heading. The problems included under the above major heading follow:

a. There seems to be a trend toward reducing the number of periods from the traditional eight forty-minute periods to six sixty-minute periods. What are the advantages and disadvantages of the latter type of schedule?

b. A junior high school can allot but fifty minutes for recitation and preparation on a subject to which the senior high school gives ninety minutes per day. How can the two classes of pupils be made to articulate in an integrating subject at the end of nine and one-half months' school?

c. Some schools gather their enrollment data for the ensuing year at the end of the current school year; others gather these data a short time before school begins; and other schools gather
these data on the first day of the regular term.
When these data are used as a basis for making
the schedule, which of these methods is best?

S. Qualifications and Duties of School Superintendents

1. Qualifications. The problem included under the
above sub-heading follows:

   a. Do women administrators fit into the community
      as well as do men? What is the feeling of most
      teachers and patrons toward women principals of
township high schools?

2. Special Duties. The problem included under the
above sub-heading follows:

   a. Should a superintendent include classroom
      teaching and classroom supervision as his
      duties if the school system in which he is
      employed is large enough not to demand such
      services of him?

T. Special Services of the School

1. Libraries. The problems included under the
above sub-heading follow:

   a. As an economy measure, would it be advisable to
      combine the library with the study hall and
      place the librarian in charge of both?

   b. Who, in a small school system, should be placed
in charge of the school library?

c. Some students abuse the use of the school library by going there at a study period and reading unassigned literature or magazines. Many of these people are very poor in their scholastic work; and the discipline is never quite as strict in the library as in the study halls. Is there any way to remedy such a condition?

2. School Cafeteria. The problem included under the above sub-heading follows:

a. The teacher, who has charge of the cafeteria, permits a few teachers to work in the cafeteria during the lunch period. The parents think that the children should be permitted to do this work. The teacher of the cafeteria prefers teacher-help. What stand should the principal take?

3. Adult Education, Special Classes and Post Graduates. The problem included under the above sub-heading follows:

a. In a certain small high school it has always been the policy to allow students who have graduated and could not go to college to come back to high school for a year or two, if they desired. Now that the depression has necessitated
reducing the number of teachers in the high school, what policy should the superintendent pursue concerning post-graduate students?

U. Records and Reports and Clerical Assistance

1. Records and Reports. The problems included under the above sub-heading follow:

a. When a superintendent took his position in a new school system, he found that his predecessor had destroyed all the records of teachers and pupils. Should the superintendent investigate and make new records on the basis of testimony?

b. What should be included in the permanent school records kept for the students? What attempt should the school make to keep in touch with its alumni?

2. Clerical Assistance. The problem included under the above sub-heading follows:

a. The secretary to the superintendent in a certain city is the daughter of a member of the school board. This girl is extremely inefficient as a secretary, but because of her filial relationship to this board member, the superintendent hesitates to recommend her dismissal. Should the superintendent be permitted to select and dismiss his
secretary without intervention of the board?

V. Intermissions and Supervised Play

1. Intermissions and Supervised Play. There are no sub-headings under the above major heading. The problems included under the above major heading follow:

   a. What should be the township principal's attitude toward the leaving of the school premises (during the lunch hour) by pupils who bring their lunches or eat at the cafeteria?

   b. Where there is no gymnasium or playroom available, what administrative plan can be used to care for the children at the recess periods or during the lunch hour on rainy days?

   c. In a certain township high school, the majority of the students are transferred in busses and must spend the entire day at school. What is a good plan of handling the pupils during the lunch hour? Should at least one-half of the teachers be required to stay at the building during the noon hour?

W. State and National Inspection, Control and Direction

1. Fire Drills. The problem included under the above sub-heading follows:
a. In many schools, students are inclined to regard the fire drill as a lark. How can the township principal meet the problem?

2. **Regional Association Accrediment.** The problem included under the above sub-heading follows:

   a. What are the benefits to a high school of being accredited by the North Central Association of Colleges and Secondary Schools?

**X. Selection and Fitness of School Trustees**

1. **Traits of Trustees.** The problem included under the above sub-heading follows:

   a. A member of a certain school board continually visits the school building while school is in session. While there, he annoys both the teachers and the pupils by adjusting the window shades, radiator valves etc. What course should the superintendent pursue in dealing with this man?

2. **Legal Status.** The problems included under the above sub-heading follow:

   a. Can a township trustee legally contract a teacher for a tenure which extends beyond the tenure of the trustee by more than the completion of the current term of school? Is the township principal subject to the same ruling?
b. Can a township trustee legally pay his high-school principal additional compensation, as mileage, for supervising the other schools situated in various locations over the township?

c. A township trustee has been sentenced to serve a term in prison for the embezzlement of public funds. He was granted an appeal to a higher court, but has not yet had a hearing. What is the legal status of this trustee pending a decision of the higher court?

Y. School Districts Within the City

1. **Cooperation between the Schools.** The problem included under the above sub-heading follows:

a. What can be done to create a close spirit of cooperation between the teachers of different schools in the same system? Between the teachers of the high school and the elementary school, when both schools are housed in the same building?
E. Conclusions

1. Basis for Following Investigation. No attempt has been made to solve any of the problems presented, but the writer believes that the present study might well serve as a basis for a following investigation which would solve the problems, herein presented, in the light of administrative experience.

2. Problems of the Administrator. Before the prospective superintendent enters the field of administrative work, let him acquaint himself with administrative problems, the solution of which will fall to his lot.

The difficulty of solving these problems and the uncertainty of a superintendent's career are indicated by Oliver Wendell Holmes in these lines:

"Uneasy lie the heads of all that rule,
His worst of all whose kingdom is a school."
IV. APPENDIX

A. Bibliography

Garrett, Henry E. *Statistics in Psychology and Education.*

TABLE III

COMPARATIVE RANKS OF THE TWENTY-FIVE MAJOR HEADINGS BY THE FOURTEEN CLASSES

| Major Headings | Classes |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I#             | A       | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| II             | B       | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| III            | C       | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 |
| IV             | D       | 2 | 5 | 2 | 5 | 2 | 5 | 2 | 5 | 2 | 5 | 2 | 5 | 2 | 5 | 2 |
| V              | E       | 3 | 6 | 3 | 6 | 3 | 6 | 3 | 6 | 3 | 6 | 3 | 6 | 3 | 6 | 3 |
| VI             | F       | 9 | 10 | 9 | 10 | 9 | 10 | 9 | 10 | 9 | 10 | 9 | 10 | 9 | 10 | 9 |
| VII            | G       | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 |
| VIII           | H       | 10 | 2 | 10 | 2 | 10 | 2 | 10 | 2 | 10 | 2 | 10 | 2 | 10 | 2 | 10 |
| IX             | I       | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 5 |
| X              | J       | 8 | 9 | 8 | 9 | 8 | 9 | 8 | 9 | 8 | 9 | 8 | 9 | 8 | 9 | 8 |
| XI             | K       | 16 | 17 | 16 | 17 | 16 | 17 | 16 | 17 | 16 | 17 | 16 | 17 | 16 | 17 | 16 |
| XII            | L       | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 |
| XIII           | M       | 13 | 7 | 13 | 7 | 13 | 7 | 13 | 7 | 13 | 7 | 13 | 7 | 13 | 7 | 13 |
| XIV            | N       | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 |
| XV             | O       | 15 | 14 | 15 | 14 | 15 | 14 | 15 | 14 | 15 | 14 | 15 | 14 | 15 | 14 | 15 |
| XVI            | P       | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| XVII           | Q       | 17 | 12 | 17 | 12 | 17 | 12 | 17 | 12 | 17 | 12 | 17 | 12 | 17 | 12 | 17 |
| XVIII          | R       | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| XIX            | S       | 23 | 24 | 23 | 24 | 23 | 24 | 23 | 24 | 23 | 24 | 23 | 24 | 23 | 24 | 23 |
| XX             | T       | 17 | 20 | 17 | 20 | 17 | 20 | 17 | 20 | 17 | 20 | 17 | 20 | 17 | 20 | 17 |
| XXI            | U       | 22 | 20 | 22 | 20 | 22 | 20 | 22 | 20 | 22 | 20 | 22 | 20 | 22 | 20 | 22 |
| XXII           | V       | 16 | 20 | 16 | 20 | 16 | 20 | 16 | 20 | 16 | 20 | 16 | 20 | 16 | 20 | 16 |
| XXIII          | W       | 19 | 22 | 19 | 22 | 19 | 22 | 19 | 22 | 19 | 22 | 19 | 22 | 19 | 22 | 19 |

*Classes identified by the asterisk are extension classes.

#The Roman numerals correspond to the major headings in Table I.

"This symbol indicates a zero frequency in this rank.
TABLE IV

COEFFICIENTS OF CORRELATION BETWEEN THE RANKS OF THE TWENTY-FIVE MAJOR HEADINGS BY THE SIX CLASSES

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*The classes identified by small letters are extension classes.