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A Study of the Academic and Professional Preparation of the Public School Superintendents in the State of Washington

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**A STUDY OF THE ACADEMIC AND PROFESSIONAL PREPARATION
OF THE PUBLIC SCHOOL SUPERINTENDENTS
IN THE STATE OF WASHINGTON**

**A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
James R. Nelson
August 1960**

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TABLE OF CONTENTS

| CHAPTER | PAGE |
|--|------|
| I. INTRODUCTION, PURPOSES, AND SCOPE | 1 |
| Introduction | 1 |
| Purposes | 2 |
| Scope | 5 |
| II. JUSTIFICATION | 6 |
| III. RETURNS, QUESTIONNAIRE, AND SAMPLE | 12 |
| Returns | 12 |
| Questionnaire | 13 |
| Sample | 17 |
| IV. REVIEW OF RELATED LITERATURE | 19 |
| Kellogg Foundation | 19 |
| American Association of School Administrators | 25 |
| Other Organizations | 28 |
| V. FINDINGS | 30 |
| General Background | 30 |
| Ages | 30 |
| District Sizes | 32 |
| Years of Experience as Superintendents . . | 34 |
| Years Holding Superintendents' Credentials | 34 |
| Years in Present Position | 36 |
| Academic Background | 39 |

| CHAPTER | PAGE |
|---|------|
| College or University Background | 39 |
| Major and Minor Field Background | 44 |
| Graduate Specialization | 46 |
| Strongest Field of Academic Preparation . . | 47 |
| Degrees Held | 49 |
| Professional Position Background | 50 |
| Sequence | 51 |
| Number of Years Experience | 54 |
| Superintendents' Valuation | 56 |
| Twenty-four Areas of Preparation | 58 |
| Relative Importance to Superintendency . . | 59 |
| Self-evaluation | 61 |
| Compared Valuations | 63 |
| Personal Characteristics | 67 |
| Superintendents' Course Recommendations . . . | 69 |
| Summary | 74 |
| VI. SUMMARY, LIMITATIONS, CONCLUSIONS, AND | |
| IMPLICATIONS | 76 |
| Summary | 76 |
| Limitations | 81 |
| Conclusions and Recommendations | 82 |
| Implications | 85 |
| BIBLIOGRAPHY | 87 |
| APPENDICES | 89 |

LIST OF TABLES

| TABLE | | PAGE |
|-------|--|------|
| I. | Reported Ages of Superintendents by Analytical Divisions | 31 |
| II. | Reported Enrollment Sizes of Districts | 33 |
| III. | Relationship Between District Sizes and Superintendents' Ages | 33 |
| IV. | Colleges and Universities Attended by Reporting Superintendents | 42 |
| V. | Type and Number of Degrees Held by Superintendent Sample | 49 |
| VI. | Sequence of Professional Positions Prior to the Superintendency | 52 |
| VII. | Years of Experience in Professional Positions | 55 |
| VIII. | Superintendent Valuation on Each Professional Job Held Prior to the Superintendency . . . | 57 |
| IX. | Superintendent Ranking of the Relative Importance of the Twenty-four Areas of Preparation to the Superintendency | 60 |
| X. | Superintendent Valuation of Personal Adequacy in Twenty-four Areas of Preparation | 62 |
| XI. | Comparison of Superintendent Value Rating and Self-evaluation in the Twenty-four Areas of Preparation | 64 |

| TABLE | PAGE |
|---|------|
| XII. Comparison of Tally Calibrations for Degree of Importance and Level of Preparation Indicated on All Areas of Preparation Listed | 66 |
| XIII. Respective Rankings of the Ten Personal Characteristics | 68 |
| XIV. Superintendents' Recommendation for Subjects to be Included in a Course of Study for School Administrators | 70 |
| XV. Superintendent Self-evaluation in Twenty- four Areas of Preparation by District Size | 108 |
| XVI. Superintendent Evaluation of Twenty-four Areas of Preparation by District Size . . . | 110 |
| XVII. Superintendent Self-evaluation in Twenty- four Areas of Preparation by Age Group . . | 112 |
| XVIII. Superintendent Evaluation of Twenty-four Areas of Preparation by Age Group | 114 |

LIST OF FIGURES

| FIGURE | PAGE |
|--|------|
| 1. Number of Years as Superintendent Reported by Superintendent Group | 35 |
| 2. Number of Years with Superintendent's Credential | 37 |
| 3. Reported Number of Years in Present Position . . | 38 |
| 4. Last Year Reported in Attendance at a College or University | 40 |
| 5. Undergraduate Majors and Minors Reported by Superintendents | 45 |
| 6. Graduate Fields of Specialization Reported by Superintendents | 47 |
| 7. Strongest Field of Academic Preparation as Reported by Superintendents | 48 |

CHAPTER I

INTRODUCTION, PURPOSES AND SCOPE

I. INTRODUCTION

The Smithsonian Institute in Washington, D.C., has on display, among other things, a unique document listing the rank of professions in the American New World of 1607. The order of ranking is as follows: councilman, preacher, gentleman, carpenter, blacksmith, sailor, bricklayer, mason, drummer, laborer, surgeon.

This document is unique and pertinent for several reasons, the most significant to the discussion at hand being that education, let alone educational administration, is not even mentioned. We have come a long way since then. America has become a large powerful, influential nation. Many give credit for this, at least in part, to our educational system; few would argue otherwise. The administrators of our public schools have had much to do with the phenomenal success of our American heritage. They have helped contribute abundance to our way of life.

Viewing this early American document from our present-day point of view leaves the impression that it is hardly less than paradoxical. Yet, as we have witnessed so dramatically even within the past ten years, changes

do come about. The acknowledged experts in such matters claim the rate of change is ever on the increase. What all this holds for the future is rather staggering, if not frightening. It poses these questions for us: Have we in education kept up with changes in the past? Are we now keeping pace with the times? Will we be able to maintain ourselves in the future? Even if we could answer "yes" to all these questions, are we just keeping pace or are we leading, especially when the world is so in need of leadership? These are sobering questions. They beg further questions; they demand research--research in education, research in educational leadership.

II. PURPOSES

This paper will be a report of original research concerning educational leadership. The stated purposes of the investigation were (1) to determine the academic and professional backgrounds of the superintendent and their relative value to his present position, (2) to determine what the superintendents would recommend to be included in a course of study for prospective administrators, (3) to establish a value rating on a number of personal characteristics generally considered among the most important for administrators, and (4) to compare the status of the school administrator in the State of Washington with

that of the nation as a whole.

In order to meet these purposes, the following questions first need to be answered:

1. What is the present professional status of superintendents in the State of Washington?
 - a. What are their ages?
 - b. What degrees are held?
 - c. Where was their undergraduate work done?
 - d. What were their undergraduate major fields?
 - e. Where was their graduate work done?
 - f. What were their graduate fields of specialization?
 - g. How long ago was their last college work taken?
 - h. How long have they been in administration?
 - i. How long have they been in their present position?
 - j. How long have they held administrator's credentials?
2. What professional jobs have they held?
 - a. Have they taught?
 - (1) On what level(s)?
 - (2) How long at each level?
 - b. Have they ever been hired primarily as a coach?

- (1) What level(s)?
 - (2) How long at each?
 - c. Have they held supervisory teacher positions? For how long?
 - d. Have they been a principal?
 - (1) Which level(s)?
 - (2) How long at each?
 - e. Have they been an assistant superintendent?
 - (1) Which area(s)?
 - (2) How long at each?
 - f. Have they held an internship?
 - (1) For which position(s)?
 - (2) How long at each?
3. What is the relative value of past professional positions these men have held as preparation for the superintendency?
4. What do they consider their strongest field of preparation?
5. What is the relative value of a number of areas of academic preparation to the job of superintendent?
6. How well prepared do the superintendents feel in each of these areas of academic preparation?
7. What general areas of preparation would they recommend for someone just entering the field

of administration?

III. SCOPE

This problem was limited to a poll of all superintendents in the State of Washington. It concerned academic preparation in their undergraduate and post graduate work as well as their in-service training. It also included an investigation of their sequence of professional positions leading up to the superintendency.

CHAPTER II

JUSTIFICATION

In order to further justify the study we need to look first to the beginnings of education in this country. The establishment of the United States of America in 1776 began a new and heretofore completely novel mode of existence. Philosophies of life were put into practice which before this time had been only speculative in nature, not because men lacked the desire to make them a way of life but because opportunities to practice them were not forthcoming on such a wide scale. Thriving on these ideals of freedom and equality, America grew and evolved into what it is today. As we grew our society and institutions grew with us, or rather, as they grew so America grew.

Among these institutions was the school. In Massachusetts in the seventeenth century, a single small building occupied the children of the community a few short hours each day for the prime purpose of teaching the "ABC's" in order to facilitate religious instruction. From this unobtrusive beginning the school systems of America have evolved into one of the major contributing factors in our society. They have grown at a prodigious rate and have assumed a position of primary importance

in the development of the most productive technology man has ever known. The scale and scope of the present-day school systems, with their huge and comprehensive metropolitan high schools, their networks of intricately woven curricula, their capital outlays of millions of dollars annually for new construction, and their corps of dedicated personnel--the instructors, administrators, and school board members--are the products of the philosophies upon which our educational system is built.

These philosophies are cradled in the belief that all men are created equal and that all should have equal educational opportunity, indeed, even that the very existence of our way of life is dependent on the education of these peoples. The principal method by which this education is achieved is through the relationship between the pupil and his teacher. This was, has remained, and probably shall remain the basic educational unit.

However, as the school systems grew in size and complexity, there was a basic need for some centralizing figure, a need for some professional leadership to help facilitate the teacher-pupil relationship as well as to help expedite the mechanical functions of running the school systems. Out of this need the position of superintendent of schools evolved. In the beginning the superintendent was little more than the errand boy for the

board of education, but as the systems grew even more complex in their structure and the need for a professionally trained leader became even more acute, the job of the superintendent likewise became complex and more responsible in nature, growing to its present-day stature.

Almost all growth and development experiences some type of growing pains, seemingly the ills of maturing. With growth and development at the rapid rate exemplified by the American school systems, these growing pains are often acute. With this in mind and with acknowledgment of the fact that we are a part of a dynamic society, continuous measurement and evaluation of what we are doing becomes an essential and integral part of our job as school people. If we are to maintain pace with our society and prevent the development of gaps between practice and need, we must be cognizant of this truth.

As noted above, the position of superintendent of schools has evolved as a part of the greater evolution of the school systems. As this position grew and matured, it too was not without weaknesses, errors, and, for that matter, some serious inconsistencies.

The men who occupy these positions represent as wide and as varied a background as any comparable professional vocation. Many times these backgrounds have been seriously lacking in education and training for the role

of administrator, yet for the most part these people represent a serious, conscientious, and most responsible group--eager to use any means possible to improve their lot.

However, in order to improve one's self or one's profession, it is first necessary to discover weaknesses and areas of need. Upon this assumption, the present study was based.

There is a general need for constant re-evaluation in any field. Such prevents the operation from becoming static, maintains pace with a constantly evolving society, and meets its needs educationally and otherwise. Additional factors, however, were considered in selecting this particular area.

Probably one of the more important of these is the fact that the professional status of educational administration is in its infancy, comparatively speaking. With this in mind it is apropos to note that more established professions such as law and medicine have not developed haphazardly into what they are today; they have evolved on the basis of thoughtful, creative leadership and introspection. Among the hallmarks of a true professional group are its internal control, training, leadership, and self-evaluation. If educational administration is to succeed as a profession it must

likewise control and guide its own growth with the utmost wisdom at its disposal.

Looking at educational administration from this point of view, no further justification would seem necessary for an appraisal of the preparation of the men now holding the various superintendencies in the state.

However, another consideration is the fact that in recent years, especially since the launching of the sputnik era, education has come under considerable criticism. All this condemnation has not been directed specifically at administrators, but criticism leveled at any phase of the schools is an indirect criticism of the administrator, since he is the individual in the public eye and, in practice, is more responsible for the function of his particular district than any other individual or group.

The validity of much of this criticism is somewhat conjectural; however, this very fact makes evaluation of administrators' preparation mandatory. If the recent pressures are valid, the weaknesses that are their cause should be discovered and eliminated; if, on the other hand, they are not valid, a defense of education as it stands is in order and will be heard.

No matter what the validity of the denouncements, how an administrator functions in his role of leadership

is a direct reflection of his training and preparation. This is the area to be explored in this paper.

The following generalizations need to be made. First, education needs constantly to be re-evaluated because of the integral part it plays in our society. Second, in order to maintain a professional status, these evaluations should come from within the discipline itself. As a further consideration under this general point, evaluation within the profession needs to be interpreted in terms of how the facts revealed are to affect the preparation of new people coming up in the field. Finally, in the light of recent criticisms, the evaluation should be a defense of administrators or, if the facts show a need, recommendations for improvement in the preparation of prospective administrators.

CHAPTER III

RETURNS, QUESTIONNAIRE, AND SAMPLE

I. RETURNS

After the usual trouble of translating an idea into action, the first round of questionnaires was mailed April 8 and April 11, with approximately half of the 265 questionnaires sent out each day. The initial returns were received April 12. By April 21, better than 50 per cent return had been achieved. The tapering-off process had begun; it continued until 176, or 66.41 per cent, returns were realized. Careful records were kept recognizing those who had sent returns. With the use of these tabulations, 91 follow-up letters were mailed along with a second copy of the questionnaire to those superintendents from whom no reply to the original questionnaire had been received. This phase was accomplished July 5. After that date an additional 25 returns were received, bringing the total percentage to 75.84. On July 16, 1960, final tabulations on this study were completed. At that time 201 of the questionnaires had been returned.

The excellent percentage of return was probably due to several factors, the most important and significant of which were the endorsements the study had received from

the School Information and Research Service, the office set up by the Administrators' Branch of the Washington Education Association, and the Central Washington College of Education faculty committee members whose names and reputations are known throughout the state.

II. THE QUESTIONNAIRE

Page one of the questionnaire (see Appendix A) contained the section entitled "General Personal and Professional Background." The scope of information requested was somewhat broad. The individual questions required rather specific answers, such as the following: superintendent's age; enrollment size of the district; length of time with superintendent's credentials, in present position, and as a superintendent; schools attended; undergraduate and graduate majors and minors; and degrees held. These first six questions contained requests for information that would serve a dual purpose: first, it would be used later largely to interpret and analyze the results from other sections of the questionnaire, and second, it was desired that a very general picture of the superintendents might be obtained from these first six queries.

Question number seven was a very pointed attempt to ascertain what the first order of academic preparation of

the superintendents had been. It also attempted to determine what the common ground (if indeed, there was any) had been for those not specifically prepared as administrators. Some trouble with interpretation of this point may have arisen due to the fact that the term "academic preparation" was used. The evidence in some of the returns seemed to indicate that to some of the respondents the term "academic preparation" referred to anything other than education courses. It is possible, therefore, that a gentle skewing of the curve could have resulted because of this.

Question number eight was probably the most important single question in the paper. It dealt with superintendents' recommendations for the preparation of school administrators, offering an opportunity for respondents to list in order of their importance specific courses they considered of value in administrators' schooling. The results obtained from this and other questions will be discussed fully in a later chapter.

Another major section of the questionnaire was found in question number nine of page one. This question called for the sequence of professional positions held by the superintendent and a value rating on each by the respondent. Value ratings ranged from remote through minor, moderate, and considerable to a high of extreme.

This section was designed to answer the question which initiated this study. In referring to teaching in the State of Washington, Professor George Strayer, of the University of Washington, made this statement, "In recent years the sequence of positions for a good many men has been teacher, coach, high school principal, and superintendent of schools" (5:12). This statement was the original cause for making an investigation in this area.

At the extreme lower section of page one was located a space for the superintendent's name and the name and number of his school district. This arrangement was so conceived to give superintendents the opportunity to assure themselves of complete anonymity by permitting them to clip this portion of the questionnaire and return it by separate envelope. Their names were requested only for follow-up purposes.

The entire second page was devoted to a list of areas of preparation that generally require some degree of proficiency on the part of the superintendents. The list of 24 areas was abstracted from readings in Administration textbooks and research in this area. Space was left at the bottom of the page for an "others" section, enabling the respondents to fill in those areas not already listed.

Those filling out this section were requested to make two checks for each area of preparation. One check

in the first set of columns to the right was to describe how important each area was in preparation for the superintendency, and the one check in the second set of columns to the right described how well prepared these men considered themselves to be as educational leader of their community.

On page three of the questionnaire, in an attempt to assure more valid data, a slightly unusual method of approach was used. This section was entitled "Personal Characteristics." The method used was the forced-choice technique. Its use is not uncommon with psychologists, especially in determining value judgments or attitude scales in their testing programs.

This section attempted the rather difficult task of ascertaining the kinds of personal characteristics necessary or valuable to the man in the role of administrator.

On the basis of some rather extensive reading in the field, a selection of ten personal characteristics was made. Those traits most frequently mentioned in the literature were selected for use in this study. The object, then, of the inclusion of these traits in the questionnaire was to establish a value scale of them based on the polled opinions of the superintendents. There was in no sense an attempt to be all-inclusive with the list of characteristics,

for such a selection would be far too lengthy for consideration here.

The method used, though unusual, is still relatively simple. Each trait listed is paired with every other trait, giving a total of forty-five couplets of characteristics. The respondent was then asked to choose the one trait in each pair that was more vital to the superintendent. The number of times each trait was marked was then tallied and recorded.

In filling out this type of query one often feels he is contradicting himself or at least that he is not being altogether consistent. For this and other reasons there seemed to be some amount of rebellion against this section of the questionnaire.

There is also another basis for questioning the validity of this section. Due to a typographical error on the questionnaire, a substitution of items was made. As a result, instead of all items being listed nine times as they were required to be, one was listed ten and another eight times. However, even though the results obtained are not altogether valid, they still have basis for some significance in this study.

III. SAMPLE

The sample desired and obtained for this study was

both broad in scope and abundant in depth. There are 265 public school superintendents in the State of Washington. Each of them was sent a questionnaire offering them an opportunity to participate in this study. Two hundred one of them chose to do so. They represented 75.84 per cent of the public school superintendents in the State of Washington.

These respondents represented the administration of schools occupied by nearly 500,000 children daily during the school year. The size of districts represented ranged from reported enrollments of 77 to 91,000. Ages listed by the respondents ranged from 29 to 66. The responding superintendents came from colleges and universities of all sizes, both private and public, and from all geographical areas of the United States (97 different schools were listed). They have been superintendents for as short a time as one year, and as long as 35. They have been in their present job for as brief a period of time as one year and as long as 34. Some of them had returned to school for refresher courses as recently as 1959; others have reported dates nearly 40 years earlier as their last year in school. They have majors and minors in nearly every conceivable field (30 different majors listed, 27 different minors).

The representation described above would seem to be a very adequate sample for a study of this nature.

CHAPTER IV

REVIEW OF RELATED LITERATURE

The writings in the field of education are legion; in the more specialized field of school administration they are still voluminous, in the specific area of administrator preparation they are frequent. Quantity production of the printed word seems to typify the education world. The gross number of studies, reports, textbooks, journals, pamphlets and yearbooks one encounters when seeking out related literature in a field as broad as that of this investigation make discriminative selections difficult but mandatory. For this reason only the most important and more trend-developing studies will be discussed here.

I. KELLOGG FOUNDATION

In any discussion of this nature, the monumental work of the Kellogg Foundation and the institutions and cooperating organizations helping to make their prodigious work successful are worthy of notice.

In writing the preface to the book, Studies in School Administration, Lawrence G. Derthick, chairman of the Committee for the Advancement of School Administration, said,

The W. K. Kellogg Foundation has left an indelible impression on American life. There is no finer example of any organization's public service, imaginative planning, and courageous stepping-out-ahead than the Kellogg support of a program to raise the stature of educational leadership in this country. The Foundation's interest in school administration has now extended over a decade, and the profession is indeed its debtor (3:v).

The book from which this particular quotation was taken is of interest and value in briefing readers on the original growth and development of the Kellogg Foundation's work in the field of school administration. Hollis A. Moore, Jr., author of the publication, later in the text equates the early work of the foundation with that of the famed Flaxner report in the field of medicine and the similar Gies report for dentistry. Also included in this book was a 303-item annotated bibliographical reference of Cooperative Program in Educational Administration sponsored investigations not published in magazines or journals.

In connection with the original foundation work, several new organizations were formed; among them was The National Conference of Professors of Educational Administration, which has since contributed a great deal to the field in the way of research and leadership.

During this same period of time a hybrid organization composed of Kellogg people, The American Association of School Administrators, The National

Conference of Professors of Educational Administration, and others was formed as a kind of coordinating body for research being done in the field. The work under way at this time was called the Cooperative Project on the Superintendency, later changed to The Cooperative Project in Educational Administration. Since that time a wealth of material concerning educational administration has been initiated, encouraged, or coordinated through this organization.

Exemplary of the work of these organizations in our own region are projects being carried on at the University of Oregon and Washington State University.

In a letter from Albert D. Waterman, Assistant Director, Kellogg Project, Washington State University, the text of which was an answer to an inquiry into the activities of the Kellogg people in this area in the field of school administration, the following list of studies related to the one reported in this paper were found:

16. Eltopia School District Study
17. Franklin County School Population Study
(high school age)
18. A Comparison of Beliefs Held by Washington Public School Administrators and School Board Chairmen on Factors Influencing Educational Administration. Doctoral Thesis by Gerald Reed.
19. An Analysis of Personnel Policies of School Districts in the State of Washington. Doctoral Thesis by Fred Esvelt.

20. A Study of Factors Influencing Superintendents' Salaries.
21. An Analysis and Evaluation of Adults' Knowledge of Public School Matters. Doctoral Thesis by William Davis.
22. The Development of School District Self-Evaluation Procedures Basic to Long-Range Planning. Doctoral Thesis underway by Robert Woodroof.

A copy of the complete text of this letter containing a further list of relevant studies may be found in Appendix B.

As an example of some of the specific findings, the following statement from Studies in School Administration gives the overall findings of the Cooperative Program in Educational Administration:

Unfortunately, training program innovations have not been thoroughly reported. There are many reasons for this. Experiments in training programs are difficult to assess while they are in progress. Furthermore, such experimentation does not lend itself to the form of a research or action report. For one thing, it is difficult to know when an experiment really starts and when it is over (thus, when to report it). There is also a reluctance to report changed procedures in preparation programs because such changes are so intimately tied to intracollege traditions and to conditions which involve local faculty personnel (3:61).

In spite of the problems listed above, the people in the Cooperative Program in Educational Administration

have come to a number of conclusions concerning trends in educational administration, many a result of the experimental work they were carrying out. First among these was the following:

The hypothesis stated in the original request for a Kellogg grant submitted by Stanford University has been largely substantiated. The proposal stated: "School administration is a profession rather than a basic discipline. Like the professions of medicine, law, and engineering it attempts to put into practice the principles set forth and then to use the content of the basic disciplines. The basic disciplines undergirding the profession of school administration are in number equal to the total aggregate of these disciplines. The school administrator calls upon his knowledge of psychology, sociology, political science, economics, etc., to solve his problems. There is scarcely any field which does not have its point of contact with the school administrator's function" (3:65).

An abstraction of the six remaining conclusions follows: (2) The second trend is, in general, a teaming up of the elements concerned toward the better training of school administrators. The cooperation of the public schools, state departments of education, and colleges are examples of this movement. The Cooperative Program in Educational Administration takes a great deal of credit for this achievement. (3) Third is a recognition of the fact that school administration is "a job primarily of

action" that must train people to "deal with situations, not just know about them." (4) The trend toward post-master degree requirements for participants, as well as more stringent certification measures is developing.

(5) The interdiscipline movement in school administration training programs is on its way. (6) The next conclusion was that the interchange of information and procedures between colleges and universities was greatly increased.

(7) The last was that more flexible research requirements permitted a closer relation between the field and the campus (3:65-68).

Even though many of the above achievements have meant many good beginnings in an overall improvement program in administrator training, many problems still exist. The following list summarizes those problems, in part, as they appeared in the book, Studies in School Administration:

1. In spite of many changes in the curriculum for administration students, the profession at large has not yet reached agreement on the core of content which should be offered.
2. Our studies of the preparation of administrators have been centered almost exclusively on graduate programs.
3. One of the weak spots in administrator preparation is the deadening repetition of content.
4. The education of school administrators is still affected too strongly by the traditional

graduate requirements imposed by university-wide graduate councils.

5. ... most programs of school administration are still inadequate in their attention to administrative processes.
6. Deans and professors who have responsibility for planning training programs for administrators must find ways to appraise the results of recent success in bringing other disciplines into the training of administrators. (3:68-70).

II. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

During the early months of this study, while it was still in its formative stages, The American Association of School Administrators published their 1960 yearbook. In the introduction to the book the yearbook commission, in describing the contents of the publication, said,

Chapter II describes in profile the American school superintendency--how superintendents are selected, their personal history and collegiate experiences, and their evaluation of current professional practices. Chapter III describes the present effort in colleges to prepare school administrators through course work, field activities, and other means. In-service education of school superintendents is described in Chapter IV--not only described but analyzed critically in terms of depth and of appropriateness of present offerings (1:ix).

As indicated in the introduction, the text of the book contains in colorful detail the findings of the commission's study on superintendents' backgrounds and preparations. Described were the sample; the birthplace,

age, mobility, and salary; the superintendents' preparation: undergraduate work, graduate work, degrees earned and majors and minors as well as length of work, number of institutions attended, and cost of training; an evaluation of preparation programs; and the career route, with sequence and patterns.

Also discussed were personal characteristics of importance to the superintendency and a listing of twenty fields of preparation ranked according to their importance to the superintendency. Many of the findings reported in this area in the American Association of School Administrators' yearbook were in contrast to the findings from a similar list included in the investigation described in this paper, although a first place ranking was given to school finance in both instances. Certification and self-evaluation were also discussed.

A few of their findings relevant to this report are as follows (1:52-3):

.

The mean time in present position is nine years.

.

.

Less than one-fifth of the superintendents majored in professional education in undergraduate school and one-seventh minored in education. Superintendents have a strong undergraduate preparation in the modern liberal arts.

School finance is considered by superintendents to be their most important field of graduate study and physical science, the least important.

Men are beginning their graduate work in administration at an earlier age now than previously.

.

Approximately 21 per cent of the urban superintendents hold doctor's degrees.

.

Superintendents are generally satisfied with their graduate preparation.

.

In the smaller communities the conventional career pattern is teacher--secondary school principal--superintendent. In the larger communities the conventional career pattern is teacher--secondary school principal--central office administrator--superintendent.

.

Conceptual skill is the quality rated highest by superintendents [ability to see the whole picture--each problem in its broader context] .

.

Published as a complement to and an enlargement of the American Association of School Administrators' yearbook was the more definitive and exacting Profile of the School Superintendent. The booklet, in even greater detail than its predecessor, describes the research findings on the superintendent. It was cooperatively published by the American Association of School Administrators and the

Research Division of the National Education Association.

In a summary statement, the authors of the work described their endeavors as follows:

What has this survey revealed about the superintendents of American urban school systems? The least that can be said is, "More than has ever been known before." It is clear now that many of the stereotypes of superintendents are not true, that the cliches do not hold up when the facts are known. Much of what has been discovered should be reassuring to the people of America (2:62).

The conclusions of these findings were previously discussed, as they appeared in the American Association of School Administrators' yearbook.

Typical of the new American Association of School Administrators action program in professionalization is the following resolution passed at their 1959 convention:

Beginning on January 1, 1964, all new members of the American Association of School Administrators shall submit evidence of successful completion of two years of graduate study in University programs designed to prepare school administrators and approved by an accreditation body endorsed by the executive committee of American Association of School Administrators (4:6).

III. OTHER ORGANIZATIONS

Another newly formed organization that is exerting pressure in the direction of further professionalization is the National Council for Accreditation of Teacher Education which has formed a special unit particularly

concerned with the formal approval of programs for the professional preparation of school administrators.

CHAPTER V

FINDINGS

With the use of the questionnaire previously described, a rather broad collection of data concerning the public school superintendency in the State of Washington was amassed. Its analysis and description will be the purpose of this chapter.

I. GENERAL BACKGROUND

Ages

A rather general description of the superintendent in the State of Washington as a whole may be assumed from the information herein assembled. Looking first to their ages, Table I shows the average age of all superintendents reporting for this as 48.5 years. The single age most commonly reported was 46; the median age was 47. For the benefit of better interpreting some of the data to be described later, an arbitrary breakdown of ages was made. The division was made more chronological than arithmetical for the sake of providing extreme, as well as mean, samples. The first quartile of the sample represented 29 superintendents between ages 29 and 39, or 13.4 per cent of those sampled; the second, between ages 40 and 49, contained 80 superintendents, or 39.8 per cent; the third

TABLE I
REPORTED AGES OF SUPERINTENDENTS
BY ANALYTICAL DIVISIONS

| Ages | Number | Per Cent* |
|------------------|----------------|------------------|
| 65-66 | 1 | |
| 63-64 | 8 | |
| 61-62 | 3 | |
| 60 | 1 | |
| Sub-total | 13 | 6.5 |
| 59 | 6 | |
| 57-58 | 18 | |
| 55-56 | 20 | |
| 53-54 | 16 | |
| 51-52 | 13 | |
| 50 | 6 | |
| Sub-total | 79 | 39.3 |
| 49 | 4 | |
| 47-48 | 18 | |
| 45-46 | 24 | |
| 43-44 | 16 | |
| 41-42 | 15 | |
| 40 | 3 | |
| Sub-total | 80 | 39.8 |
| 39 | 3 | |
| 37-38 | 10 | |
| 35-36 | 6 | |
| 33-34 | 5 | |
| 31-32 | 2 | |
| 29-30 | 3 | |
| Sub-total | 29 | 14.4 |
| Total | 201 | 100.0 |
| Median 47 | Mode 46 | Mean 48.5 |

*All per cents rounded to nearest tenth.

represented 79 administrators, or 39.3 per cent; and the upper quartile, representing those 60 years and above, consisted of 13 superintendents, or 6.5 per cent of the sample. All respondents to the questionnaire completed this section, providing a sample of 201 superintendents.

District Sizes

Table II portrays district sizes represented in the sample and provides an arbitrary division of these districts for purposes of analysis. The largest group of superintendents from the 199 reporting answers to this section was from the smallest districts, which is, as may be expected, due to the preponderantly greater number of smaller school districts in this state. In this, the 0-499 school enrollment size group, were located 64 superintendents. In each of the four remaining size divisions (500-999, 1,000-4,999, 5,000-9,999, and 10,000 and above) were, respectively, 51, 60, 16, and 8 superintendents.

The relations between the enrollment sizes of districts and the relative ages of superintendents were charted in Table III. There were no superintendents of the youngest age bracket in school districts with over 5,000 enrollment. On the other hand, half of the 8 positions in districts of 10,000 and above enrollment

TABLE II
REPORTED ENROLLMENT SIZES OF DISTRICTS

| School enrollment of districts | Number of districts | Per cent* |
|-----------------------------------|------------------------|-----------|
| 10,000 - up | 8 | 4. |
| 5,000 - 9,999 | 16 | 8. |
| 1,000 - 4,999 | 60 | 30.2 |
| 500 - 999 | 51 | 25.6 |
| 0 - 499 | 64 | 32.2 |
| Totals | 199 | 100.0 |

*All percentages rounded to nearest tenth.

TABLE III
RELATIONSHIP BETWEEN DISTRICT SIZES
AND SUPERINTENDENTS' AGES

| Age | District enrollment | | | | |
|-------|---------------------|---------|-----------|-----------|-----------|
| | 0-499 | 500-999 | 1000-4999 | 5000-9999 | 10,000-up |
| 60- | 3 | 3 | 2 | 3 | 1 |
| 50-59 | 17 | 16 | 32 | 9 | 3 |
| 40-49 | 25 | 25 | 21 | 4 | 4 |
| 39 | 19 | 7 | 5 | 0 | 0 |

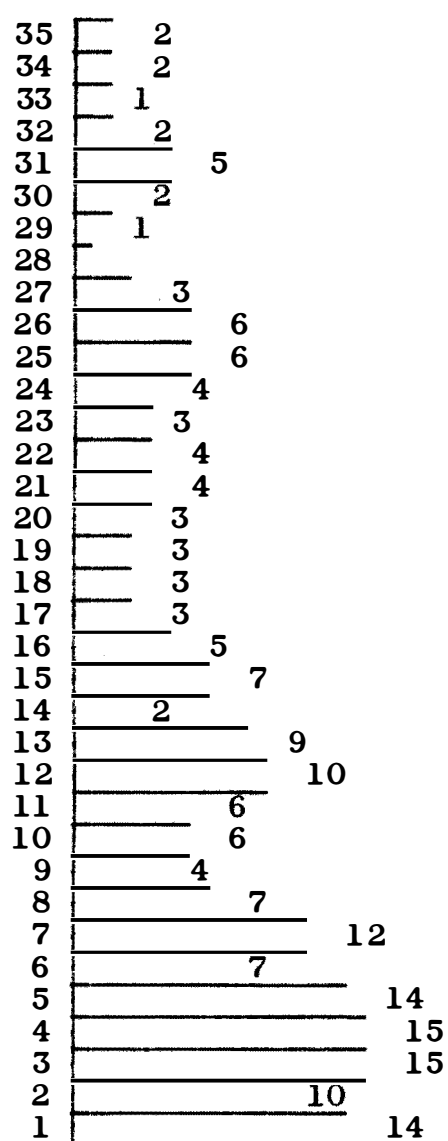
were held by men of less than 50 years of age; even so, the men of this age group were most prevalent in the smaller districts. The 1,000-4,999 enrollment districts were dominated by men in the 50 to 59 age group, while the senior superintendents, above 60, were well distributed through all district size classifications.

Years of Experience as Superintendents

Figure 1 shows the responses of the 200 superintendents who indicated the number of years they had been a superintendent. Their experience-spread was broad. Two men reported they had been superintendents for 35 years; 14 indicated this was their first year. The most commonly quoted number of years were 3 and 4, each being listed 15 times. One out of eight of the men then holding the top administrative offices of the public school districts of the state had been superintendents for 25 years or more; one in four had been serving as superintendent for 20-35 years. Conversely, one in four had been serving for four years or less. Slightly more than 12 years was the average period of time reported by those administrators participating in this study.

Years Holding Superintendents' Credentials

Since 1934, the State of Washington has issued and required a credential for superintendents of most public



Median 10.
 Mode 3-4.
 Mean 12.14

FIGURE 1
 NUMBER OF YEARS AS SUPERINTENDENT
 REPORTED BY SUPERINTENDENT
 GROUP

school districts. Figure 2 indicates that 21 superintendents had held a superintendents' credential for a longer period of time. This apparent inconsistency may be explained by the fact that in the questionnaire no stipulation was made requiring just a listing of the Washington credential. Nineteen twenty-seven (seven years preceding the 1934 law) was the earliest reported year that a participating superintendent had been issued a credential. Seven years was the most commonly reported figure for all contributing superintendents. The average number of years the credential was held was slightly more than 13, or approximately one year longer than the average number of years these same men had been superintendents. Half of the reporting administrators had held the credential for nine years or less, the other half from nine to 33 years.

Years in Present Position

Figure 3 is a graphic presentation representing a number of significant facts for consideration. The highly preponderant lower portion of the curve tends to illustrate the fact that the superintendency is not synonymous with job stability. The modal position of this curve lies in the initial figure. That is, more superintendents indicated that they had been in their present position one

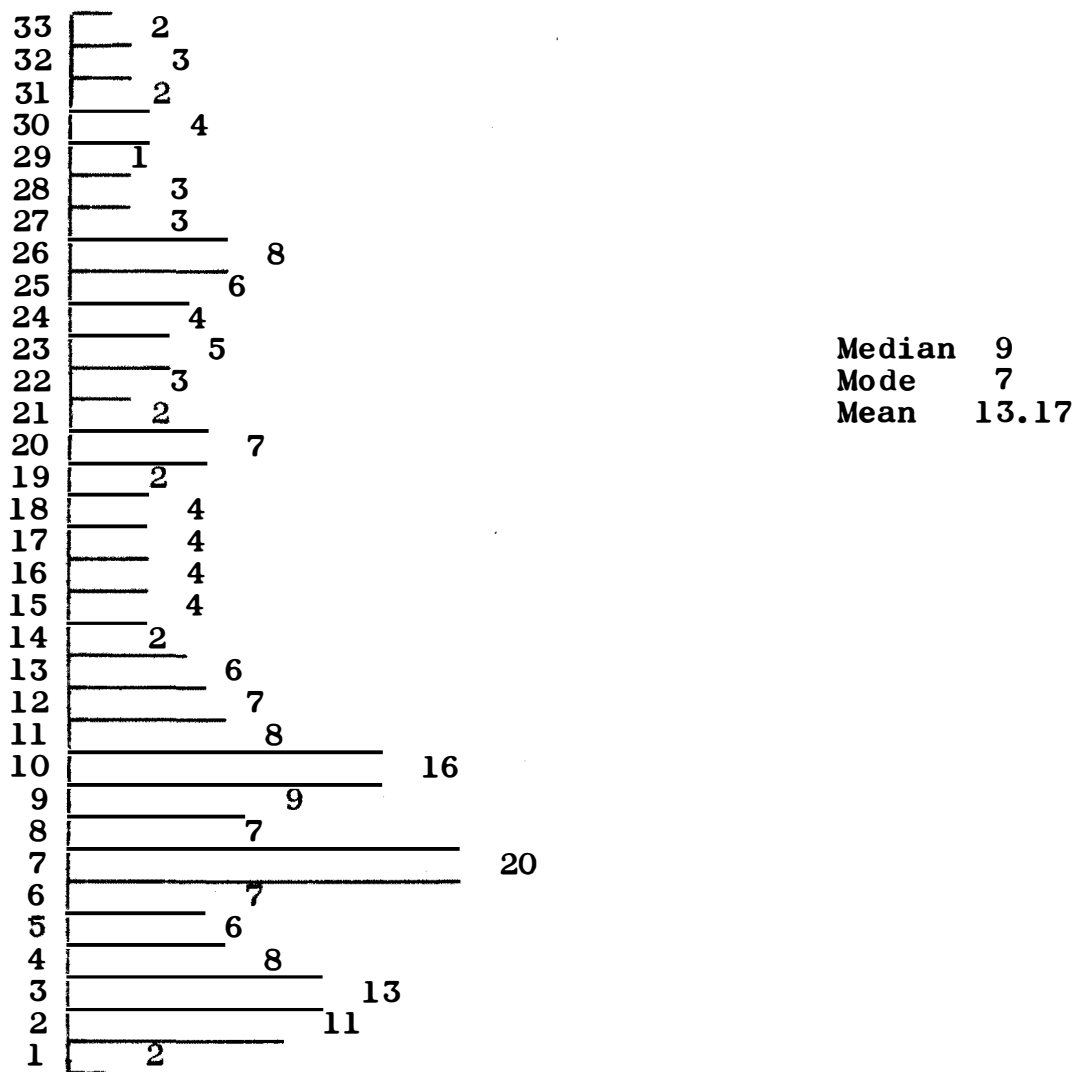


FIGURE 2

NUMBER OF YEARS WITH SUPERINTENDENT'S CREDENTIAL

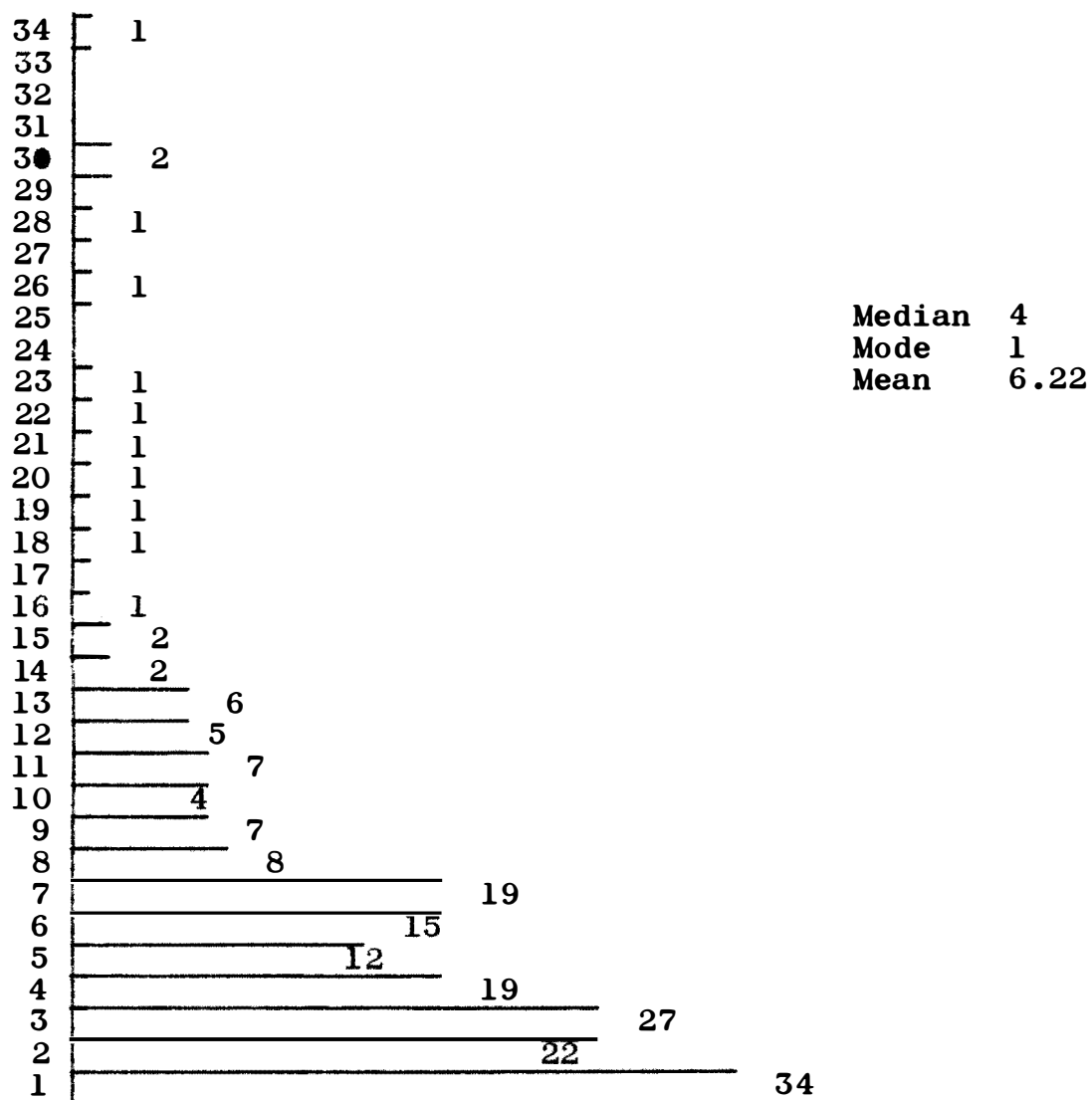


FIGURE 3
REPORTED NUMBER OF YEARS
IN PRESENT POSITION

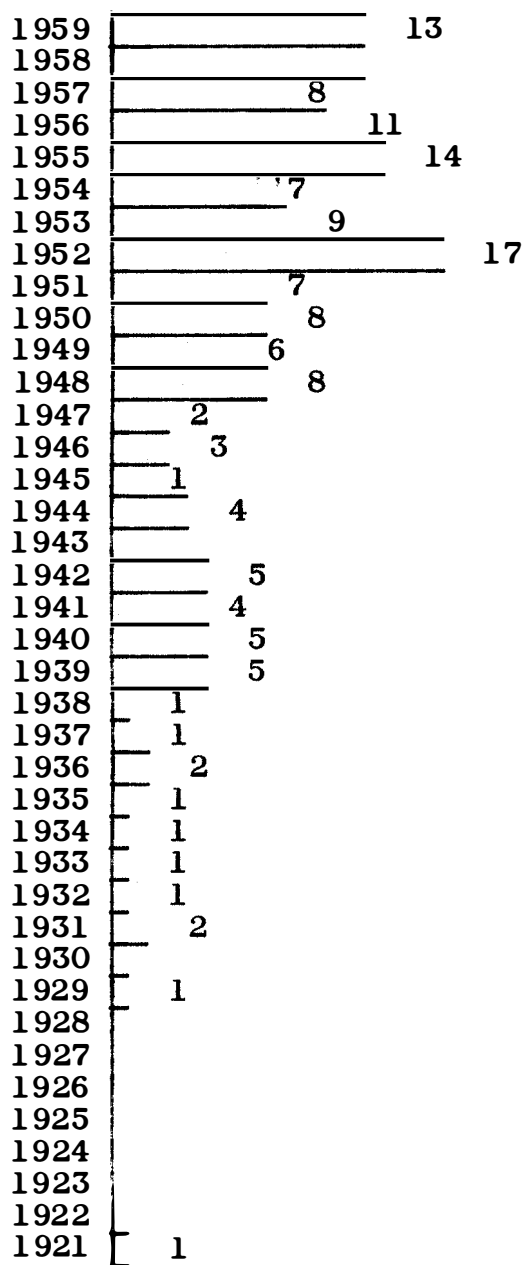
year, than had indicated any other single year. For 17 per cent of the reporting superintendents, this was their first year on their present job. More than a quarter of the 201 reporting superintendents had been in their current position two years or less, more than half for four years or less.

All superintendents returning questionnaires answered this item. The average figure reported by all these administrators for the number of years in their present position was 6.2 years. In spite of this figure, 17 per cent, or a number just equal to those in the first year of their present position, had been in the job they then occupied for 11 years or greater. Nine men had held the job they were then holding for 20 years or longer. The maximum number of years listed was 34.

II. ACADEMIC BACKGROUND

College or University Background

Figure 4 shows the years reported by superintendents as their last in attendance at a college or university. Their response indicated 1952 as both the median and modal figure, while 1950 was the arithmetical average. One out of four of the reporting superintendents had been in attendance at a college or university in or since 1956. Conversely, an equal number had not been in school since



Median 1952
Mode 1952
Mean 1950

FIGURE 4
LAST YEAR REPORTED IN ATTENDANCE
AT A COLLEGE OR UNIVERSITY

1948. One of that number reported 1921 as his last year in school. Half of the administrators had taken advantage of the college courses available to them in the past eight years.

Figure 4 indicated what their last year in school had been. Table IV indicates what those and the other schools attended were. This chart is the product of a question asking superintendents to list all colleges and/or universities they had attended. In category number one are listed those schools receiving a tally of ten or greater. As was to be expected, this category includes the schools of the Pacific Northwest. Heading the list was the University of Washington; 120 superintendents indicated that they had attended school there. In a relatively close second position was Washington State University, with 97 former students listed. The state colleges of education, Eastern, Western, and Central, were next with 30, 27, and 20 tallies respectively. Sixteen reported having attended school at the University of Puget Sound. The University of Idaho had also contributed to the education of 15 of the reporting superintendents and the University of Oregon was claimed by 12.

The next three categories, ranging from two through nine tallies, included a group of less well known schools as well as several major American universities such as

TABLE IV
COLLEGES AND UNIVERSITIES ATTENDED
BY REPORTING SUPERINTENDENTS

I. Frequencies above 10:

University of Washington (120), Washington State University (97), Eastern Washington College of Education (30), Western Washington College of Education (27), Central Washington College of Education (20), University of Puget Sound (16), University of Idaho (15), University of Oregon (12)

II. Frequencies of 5-9:

Whitman (9), Columbia (7), Pacific Lutheran College (7), North Idaho College of Education (6), University of Montana (5), University of California (5)

III. Frequencies of 3-4:

University of Minnesota (4), Oregon State College (4), College of Idaho (4), Stanford (4), University of Colorado (4), Whitworth (3), Grays Harbor Junior College (3), Reed (3), Portland State University (3), University of Oklahoma (3), State Teachers College, Minot, North Dakota (3), Montana State (3), University of Southern California (3)

IV. Frequency of 2:

Skagit Valley Junior College, University of Wisconsin, Colorado State College, University of Illinois, University of Wyoming, University of Iowa, Harvard, Valley City, Linfield, Centralia Junior College, University of California at Los Angeles, Northwestern State (Oklahoma), St. Olaf, Morningside, University of Nebraska, North Dakota State Teachers College, Clark, Lewis and Clark, Seattle Pacific College

TABLE IV (continued)

V. Frequency of 1:

Massachusetts State Teachers College,
University of South Dakota, Peru State Teachers
College, Gonzaga, Seattle University, Modesto
Junior College, Olympic Junior College, South
Idaho College of Education, State Teachers College
Dickinson North Dakota, University of Chicago,
Simpson, University of Tennessee, Arizona State
College, Northwestern University, Ohio State,
Marietta, McPherson, Southern Illinois University,
Pacific University, Mayfield, East Texas State,
Knox College, Winona State, Southwestern, Menkzto,
Willamette, Black Hills, San Diego, Pacific College,
Pennsylvania College, Iowa State, Jamestown,
Superior State College, Washington College Indiana,
Duke, Augustana, Eastern Oregon College of
Education, Concordia, San Francisco State College,
North Central College, Idaho State College, York
Nebraska, Walla Walla, River Falls Wisconsin,
Oklahoma Agricultural and Mechanical College,
University of North Dakota, Northwest Nazarene,
Mayville, South Dakota State College

Columbia, California, Stanford, Reed, University of Southern California, University of California at Los Angeles, and Harvard.

Those schools listed with one indication apiece represented the width and breadth of the geographical United States and included some fine and well-known schools. A total of 97 colleges and universities were listed as having been attended by these school leaders.

Major and Minor Field Backgrounds

A few of the great diversities in the backgrounds of the administrators become more apparent as one inspects Figures 5, 6, and 7. Figure 5, dealing specifically with undergraduate majors and minors of the reporting superintendents, is most illustrative of the dissimilarity of university preparation. As is noted in the graph, education was given the greatest number of tallies; however, there are grounds to believe that this may be misleading. From the evidence one might assume that many of the individuals indicating education as a major had probably taken an academic field with emphasis on teacher education. Even so, the tallies were recorded as they were reported in order that no misrepresentation would be presented. History, mathematics, science, English, and social sciences all received a large number of tallies,

| MAJORS | | MINORS | |
|--------|-----------------|--------|----|
| 57 | Education | 20 | |
| 35 | History | 22 | |
| | Physical | | |
| 21 | Education | | 32 |
| | Social | | |
| 20 | Science | | 28 |
| 20 | Mathematics | | 25 |
| 16 | Science | | 22 |
| 9 | English | | 26 |
| 13 | Economics | 14 | |
| 7 | Sociology | 10 | |
| 5 | Physics | 9 | |
| 5 | Biology | | 11 |
| | Psychology | 9 | |
| | Industrial | | |
| 3 | Arts | 7 | |
| 6 | Chemistry | | 10 |
| | Business | | |
| 10 | Administration | | |
| 3 | Geography | | 7 |
| 6 | Agriculture | | |
| 3 | Music | | 2 |
| | Political | | |
| 4 | Science | | 8 |
| | Language | | 5 |
| 1 | Speech | | 1 |
| 1 | Zoology | | 4 |
| 4 | Commercial | | |
| | Guidance | | 2 |
| | Curriculum | | 1 |
| | Supervision | | 1 |
| | Interdiscipline | | 1 |
| | Art | | 1 |
| 1 | Law | | 1 |
| 1 | Journalism | | |
| 1 | Geology | | |
| 2 | Pre-medicine | | |
| | Drama | | 2 |
| | Finance | | 1 |
| | Electronics | | 1 |
| | Electrical | | |
| 1 | Engineering | | |
| 1 | Engineering | | |

FIGURE 5

UNDERGRADUATE MAJORS AND MINORS
REPORTED BY SUPERINTENDENTS

with health and physical education taking the surprisingly high number of 34 indications of minors (almost one in five of the superintendents polled). A total of 37 different majors or minors were listed by the participants, with 27 different majors and 30 different minors.

Representation from the other professional fields of law and pre-medicine were also noted, as well as indications in art and music.

Graduate Specialization

The graduate fields of specialization reported in Figure 6 presented the same problem with the term "education." One may probably assume when inspecting this graph that education is used as a basket-type term encompassing all or any one of the related fields of administration, supervision, curriculum, guidance and counseling, and any other area generally considered a part of the education group. The charts reveal that law, an unlikely area of specialization for a public school superintendent, was indicated as a field of concentration by one of the respondents. One other assumption possible from this chart is that the requirements for the superintendent's credential are affecting a greater concentration of types of courses on the graduate level than was apparent in the rather diverse nature of the administrators' undergraduate work.

Strongest Field of Academic Preparation

In Figure 7 one more bothersome term, "academic," presents itself. The question that was the original cause of the problem was placed in the questionnaire reading as follows: "What do you consider your strongest field of academic preparation?" Figure 7 is presented, then, as data of interest other than that which is well documented.

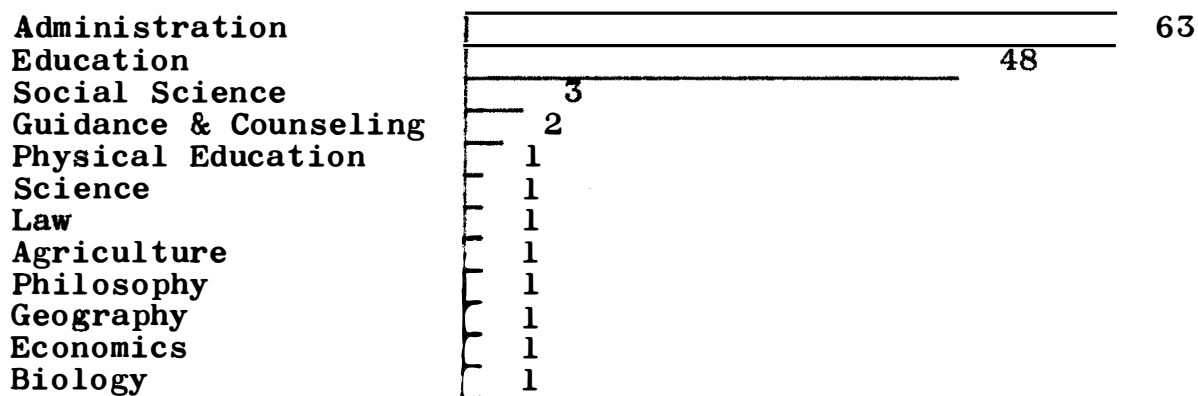


FIGURE 6

GRADUATE FIELDS OF SPECIALIZATION REPORTED BY SUPERINTENDENTS

Administration is indicated as the largest single area, 45 superintendents listing it as their strongest area of preparation. Again a great diversity of backgrounds is to be noted. Thirty-one different fields were listed. Education is again listed frequently (30 superintendents), while other more meticulous respondents

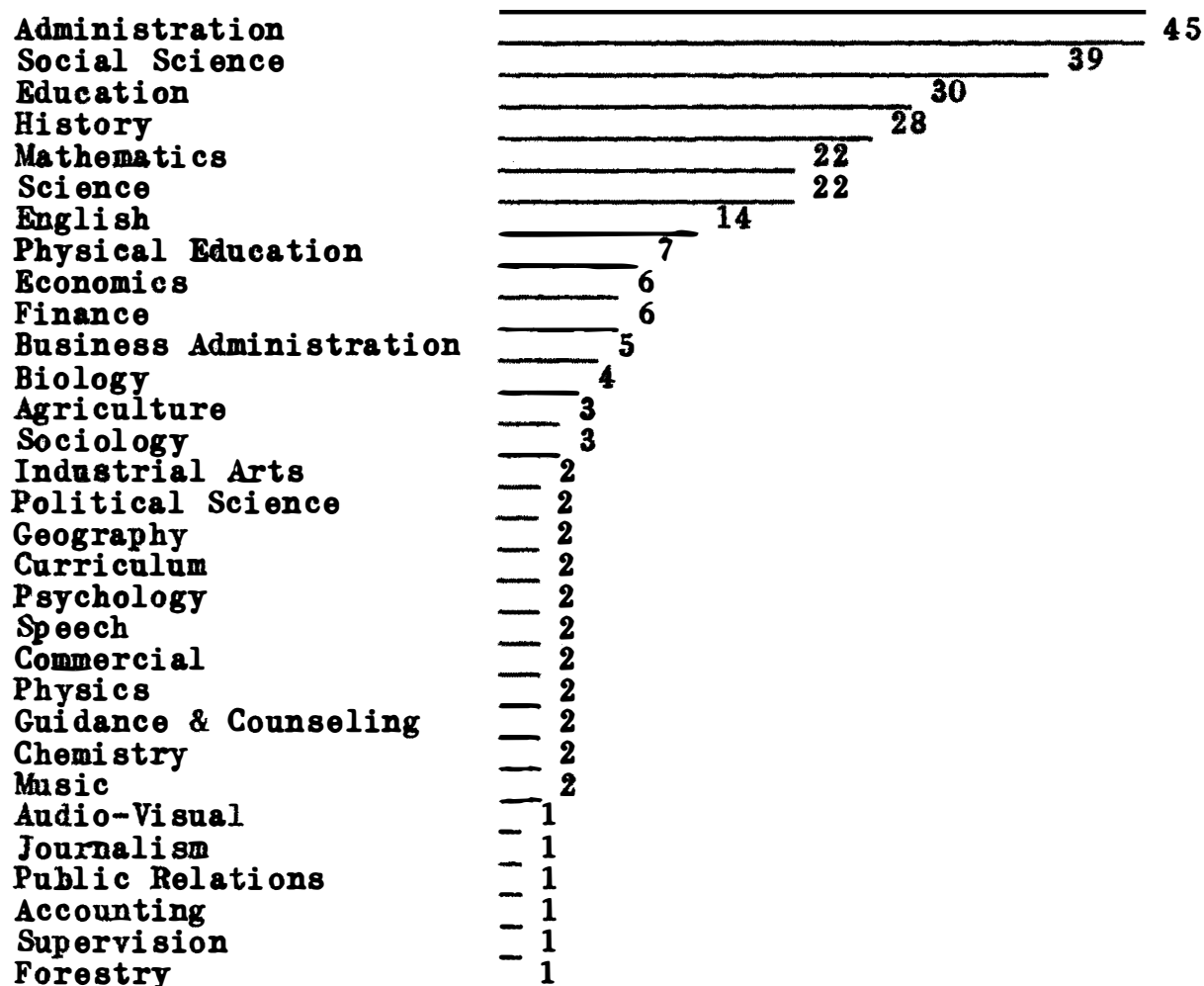


FIGURE 7

STRONGEST FIELD OF ACADEMIC PREPARATION
AS REPORTED BY SUPERINTENDENTS

listed the specific fields of finance, curriculum, audio-visual, psychology, guidance and counseling, public relations, and supervision as their primary area of strength. Forestry, chemistry, accounting, journalism, agriculture, biology, music, geography, and political science were typical of the more unusual fields listed.

Degrees Held

Further testimony to the diverse nature of superintendents' preparation is given in Table V, where the frequency distribution of types and numbers of degrees held is graphically portrayed. Fifteen different types

TABLE V
TYPE AND NUMBER OF DEGREES HELD
BY SUPERINTENDENT SAMPLE

| Type of degree | Number degrees | Per cent* |
|--|----------------|-----------|
| A.S., A.A. | 3 | 1.5 |
| B.A., B.A.Ed., A.B., A.B.S., B.S., B.S.Ed. | 230 | 116.2 |
| M.A., M.A.Ed., M.S., M.S.Ed. | 138 | 69.7 |
| Ed.D., Ph.D. | 8 | 4.0 |
| L.L.B. | 1 | .5 |

Number superintendents reporting: 198

*All percentages rounded to nearest tenth.

of degrees were held by the superintendents responding to this questionnaire. Three degrees of the associate type offered by the junior colleges were held. The greatest number was in the Bachelor degree, listed in six different varieties. Two hundred thirty degrees of this type were held by the 198 cooperating superintendents, indicating that 32 of these men held two degrees apiece. Each participating administrator held at least the Bachelor's degree; seven out of ten held the Master's degree; but only one in 25 held the Doctor's degree, although more indicated they were working toward it or had nearly completed it.

III. PROFESSIONAL POSITION BACKGROUND

High among the criteria for a successful career in school administration seems to be quality training, received during the early part of a professional life. The data previously described in this chapter have dealt primarily with the academic background of administrators and with general information concerning their overall professional status. The following group of Tables (VI, VII, and VIII) describe the superintendents' reactions to questions concerning their sequence of professional positions leading up to the superintendency.

Sequence

Table VI describes in some detail what that sequence was. The first column in the chart lists the number of positions held before their first superintendency. The succeeding groups of columns to the right list the number of men who held the various positions listed as their first, second, third, fourth, and fifth jobs. The per cent given in each group of columns was what per cent the figure coupled with it was of the total number of men holding that particular job, as shown in the extreme right hand column. Upon examining the chart one may find that the first job held by most superintendents was an elementary school teaching job. Of those superintendents who were elementary school teachers, roughly 90 per cent held the position as their initial educational assignment. The remaining 10 per cent held the job as their second placement.

It should be noted that a division was made between those high school teachers hired for straight teaching positions and those hired primarily as coaches. A similar division was made on the junior high school level. This organizational arrangement holds constant for the three tables in this series. Therefore, if the people who engaged in high school teaching as their first educational job, disregarding coaching activities, were tallied, a preponderantly greater number of men now holding

TABLE VI
SEQUENCE OF PROFESSIONAL POSITIONS
PRIOR TO THE SUPERINTENDENT

| Positions | First Position | | Second Position | | Third Position | | Fourth Position | | Fifth Position | | Total |
|------------------------------------|-------------------|-------|--------------------|------|-------------------|------|--------------------|------|-------------------|------|-------|
| | No. | Pct.* | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. | |
| Elementary teacher. . . . | .64 | 90.1 | 7 | 9.9 | 0 | | 0 | | 0 | | 71 |
| Elementary principal | 3 | 5.3 | 35 | 61.4 | 14 | 24.6 | 5 | 8.8 | 0 | | 57 |
| Junior high teacher. . . . | 9 | 39.1 | 11 | 47.8 | 2 | 8.7 | 1 | 4.3 | 0 | | 23 |
| Junior high teacher-coach . . . | 2 | 40.0 | 1 | 20.0 | 2 | 40.0 | 0 | | 0 | | 5 |
| Junior high principal | 1 | 5.0 | 2 | 10.0 | 10 | 50.0 | 7 | 35.0 | 0 | | 20 |
| High school teacher. . . . | .56 | 62.9 | 25 | 28.1 | 7 | 7.9 | 1 | 1.1 | 0 | | 89 |
| High school teacher-coach . . . | .50 | 73.5 | 11 | 16.2 | 7 | 10.3 | 0 | | 1 | 1.5 | 68 |
| High school principal | 1 | 8.0 | 73 | 56.1 | 33 | 25.4 | 19 | 14.6 | 4 | 3.1 | 130 |
| Supervisory teacher. . . . | 0 | | 1 | 50.0 | 1 | 50.0 | 0 | | 0 | | 2 |
| Assistant superintendent . . . | 0 | | 3 | 17.6 | 4 | 23.5 | 4 | 23.5 | 6 | 35.3 | 17 |

* All percentages rounded to nearest tenth.

TABLE VI (continued)

| | | | | | | | |
|---|-----|------|----|------|----|------|----|
| College teacher 0 | 1 | 50.0 | 1 | 50.0 | 0 | 0 | 2 |
| Assistant principal . . . 1 6.7 | 7 | 46.6 | 5 | 33.3 | 2 | 13.3 | 15 |
| Other education positions . . . 4 20.0 | 5 | 25.0 | 6 | 30.0 | 4 | 20.0 | 20 |
| TOTAL | 191 | 182 | 92 | 43 | 12 | | |

superintendencies were initially high school teachers.

For the second position held, the emphasis was divided almost equally between the elementary principalship and the two high school teaching posts. By the third placement the trend was clearly toward the high school principalship, as it was in the fourth; however, by this time, the professional ladder had led to the superintendency for all but a fourth of the study's cooperating administrators.

Except for the combination of the two high school teaching positions (157) reported by more than three out of every four members of the sample, the most commonly mentioned position by all these men was the high school principalship (130). Nearly two out of five of the participants had been elementary teachers; one out of four, elementary principals. Two of the respondents had been college teachers; two more had been supervising teachers. Only 17 had been assistant superintendents before taking their initial job as administrative head of a school district. Only one in four had had experience in any phase of junior high school education. Of the 207 total principalships on the three levels, only 15 had been assistant principals. None of the reporting administrators had held more than five educational positions leading up to their first superintendency; all but 12 had held

only four positions.

Number of Years Experience

Table VII has as its content the same general subject matter as the previous table. However, its emphasis shifts from sequence of professional positions to number of years experience in the positions. The first column to the right of the list of positions indicates the total number of years experience of all superintendents in the respective jobs and points out the fact that the superintendents as a whole had amassed 546 years experience as high school principals, as well as considerably more than 600 years total high school teaching time, well over 300 years in elementary school work (as both principal and teacher), and less than 200 years in the junior high schools (in both positions). The average length of time occupied in each position is shown in the extreme right hand column. Elementary principals (56 usable responses) were in that position for an average of five and one-half years. This was the greatest average length of time totaled.

In contrast to this figure, junior high school full-time teachers (26) stayed an average of two and one-half years, while those who were assistant superintendents held their positions five and three-tenths years.

TABLE VII
YEARS OF EXPERIENCE IN PROFESSIONAL POSITIONS

| Position | Total years experience of all re- spondents | Number of respondents | Average years experience |
|-----------------------------|--|--------------------------|-----------------------------|
| Elementary teacher | 210 | 70 | 3.00 |
| Elementary principal | 311 | 56 | 5.56 |
| Junior high teacher | 66 | 26 | 2.54 |
| Junior high teacher-coach | 19 | 6 | 3.17 |
| Junior high principal | 81 | 19 | 4.26 |
| High school teacher | 377 | 89 | 4.23 |
| High school teacher-coach | 286 | 71 | 4.03 |
| High school principal | 546 | 134 | 4.07 |
| Supervisory teacher | 5 | 2 | 2.50 |
| Assistant superintendent | 85 | 16 | 5.31 |
| College teacher | 4 | 2 | 2.00 |
| Assistant principal | 57 | 14 | 4.07 |
| Other educational positions | 57 | 18 | 3.17 |

The "other educational position" listed in this and the two other tables of this series was included primarily to cover the items of instruction in the armed services or positions in the respective county or state offices of education. Roughly one in ten listed jobs in this category.

Superintendents' Valuation

Table VIII presents the superintendents' evaluations of each professional position they held leading up to the superintendency. Those filling out the questionnaire were asked to rate each of their educational positions according to the relative value they placed on them in preparing for their present positions. They were given a value scale ranging from remote through minor, moderate, and considerable to extremely, and asked to indicate one of these ratings for each professional job held. These compiled results tend to indicate among other things (1) that nearly all of the jobs held by these men had been of moderate or greater aid in preparing for the superintendency, or that the respondents were reluctant to associate any of their previous jobs with the lesser valuation ratings; (2) that there were twice as many "minor" ratings as "remote," that there were ten times as many "moderate" ratings as there were "minor," that there were three

TABLE VIII
SUPERINTENDENT VALUATION ON EACH PROFESSIONAL JOB
HELD PRIOR TO THE SUPERINTENDENCY

| Position | Valuation | | | | | | | | | | Total |
|--|---------------|------|--------------|------|-----------------|------|---------------------|------|------------------|-------|-------|
| | Remote No. | Pct. | Minor No. | Pct. | Moderate No. | Pct. | Considerable No. | Pct. | Extremely No. | Pct. | |
| Elementary teacher | 0 | | 0 | | 9 | 12.8 | 30 | 42.8 | 31 | 44.3 | 70 |
| Elementary principal | 0 | | 0 | | 1 | 1.5 | 14 | 21.5 | 40 | 61.5 | 65 |
| Junior high teacher | 0 | | 0 | | 6 | 23.1 | 13 | 50.0 | 7 | 26.9 | 26 |
| Junior high teacher-coach | 0 | | 0 | | 1 | 20.0 | 4 | 80.0 | 0 | | 5 |
| Junior high principal | 0 | | 0 | | 1 | 5.3 | 7 | 36.8 | 11 | 57.9 | 19 |
| High school teacher | 1 | 1.2 | 1 | 1.2 | 17 | 20.0 | 34 | 40.0 | 32 | 37.6 | 85 |
| High school teacher-coach | 1 | 1.4 | 1 | 1.4 | 10 | 14.3 | 31 | 44.3 | 27 | 38.6 | 70 |
| High school principal | 0 | | 1 | .7 | 0 | | 37 | 28.0 | 94 | 71.2 | 132 |
| Supervisory teacher | 0 | | 0 | | 0 | | 0 | | 2 | 100.0 | 2 |
| Assistant superintendent | 0 | | 0 | | 0 | | 0 | | 16 | 100.0 | 16 |
| College teacher | 0 | | 0 | | 1 | 50.0 | 1 | 50.0 | 0 | | 2 |
| Assistant principal | 0 | | 0 | | 3 | 20.0 | 2 | 13.3 | 10 | 66.7 | 15 |
| Other educational positions | 0 | | 2 | 10.0 | 1 | 5.0 | 9 | 45.0 | 8 | 40.0 | 20 |
| Totals | 2 | | 5 | | 50 | | 182 | | 278 | | |

times as many "considerable" ratings as there were "moderate," and that there were almost twice as many "extremely" ratings as there were "considerable"; (3) that the most highly valued positions in descending order were assistant superintendent and supervising teacher (equal rating), high school principal, assistant principal, elementary principal, and junior high school principal; (4) that it was more valuable to the superintendent to have been a high school teacher-coach than to have been a regular high school teacher; and (5) that the elementary school teaching position was the most valuable of the straight teaching placements.

IV. TWENTY-FOUR AREAS OF PREPARATION

In the questionnaire used in making this investigation was a list of 24 areas of preparation usually included somewhere in the course of study for administrators. The list, abstracted from readings in the field, included those areas most frequently listed. Those receiving questionnaires were asked to rate each of the areas for two things. The relative importance to the superintendency was to have been their first consideration, and their second was to have been a self-evaluation on each of the items listed. The next series of tables (IX, X, XI, and XII) indicate the tabulated findings of the

responses received.

Relative Importance to Superintendency

Table IX deals specifically with the ranking the superintendents have given to each of the items in connection with their relative importance to the superintendency. It shows, in line with each of the areas, the number of times each rating was received. The ratings were, as is indicated in the chart, remote, minor, moderate, very helpful, and extremely vital. The totals column indicates the total number of times each item was rated. The per cent each of the ratings was of the total number of ratings is shown in the per cent columns. Only seven of the items were given "remote" ratings by any of the superintendents. Public speaking and school building planning each received one "remote" tally, educational philosophy received two, human growth and development and democratic administration each received three, research procedures received four, and history of education received a surprising 16, or better than 8 per cent of its total number of tallies. The trend toward a low rating continued in history of education, as it received only 16 per cent of its tallies in the combined two upper ratings. This low trend was also evident with research procedures. It received the second highest number of "minor" ratings.

TABLE IX

SUPERINTENDENT RANKING OF THE RELATIVE IMPORTANCE OF THE
TWENTY-FOUR AREAS OF PREPARATION TO THE SUPERINTENDENCY

| Item no. | Area of preparation | Rating | | | | | | | | | | Total |
|-------------|--|---------------|-------|--------------|------|-----------------|------|------------------------|------|---------------------------|------|-------|
| | | Remote No. | Pct.* | Minor No. | Pct. | Moderate No. | Pct. | Very helpful No. | Pct. | Extremely vital No. | Pct. | |
| 1 | Public relations . . . | 0 | | 1 | .5 | 5 | 2.5 | 73 | 37.1 | 118 | 59.9 | 197 |
| 2 | School law | 0 | | 6 | 3.0 | 39 | 19.8 | 91 | 46.2 | 61 | 31.0 | 197 |
| 3 | Community leadership . | 0 | | 5 | 2.6 | 33 | 16.8 | 100 | 51.0 | 58 | 29.6 | 196 |
| 4 | Group leadership . . . | 0 | | 6 | 3.1 | 30 | 15.4 | 90 | 46.1 | 69 | 35.4 | 195 |
| 5 | Curriculum study and development | 0 | | 1 | .5 | 23 | 11.6 | 90 | 45.5 | 84 | 42.4 | 198 |
| 6 | Evaluation of the school program | 0 | | 1 | .5 | 19 | 9.7 | 71 | 36.0 | 106 | 53.8 | 197 |
| 7 | Administration of the school plant | 0 | | 3 | 1.5 | 22 | 11.2 | 87 | 44.2 | 85 | 43.1 | 197 |
| 8 | Administration of special services | 0 | | 9 | 4.6 | 68 | 34.7 | 111 | 56.7 | 8 | 4.0 | 196 |
| 9 | Finance and taxation . | 0 | | 0 | | 10 | 5.0 | 59 | 30.0 | 128 | 65.0 | 197 |
| 10 | School building planning | 1 | .5 | 2 | 1.0 | 14 | 7.3 | 94 | 48.7 | 82 | 42.5 | 193 |
| 11 | Supervision of instruction | 0 | | 4 | 2.0 | 22 | 11.2 | 99 | 50.3 | 72 | 36.5 | 197 |
| 12 | History of education . | 16 | 8.2 | 51 | 26.0 | 98 | 50.0 | 26 | 13.2 | 5 | 2.5 | 196 |
| 13 | Psychology (adjustment and behavior | 0 | | 12 | 6.1 | 48 | 24.5 | 105 | 53.6 | 31 | 15.8 | 196 |
| 14 | Human growth and development | 3 | 1.5 | 12 | 6.2 | 60 | 30.8 | 91 | 46.7 | 29 | 14.8 | 195 |
| 15 | Elementary education . | 0 | | 1 | .5 | 23 | 11.7 | 96 | 48.7 | 77 | 39.1 | 197 |

* All percentages rounded to nearest tenth.

TABLE IX (continued)

| | | | | | | | | | | | | |
|----|---|---|-----|----|------|----|------|-----|------|----|------|-----|
| 16 | Secondary education . . | 0 | | 0 | | 21 | 10.5 | 101 | 50.5 | 78 | 39.0 | 200 |
| 17 | Democratic administration | 3 | 1.5 | 7 | 3.6 | 48 | 24.5 | 88 | 44.9 | 50 | 25.5 | 196 |
| 18 | Guidance and counseling. | 0 | | 2 | 1.0 | 43 | 21.8 | 111 | 56.3 | 41 | 20.9 | 197 |
| 19 | Educational philosophy . | 2 | 1.0 | 12 | 6.1 | 43 | 21.8 | 84 | 42.7 | 86 | 28.4 | 197 |
| 20 | Teaching methods . . . | 0 | | 4 | 2.1 | 43 | 22.2 | 104 | 53.5 | 43 | 22.2 | 194 |
| 21 | Research procedures . . | 4 | 2.0 | 24 | 12.4 | 78 | 40.2 | 76 | 39.2 | 12 | 6.2 | 194 |
| 22 | English (written lang.). | 0 | | 2 | 1.0 | 13 | 6.6 | 102 | 52.0 | 79 | 40.4 | 196 |
| 23 | Public speaking . . . | 1 | .5 | 0 | | 11 | 5.6 | 105 | 53.3 | 80 | 40.6 | 197 |
| 24 | Staff supervision (non-certificated) . . | 0 | | 4 | 2.0 | 47 | 23.8 | 97 | 49.2 | 49 | 25.0 | 197 |

The item ranked of more importance than any other was finance and taxation, scoring 65 per cent of its total ratings in the "extremely vital" category, 30 per cent in "very helpful," and only 5 per cent in "moderate." Public relations was another highly regarded area, as was evaluation of the school program, administration of the school plant, planning of school buildings, and curriculum study.

Self-Evaluation

Table X deals specifically with the superintendents' self-evaluation in the 24 listed areas. Its calibration breakdown is as follows: inadequate, passable, adequate, very well prepared, and considered an authority. The "totals" column indicates the sum of the tallies made.

No item received less than two "inadequate" tallies; the item receiving those two marks was human growth and development. Those receiving the greatest number of "inadequate" marks were administration of special services (15), research procedures (13), elementary education (12), curriculum study and development (10), and school building planning (10). The item receiving the greatest number of "passable" indications was history of education. The areas of human growth and development and psychology (adjustment and behavior), taking 111 tallies

TABLE X
SUPERINTENDENT VALUATION OF PERSONAL ADEQUACY IN
TWENTY-FOUR AREAS OF PREPARATION

| Item no. | Area of preparation | Rating | | | | | | | | | | Total |
|-------------|--|------------|-------|----------|------|----------|------|-----------------------|------|-----------|------|-------|
| | | Inadequate | | Passable | | Adequate | | Very well prepared | | Authority | | |
| | | No. | Pct.* | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. | |
| 1 | Public relations | 7 | 3.6 | 29 | 14.9 | 89 | 43.3 | 68 | 35.2 | 1 | .5 | 194 |
| 2 | School law | 7 | 3.6 | 28 | 14.4 | 103 | 52.8 | 52 | 26.7 | 5 | 3.5 | 195 |
| 3 | Community leadership . . | 4 | 2.1 | 33 | 17.2 | 92 | 47.9 | 56 | 29.2 | 7 | 3.6 | 192 |
| 4 | Group leadership | 4 | 2.1 | 19 | 9.9 | 99 | 51.8 | 65 | 34.1 | 4 | 2.1 | 191 |
| 5 | Curriculum study and development | 10 | 5.1 | 36 | 18.6 | 84 | 43.3 | 61 | 31.4 | 3 | 1.6 | 194 |
| 6 | Evaluation of the school program | 5 | 2.6 | 25 | 12.9 | 101 | 52.1 | 59 | 30.4 | 4 | 2.0 | 194 |
| 7 | Administration of the school plant | 6 | 3.1 | 13 | 6.7 | 72 | 36.9 | 92 | 47.2 | 12 | 6.1 | 195 |
| 8 | Administration of special services | 15 | 7.8 | 40 | 20.7 | 107 | 55.4 | 31 | 16.1 | 0 | | 193 |
| 9 | Finance and taxation . . . | 4 | 2.1 | 11 | 5.7 | 60 | 30.9 | 104 | 53.6 | 15 | 7.7 | 194 |
| 10 | School building planning . | 10 | 5.1 | 21 | 10.9 | 91 | 46.9 | 60 | 30.9 | 12 | 6.2 | 194 |
| 11 | Supervision of instruction | 5 | 2.6 | 32 | 16.4 | 94 | 48.4 | 61 | 31.5 | 2 | 1.0 | 194 |
| 12 | History of education . . . | 7 | 3.6 | 63 | 32.6 | 98 | 50.8 | 25 | 13.0 | 0 | | 193 |
| 13 | Psychology (adjustment and behavior | 2 | 1.0 | 32 | 16.6 | 111 | 57.5 | 47 | 24.4 | 1 | .5 | 193 |
| 14 | Human growth and development | 3 | 1.6 | 39 | 20.3 | 111 | 57.8 | 37 | 19.3 | 2 | 1.0 | 192 |
| 15 | Elementary education . . . | 12 | 6.2 | 32 | 16.4 | 79 | 40.7 | 68 | 35.2 | 3 | 1.5 | 194 |

* All percentages rounded to nearest tenth.

TABLE X (continued)

| | | | | | | | | | | | | |
|----|--|----|-----|----|------|-----|------|-----|------|---|-----|-----|
| 16 | Secondary education . . . | 1 | .5 | 9 | 4.7 | 70 | 36.3 | 108 | 55.9 | 5 | 2.6 | 193 |
| 17 | Democratic administration . | 1 | .5 | 26 | 13.5 | 86 | 44.6 | 74 | 38.3 | 6 | 3.1 | 193 |
| 18 | Guidance and counseling . | 5 | 2.6 | 28 | 14.4 | 85 | 43.8 | 72 | 37.1 | 4 | 2.1 | 194 |
| 19 | Educational philosophy . . | 6 | 3.1 | 27 | 13.9 | 99 | 51.0 | 56 | 28.9 | 6 | 3.1 | 194 |
| 20 | Teaching methods | 3 | 1.6 | 30 | 15.6 | 100 | 52.1 | 54 | 28.1 | 5 | 2.6 | 192 |
| 21 | Research procedures . . . | 13 | 6.7 | 59 | 30.4 | 93 | 47.9 | 28 | 14.5 | 1 | .5 | 194 |
| 22 | English (written lang.) . | 5 | 2.6 | 33 | 17.0 | 93 | 47.9 | 56 | 28.9 | 7 | 3.6 | 194 |
| 23 | Public speaking | 6 | 3.1 | 41 | 21.0 | 79 | 40.5 | 64 | 32.8 | 5 | 2.6 | 195 |
| 24 | Staff supervision (non-certificated | 5 | 2.6 | 18 | 9.3 | 99 | 51.0 | 68 | 35.0 | 4 | 2.1 | 194 |

apiece in the "adequate" category, were the top-rated items there. In the "very well prepared" section, secondary education, and finance and taxation rated highest with 108 and 104 respectively.

As educational leaders of their communities, the superintendents rated themselves as authorities in these areas in a surprisingly few number of instances. Only 15 men considered themselves authorities in finance and taxation and only 12 each in administration of the school plant and school building planning. These were the highest number of top ratings received by any area of preparation. Such vital areas as public relations, research procedures, human growth and development, and supervision of instruction received two or less "authority" tallies apiece.

Compared Valuations

Table XI indicates some very significant relations between the value ratings the superintendents had placed on the 24 areas of preparation and their self-evaluations on the same items. In the first group of columns to the right of the listed areas of preparation are located the ranking, the total weighted responses, and the average weighted response the superintendents had placed on the 24 areas. In the second group of columns similar lists

TABLE XI
COMPARISON OF SUPERINTENDENT VALUE
RATING AND SELF-EVALUATION IN THE
TWENTY-FOUR AREAS OF PREPARATION

| Item no. | Area of preparation | Relative value to superintendency | | | Self evaluation of preparation | | |
|-------------|--|--------------------------------------|----------------|--------------|-----------------------------------|---------------|--------------|
| | | Rank | Total w.r.* | Ave. w.r. | Rank | Total w.r. | Ave. w.r. |
| 1 | Public relations | 1 | 899 | 4.56 | 9.5 | 615 | 3.15 |
| 2 | School law | 13 | 798 | 4.05 | 13 | 605 | 3.10 |
| 3 | Community leadership | 12 | 799 | 4.05 | 19 | 591 | 3.60 |
| 4 | Group leadership | 14.5 | 781 | 4.01 | 8 | 620 | 3.25 |
| 5 | Curriculum study and development | 5 | 846 | 4.29 | 17 | 593 | 3.06 |
| 6 | Evaluation of the school program | 3 | 878 | 4.46 | 9.5 | 615 | 3.17 |
| 7 | Administration of the school plant | 6.5 | 845 | 4.29 | 3 | 673 | 3.45 |
| 8 | Administration of special services | 22 | 706 | 3.60 | 22 | 540 | 2.80 |
| 9 | Finance and taxation | 2 | 893 | 4.53 | 1 | 703 | 3.62 |
| 10 | School building planning | 8.5 | 840 | 4.28 | 6 | 625 | 3.22 |
| 11 | Supervision of instruction | 10 | 830 | 4.21 | 15.5 | 599 | 3.09 |
| 12 | History of education | 24 | 546 | 2.78 | 24 | 520 | 2.69 |
| 13 | Psychology (adjustment and behavior | 20 | 747 | 3.81 | 18 | 592 | 3.07 |
| 14 | Human growth and development | 21 | 716 | 3.67 | 21 | 569 | 2.95 |
| 15 | Elementary education | 8.5 | 840 | 4.26 | 15.5 | 599 | 3.09 |

TABLE XI (continued)

| | | | | | | | |
|-------|---|------|--------|------|----|--------|------|
| 16 | Secondary education | 11 | 827 | 4.24 | 2 | 685 | 3.55 |
| 17 | Democratic administration . . | 18 | 761 | 3.88 | 4 | 637 | 3.30 |
| 18 | Guidance and counseling . . | 14.5 | 781 | 3.96 | 7 | 624 | 3.27 |
| 19 | Educational philosophy . . . | 19 | 749 | 3.80 | 11 | 611 | 3.15 |
| 20 | Teaching methods | 17 | 763 | 3.98 | 20 | 588 | 3.06 |
| 21 | Research procedures | 23 | 648 | 3.34 | 23 | 527 | 2.72 |
| 22 | English (written lang.) . . . | 6.5 | 845 | 4.31 | 12 | 609 | 3.14 |
| 23 | Public speaking | 4 | 854 | 4.33 | 14 | 604 | 3.10 |
| 24 | Staff supervision (non-certificated) | 16 | 780 | 3.96 | 5 | 630 | 3.25 |
| TOTAL | | | 18,972 | 4.03 | | 14,674 | 3.16 |

are located in reference to the administrators' self-evaluation on the 24 areas.

It will be noted that public relations was ranked first in importance of the items, yet it falls to the relatively low rate of 9.5 when traced to the self-evaluation column. Listed first in the preparation of superintendents is finance and taxation, with second place going to secondary education and third to administration of the school plant. Claimed by the superintendents to be their fourth highest area of preparation of those listed was democratic administration, yet its relative value to the superintendency was ranked as 18. History of education remains the lowest rated item in both valuations, with research procedures just one place above it. The administration of special services and human growth and development are the next two in line.

Interestingly enough, the total average weighted response for the relative value to the superintendency of all items listed was nearly one whole point higher than the corresponding total on self-evaluations.

Table XII, in effect, summarizes Tables IX and X, showing the relative tally calibrations between the two valuation areas. The chart indicates that the trend was for the superintendents to rate themselves less well prepared in an area than that area's importance.

TABLE XII
COMPARISON OF TALLY CALIBRATIONS FOR DEGREE
OF IMPORTANCE AND LEVEL OF PREPARATION
INDICATED ON ALL AREAS OF
PREPARATION LISTED

| How Important | | | How well prepared | | |
|--------------------|------|--------|-------------------------|------|-------|
| Rating | No. | Pct. * | Rating | No. | Pct. |
| Remote | 31 | .7 | Inadequate | 146 | 3.2 |
| Minor | 170 | 3.5 | Passable | 724 | 15.6 |
| Moderate | 875 | 18.0 | Adequate | 2189 | 47.2 |
| Very helpful | 2261 | 46.5 | Very well prepared | 1466 | 31.6 |
| Extremely valuable | 1521 | 31.3 | Considered an authority | 144 | 2.4 |
| Total | 4858 | 100.0 | Total | 4639 | 100.0 |

* All percentages rounded to nearest tenth.

Even though many superintendents did not rate all items, any item rated was recorded. There were 197 usable returns on this section.

V. PERSONAL CHARACTERISTICS

As was described in Chapter III, the results of this section, because of a typographical error, were not altogether valid. However, the basis for comparison provided is still significant for this study. Those traits listed in the original questionnaire and on Table XIII were abstracted from readings in administrative textbooks, yearbooks, and journals. The breakdown of these figures by district size provided a basis for analysis.

The first trait listed on the table, "unusual understanding of people," was rated, if not first, at least very consistently high by all breakdown groups. In the "total" group it was rated first. In the two largest district size categories it was rated first. In the 1,000 through 4,999 enrollment calibration it was second place only to "ability to plan and organize." The people in the smallest districts considered it second in value to "ability to direct and coordinate," a trait that had in the larger districts been considered just above the mean. However, as the districts grew smaller this trait, "ability to direct and coordinate," increased in value rating, progressing through 5.5, 4, 4, 4, 1.5, and 1 respectively. The men in the 500 through 999 calibration were in agreement with the smaller group, but they

TABLE XIII
RESPECTIVE RANKINGS OF THE TEN PERSONAL CHARACTERISTICS

| Trait | Ranking | | | | | | | | | | | | | | | | | |
|--|---------------|------------------|--------|-----------|------------------|------|-------------|------------------|------|-------------|------------------|------|---------|------------------|------|-------|------------------|------|
| | All districts | | | 10,000-up | | | 9,999-5,000 | | | 4,999-1,000 | | | 999-500 | | | 499-0 | | |
| | Rank | No. times chosen | Pct. * | Rank | No. times chosen | Pct. | Rank | No. times chosen | Pct. | Rank | No. times chosen | Pct. | Rank | No. times chosen | Pct. | Rank | No. times chosen | Pct. |
| Unusual understanding of people.... | 1 | 1062 | 15.2 | 1 | 52 | 19.3 | 1 | 93 | 14.8 | 2 | 319 | 14.8 | 1.5 | 268 | 15.3 | 2 | 330 | 15.2 |
| Ability to plan and organize.... | 2 | 1017 | 14.6 | 7 | 27 | 10.0 | 5 | 78 | 12.4 | 1 | 322 | 15.0 | 3 | 265 | 15.1 | 3 | 325 | 14.9 |
| Ability to direct and coordinate.. | 3 | 996 | 14.3 | 5.5 | 28 | 10.4 | 4 | 81 | 12.9 | 4 | 285 | 13.3 | 1.5 | 268 | 15.3 | 1 | 334 | 15.4 |
| Ability to see whole picture..... | 4 | 917 | 13.1 | 3.5 | 32 | 11.9 | 2 | 86 | 13.7 | 3 | 293 | 13.6 | 4 | 225 | 12.8 | 4 | 281 | 12.9 |
| Well defined goals and values..... | 5 | 748 | 10.7 | 2 | 35 | 13.0 | 3 | 82 | 13.0 | 5 | 231 | 10.7 | 5 | 179 | 10.2 | 5 | 221 | 10.2 |
| Sensitivity to cause-effect relation.... | 6 | 613 | 8.8 | 3.5 | 32 | 11.9 | 6 | 73 | 11.6 | 6 | 185 | 8.6 | 6 | 136 | 7.8 | 6 | 187 | 8.6 |

* All percentages rounded to nearest tenth.

TABLE XIII (continued)

| | | | | | | | | | | | | | | | | | | |
|---------------------------------------|----|------|-------|-----|-----|-------|-----|-----|-------|----|------|-------|----|------|-------|----|------|-------|
| Above average intelligence..... | 7 | 480 | 6.9 | 5.5 | 28 | 10.4 | 7.5 | 38 | 6.1 | 8 | 139 | 6.5 | 8 | 117 | 6.7 | 7 | 158 | 7.3 |
| Adaptability to high pressure job.... | 8 | 447 | 6.5 | 9.5 | 12 | 4.5 | 9 | 42 | 6.7 | 7 | 141 | 6.6 | 7 | 123 | 7.0 | 8 | 129 | 5.9 |
| Verve for leadership.. | 9 | 397 | 5.7 | 9.5 | 12 | 4.5 | 7.5 | 38 | 6.1 | 9 | 138 | 6.4 | 9 | 93 | 5.4 | 9 | 116 | 5.3 |
| Questioning mind..... | 10 | 294 | 4.2 | 8 | 11 | 4.1 | 10 | 17 | 2.7 | 10 | 97 | 4.5 | 10 | 77 | 4.4 | 10 | 92 | 4.3 |
| TOTAL | | 6971 | 100.0 | | 269 | 100.0 | | 628 | 100.0 | | 2150 | 100.0 | | 1751 | 100.0 | | 2173 | 100.0 |

considered the two traits to be of equal value. The trait "above average intelligence" ranged between a 5.5 received from the 10,000 and above districts to an 8 rating from two middle-sized groups.

It was interesting to note that the rather scholarly characteristic of a "questioning mind" was put into a consistently low rating of 10. The only group to give it a higher consideration was the 10,000 and above group, where it was ranked 8. The inclusive trait "verve for leadership" ranged from a high of 7.5 by the 5,000 through 9,999 group to a rather steady low of 9 in all other groups except the 10,000 and above category, which rated it an even lower 9.5.

The various breakdown elements were in near agreement with the exception of the rather nonconforming group of superintendents from the districts of 10,000 and above school enrollment. Their near consensus is typified in the "all districts" classification.

VI. SUPERINTENDENTS' COURSE RECOMMENDATIONS

It would seem apropos for final consideration in this discussion to investigate the superintendents' own recommendations for what should be included in a course of study for prospective administrators. Found then in Table XIV, listed in the order of frequency of selection,

TABLE XIV
SUPERINTENDENTS' RECOMMENDATION FOR SUBJECTS
TO BE INCLUDED IN A COURSE OF STUDY
FOR SCHOOL ADMINISTRATORS

| Item no. | Subject | Number of first choices | Number of second choices | Number of third choices | Number of fourth choices | Number of fifth choices | Total weighted responses |
|-------------|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|--------------------------------|
| 1. | Finance..... | 56 | 29 | 20 | 14 | 14 | 498 |
| 2. | General Admini- stration..... | 22 | 16 | 16 | 7 | 13 | 249 |
| 3. | Curriculum..... | 10 | 18 | 18 | 25 | 5 | 231 |
| 4. | Public Relations..... | 10 | 15 | 14 | 10 | 13 | 185 |
| 5. | Psychology, General..... | 9 | 15 | 13 | 8 | 8 | 166 |
| 6. | English..... | 20 | 7 | 5 | 8 | 3 | 162 |
| 7. | General Methods..... | 15 | 6 | 6 | 5 | 9 | 142 |
| 8. | Philosophy..... | 5 | 9 | 7 | 11 | 7 | 117 |
| 9. | Guidance & Counseling..... | 2 | 8 | 7 | 10 | 6 | 90 |
| 10. | Professional Relations..... | 3 | 4 | 6 | 8 | 6 | 76 |
| 11. | School Law..... | 4 | 4 | 7 | 7 | 6 | 75 |
| 12. | Psychology, Other..... | 3 | 9 | 1 | 5 | 2 | 66 |
| 13. | Mathematics..... | 4 | 7 | 2 | 1 | 6 | 64 |
| 14. | Supervision..... | 1 | 4 | 9 | 8 | 7 | 61 |
| 15. | General Social Science..... | 3 | 4 | 7 | 3 | 3 | 61 |

TABLE XIV (continued)

| | | | | | | | |
|-----|------------------------------------|---|---|---|---|----|----|
| 16. | Speech..... | 1 | 4 | 6 | 5 | 5 | 54 |
| 17. | Elementary Education..... | 3 | 2 | 8 | 1 | 2 | 51 |
| 18. | History..... | 2 | 4 | 5 | 4 | 3 | 50 |
| 19. | School Buildings..... | 0 | 3 | 2 | 7 | 12 | 44 |
| 20. | Secondary Education..... | 0 | 4 | 3 | 7 | 4 | 43 |
| 21. | Sociology..... | 3 | 2 | 2 | 4 | 1 | 38 |
| 22. | Science..... | 0 | 2 | 4 | 4 | 6 | 34 |
| 23. | Subject Field, Language Arts... | 4 | 0 | 2 | 0 | 3 | 26 |
| 24. | Economics..... | 2 | 1 | 2 | 2 | 1 | 25 |
| 25. | School Organization.... | 1 | 1 | 2 | 3 | 2 | 23 |
| 26. | Reading..... | 2 | 0 | 0 | 2 | 0 | 14 |
| 27. | Human Relations.. | 0 | 1 | 2 | 1 | 0 | 12 |
| 28. | Research..... | 0 | 1 | 1 | 1 | 2 | 11 |
| 29. | Political Science | 0 | 1 | 1 | 2 | 0 | 10 |
| 30. | Tests & Measurements.... | 0 | 2 | 0 | 1 | 0 | 10 |
| 31. | Journalism..... | 0 | 0 | 2 | 2 | 0 | 10 |
| 32. | Statistics..... | 2 | 0 | 0 | 0 | 0 | 10 |
| 33. | Humanities..... | 1 | 0 | 0 | 1 | 2 | 9 |
| 34. | Spelling..... | 0 | 1 | 0 | 1 | 0 | 6 |

TABLE XIV (continued)

| | | | | | | | |
|-----|-----------------|---|---|---|---|---|---|
| 35. | Anthropology... | 0 | 1 | 0 | 0 | 0 | 4 |
| 36. | In-service..... | 0 | 0 | 1 | 0 | 1 | 4 |
| 37. | Business | | | | | | |
| | Administration | 0 | 0 | 1 | 0 | 1 | 4 |
| 38. | Audio-Visual... | 0 | 0 | 1 | 0 | 0 | 3 |
| 39. | Student | | | | | | |
| | Relations..... | 0 | 0 | 0 | 1 | 1 | 3 |
| 40. | Junior High | | | | | | |
| | Education..... | 0 | 0 | 1 | 0 | 0 | 3 |
| 41. | Foreign | | | | | | |
| | Language..... | 0 | 0 | 0 | 2 | 1 | 3 |
| 42. | Practical | | | | | | |
| | Teaching..... | 0 | 0 | 1 | 0 | 0 | 3 |
| 43. | Physical | | | | | | |
| | Education..... | 0 | 0 | 0 | 1 | 0 | 2 |
| 44. | Custodial..... | 0 | 0 | 0 | 1 | 0 | 2 |
| 45. | Sales..... | 0 | 0 | 0 | 1 | 0 | 2 |
| 46. | Evaluation of | | | | | | |
| | School Program | 0 | 0 | 0 | 0 | 1 | 1 |
| 47. | Transportation. | 0 | 0 | 0 | 0 | 1 | 1 |

are the responses of the cooperating administrators to the question, "What would you recommend as the five most important subjects, in order of their importance, for the preparation of school administrators?" A few of the remarks received in answer to this query indicated scepticism of its relative value. "Too pedagogical," "depends on individual differences" typify the very few unfavorable remarks. On the whole the respondents indicated a zeal to promote the courses they deemed most desirable.

The responses were weighted for compilation purposes according to the following scale: five points for a number one indication, four points for a number two, three points for a third place ranking, two points for a fourth, and one point for a fifth place choice.

In the extreme right hand column are listed the total weighted responses, which include a few pertinent facts for discussion. As their first place recommendation the respondents selected a study of finance, variously described as school finance, finance and taxation, and plain finance. It will be noted that it received twice the number of total tallies as its nearest competitor, general administration. It also received the greatest number of first, second, third, and fifth place marks, being overwhelmingly recommended for first consideration.

The third place selection, curriculum, followed closely behind general administration. Falling into fourth place was public relations. It should also be noted here that the term "human relations" (item 27) could in some instances be coupled with public relations. Further emphasis on this general area of dealing with people is evident in the terms professional relations (item 10); student relations (item 39); psychology, general (item 5); psychology, other (item 12); and guidance and counseling (item 9). The term "psychology, other" was used to incorporate all psychology listings other than general psychology; these included human growth and development, psychology of adjustment, and several other specialized areas. School law was listed in the surprisingly low position of eleventh, with only 75 weighted points. A weighting of only 44 points was given to a course in school building. Apparently the school building boom has not reached many of the smaller districts. Items 30 and below were the one and two choice items that help point out the great diversity of opinion held by superintendents. One is well reminded of the communication skills required of the superintendent, if he notes the English (item 6) and speech (item 16) listings. Also worthy of consideration were the many and diverse suggestions for courses in the other more academic fields of history, mathematics, science,

social studies, and research.

VII. SUMMARY

It is not altogether surprising to find the wide valuation variations concerning the relative value superintendents place on their backgrounds to their present position when noting the remarkably broad display of reported personal, academic, and experiential backgrounds. Even so, they have also illustrated at least the germ of consensus in some areas. Typical of their higher agreement areas were the urgency exhibited for training in the fields of school finance, general administration, curriculum, and public relations; the great value placed by those who had held assistant superintendent, supervisory teacher, and high school principal positions upon those jobs; the low value placed on such subjects as history of education, research procedures, administration of special services, and human growth and development; the relatively low rating given by superintendents to their own proficiency in 24 areas of preparation generally considered important to administrators; and the importance of having the personal trait of an "unusual understanding of people." In all these there was general agreement.

Typical of the diverse backgrounds mentioned above

were the 40 year age spread; the 35 year spread as superintendents; the 33 year spread holding the credential; the 34 year spread for the present position held; the 38 year spread reported as the last year in school; the 97 different colleges and universities listed as having been attended; the 37 different majors and minors of respondents; the 31 different areas listed as the strongest fields of preparation; the 15 different types of degrees held; and the 15 different types of educational jobs held.

CHAPTER VI

SUMMARY, LIMITATIONS, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

The purposes of this study were (1) to determine the academic and professional backgrounds of the superintendent and their relative value to his present position, (2) to determine what superintendents would recommend to be included in a course of study for prospective administrators, (3) to establish a value rating on a number of personal characteristics generally considered among the most important for administrators, and (4) to compare the status of the school administrator in the State of Washington with that of the nation as a whole.

The study was limited to a poll of all superintendents in the State of Washington. It concerned their academic preparation in their undergraduate and post graduate work as well as their in-service training. It also included an investigation of their sequence of professional positions leading up to the superintendency.

The study was justified, generally, on the basis of the continuing growth and changing nature of education,

professionalization in school leadership, and the need for recommendations for the improvement of the preparation of prospective administrators.

It was a questionnaire study in which returns were received from 201 of the 265 superintendents in the state. The questionnaire was divided into three parts; (1) general and professional backgrounds, (2) academic backgrounds, and (3) personal characteristics.

Assuming that the sample drawn upon for the data obtained for compilation is representative of all superintendents in the state, the following capitulation of the results herein described may be assumed to hold true for public school superintendents of the State of Washington as a whole.

1. The average age of superintendents reporting was 48.5 years.
2. No superintendent below 39 years of age, of those reporting, was administrator of a district with a 5,000 or above school enrollment.
3. Twenty-nine to sixty-six was the range of ages.
4. Thirty-two per cent of the school districts were below a 500 school enrollment figure.
5. The average period of time spent as a superintendent was 12.14 years.
6. The average period of time holding the

superintendent's credential by those participating in the study was 13.17 years.

7. The average period of time the superintendents had spent in their present position was 6.22 years.
8. The average superintendent reported that 1952 was his last year in attendance at a college or university.
9. Ninety-seven colleges and universities were listed as having been attended by superintendents. Those most frequently mentioned were University of Washington (120), Washington State University (97), Eastern Washington College of Education (30), Western Washington College of Education (27), and Central Washington College of Education (20).
10. The most commonly listed undergraduate major was education--listed 56 times.
11. The most commonly listed undergraduate minor was physical education--listed 32 times.
12. The most commonly reported graduate field of specialization was educational administration, with a frequency of 63.
13. Educational administration was also commonly mentioned as the "strongest field of preparation,"

with a frequency of 45.

14. Doctor's degrees were held by only 4 per cent of the superintendents.
15. The Master's degree was held by seven out of ten of the superintendents.
16. Less than one in ten of the participants had been assistant superintendents; only 17 had had central office experience.
17. The most common professional job route was teacher, principal, and superintendent.
18. More had been high school teachers than had held any other single educational position leading up to the superintendency.
19. The range in average length of time spent on a job leading up to the superintendency was 2 years for those who had been college teachers to 5.56 years for those who had been elementary principals.
20. The most highly valued jobs leading up to the superintendency, in descending order, were assistant superintendent and supervising teacher (equal ranking), high school principal, assistant principal, elementary principal, and junior high school principal.
21. It was reported more valuable to have been a

high school teacher-coach than to have been a regular high school teacher.

22. The elementary school teaching position was the most highly valued of the full time teaching jobs.
23. Public relations, finance and taxation, evaluation of the school program, and public speaking were rated, in that order, as most important of the 24 areas of preparation listed.
24. History of education, research procedures, administration of special services, and human growth and development, in ascending order, were listed the least important of the 24 areas. They were ranked identically in the superintendents' evaluation of their own preparation.
25. Those areas of the 24 listed in which the superintendents felt best prepared were, in order, finance and taxation, secondary education, administration of the school plant, and democratic administration.
26. In the total figures for the 24 areas of preparation, the superintendents ranked themselves (on a scale of 1 - 5) nearly one

full point lower than the corresponding ranking for the degree of importance of the items to the superintendency.

27. The most important personal characteristic of the 10 listed was "unusual understanding of people." The least important was "questioning mind."
28. In an open-end response, the five subjects listed by superintendents as most important to a course of study in administration were: finance, general administration, curriculum, public relations, and general psychology, in that order.

II. LIMITATIONS

Questionnaire studies such as the one described in this paper are always open to certain questions concerning the lack of strict controls on the sample, subjecting them to, among other things, the possible momentary whims of the respondent. Also, the possibility always remains that the returns from the small per cent of people who did not fill out questionnaires could in some way skew the results obtained.

Another question to consider would be that in this particular study only the areas of professional preparation

of the superintendents came under scrutiny. It may have been well to examine other areas that could have been considered of importance, such as family background or work experience other than that which was related to education, but time considerations did not permit inclusion of these areas.

Since no effort was made to cross-check any of the respondents' replies, reliance had to be placed on the data as they were. It will be noted, in connection with this item, that superintendents were asked to score themselves on a self-evaluation as well as to express a number of opinions.

The fact that this study was conducted within one state probably tended to give it certain regional characteristics, in most instances deemed undesirable; however, this may also have been one of the strengths of this particular investigation, for it was this very regional characteristic that made possible pointing up certain contrasts with the recent national study of a similar nature by the American Association of School Administrators.

III. CONCLUSIONS AND RECOMMENDATIONS

In the past, the dominant professional job sequence of superintendents had been teacher-coach, principal, and

superintendent. This order has been, in large part, replaced by the trend toward the route of teacher, principal, and superintendent, more or less excluding the former dominance of the ex-coach. When an opening in the field of educational leadership arises, apparently the school boards of today look more and more toward those who demonstrate achievement in academic and human relation areas rather than to those who create prowess in athletic competition. The explanation might also lie in the fact that there is greater competition for administrative positions from the ever-increasing number of men in the field of education.

One might also extrapolate from the data that superintendents do not feel well enough prepared for the jobs they are carrying out. Either this is the result of a hesitancy on their part to rate themselves highly in a necessary area of preparation or it is a genuine feeling of inadequacy.

The superintendents also tended to give the impression that their greatest concern was still to expedite the matter of running an office rather than to give real leadership to a school system and a community in the more human matter of helping to give or receive an education. Evidence that tends to support this statement is seen in the relatively low rating of such items as

educational philosophy, human growth and development, the psychology of adjustment and behavior, history of education, research procedures, and democratic administration, as well as the rather scholarly characteristic of a "questioning mind" and the persistent tendency of the superintendents in the smaller districts to rate highly the "ability to direct and coordinate." Individually, the several human relation topics were also ranked in a startlingly low position.

The evidence also tended to indicate that the closer one got to the central office of a school district in his early educational jobs, the greater the value he placed on those jobs in preparation for the superintendency, suggesting the possibility of providing more central office experience for prospective administrators.

From the great diversity of backgrounds indicated by superintendents, it would seem only logical that a system be devised to help with the early selection of candidates so that they may have the benefit of the better and earlier programs of preparation that are in the future for school administrators.

All these things suggest courses of action, many of which revolve around further professionalization of school administration and companion features, selection, control, discipline, and leadership. Improvement not only in the

quality of the professional movement is needed, but the active participation of a greater percentage of the qualified members would seem desirable in order to assure control of the many superintendents who would be office workers before educational leaders.

IV. IMPLICATIONS

The greatest single implication abstractable from this study is that not enough is known about the preparation of school administrators, the criteria for the selection of candidates, the subjects to be taught, or the means by which they are to be taught. Nearly every author read during an investigation of the related literature had different views on the subjects, but their views were no less diverse than the opinions of the respondents in this study. In the field of administration, up until recently, there has been a lack of strong direction. Also, it is questionable that school administration as a whole has kept up with the rapidly changing pace of our times.

Beginning efforts have been made toward professionalization of school administration, but it will take more--a great deal more--to achieve the ambition of full professional status. The area of administrator preparation, of course, will greatly influence what is to,

or what may happen in the future. Only with continuing, inspired new leadership can an endeavor of this nature hope to survive. Unity must be achieved; direction must be achieved; and continued efforts in research must be maintained in order to assure that the direction selected is true. For this reason there is concern about the whole problem of superintendent preparation. Further, the men entrusted with the responsibility of providing educational leadership to the many communities, towns, and cities of the state and nation hold tremendous influence with the publics they are serving. No one can afford the cost of letting archaic or outmoded methods or ways of thinking influence the men in these positions of leadership. It will require a strong professional organization, among other things, to help prevent these things from developing. In order to assure strength in the professional organization, great care must be taken in the selection and training of those who aspire toward positions of educational leadership.

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A P P E N D I C E S

A P P E N D I X A

APPENDIX A
(Questionnaire)

I. General personal and professional background

1. What is your present age? _____
2. What is the school enrollment of your present district? _____
3. How long have you been a superintendent? _____
4. How long have you held superintendent's credentials? _____
5. How long have you been in your present position? _____
6. College or university background:

| Schools attended | From | To | Majors | Minors | Degrees |
|------------------|------|----|--------|--------|---------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

7. What do you consider your strongest field of academic preparation? _____

8. What would you recommend as the five most important subjects, in order of their importance, for the preparation of school administrators? 1. _____

2. _____ 3. _____

4. _____ 5. _____

9. List in chronological order your sequence of professional educational positions leading up to the superintendency. (e.g., elementary teacher, elementary principal, high school teacher-coach, supervisory teacher, assistant superintendent, etc.)

II. Academic background

For each item listed below make one check in the first group of columns to the right indicating degree of importance and a check in the second group of columns indicating how well prepared you feel you are as educational leader of your community

| Area of preparation | How important | | | | | How well prepared | | | | |
|---------------------------------------|-------------------|------------------|---------------------|--------------|-----------------|-------------------|----------|----------|--------------------|-------------------------|
| | Remote value only | Minor importance | Moderate importance | Very helpful | Extremely vital | Inadequate | Passable | Adequate | Very well prepared | Considered an authority |
| 1. Public relations | | | | | * | | | | | |
| 2. School law | | | | | * | | | | | |
| 3. Community leadership | | | | | * | | | | | |
| 4. Group leadership | | | | | * | | | | | |
| 5. Curriculum study and development | | | | | * | | | | | |
| 6. Evaluation of the school program | | | | | * | | | | | |
| 7. Administration of the school plant | | | | | * | | | | | |
| 8. Administration of special services | | | | | * | | | | | |
| 9. Finance and taxation | | | | | * | | | | | |
| 10. School building planning | | | | | * | | | | | |
| 11. Supervision of instruction | | | | | * | | | | | |
| 12. History of education | | | | | * | | | | | |

II. Academic background (continued)

| | | | | | | | | | |
|---|--|--|--|--|---|--|--|--|--|
| 13. Psychology (adjustment and behavior) | | | | | * | | | | |
| 14. Human growth and develop- ment | | | | | * | | | | |
| 15. Elementary education | | | | | * | | | | |
| 16. Secondary education | | | | | * | | | | |
| 17. Democratic administration | | | | | * | | | | |
| 18. Guidance and counseling | | | | | * | | | | |
| 19. Educational philosophy | | | | | * | | | | |
| 20. Teaching methods | | | | | * | | | | |
| 21. Research procedures | | | | | * | | | | |
| 22. English (written lang.) | | | | | * | | | | |
| 23. Public speaking | | | | | * | | | | |
| 24. Staff supervision (non-certificated) | | | | | * | | | | |
| 25. Others | | | | | * | | | | |

III. Personal traits outline---forced-choice technique.

Purpose: To establish a value scale of these ten important characteristics.

Directions: Check the one trait in each pair that, in your judgment, is the more important to the individual in the role of administrator.

- | | |
|---|---|
| <input type="checkbox"/> Ability to plan and organize | <input type="checkbox"/> Well defined goals and values |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Ability to see the whole picture |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Questioning mind |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Verve for leadership |
| <input type="checkbox"/> Unusual understanding of people | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Above average intelligence | <input type="checkbox"/> Ability to plan and organize |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Ability to see the whole picture |
| <input type="checkbox"/> Ability to direct and coordinate | <input type="checkbox"/> Well defined goals and values |
| <input type="checkbox"/> Well defined goals and values | <input type="checkbox"/> Ability to plan and organize |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Questioning mind |
| <input type="checkbox"/> Ability to plan and organize | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Ability to direct and coordinate | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Ability to plan and organize |
| <input type="checkbox"/> Well defined goals and values | <input type="checkbox"/> Well defined goals and values |
| <input type="checkbox"/> Ability to plan and organize | <input type="checkbox"/> Adaptability to high pressure job |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Adaptability to high pressure job |
| <input type="checkbox"/> Ability to direct and coordinate | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Ability to see the whole picture |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Sensitivity to cause-effect relation |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Ability to see the whole picture | <input type="checkbox"/> Ability to see the whole picture |

III. Personal traits outline (continued)

- | | |
|---|---|
| <input type="checkbox"/> Ability to see the whole picture | <input type="checkbox"/> Verve for leadership |
| <input type="checkbox"/> Unusual understanding of people | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Ability to see the whole picture |
| <input type="checkbox"/> Unusual understanding of people | <input type="checkbox"/> Adaptability to high pressure job |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Well defined goals and values |
| <input type="checkbox"/> Verve for leadership | <input type="checkbox"/> Ability to see the whole picture |
| <input type="checkbox"/> Well defined goals and values | <input type="checkbox"/> Ability to plan and organize |
| <input type="checkbox"/> Unusual understanding of people | <input type="checkbox"/> Well defined goals and values |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Ability to plan and organize | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Sensitivity to cause-effect relation | <input type="checkbox"/> Sensitivity to cause-effect relation |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Above average intelligence |
| <input type="checkbox"/> Well defined goals and values | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Ability to plan and organize |
| <input type="checkbox"/> Ability to see the whole picture | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Adaptability to high pressure job | <input type="checkbox"/> Ability to direct and coordinate |
| <input type="checkbox"/> Questioning mind | <input type="checkbox"/> Unusual understanding of people |
| <input type="checkbox"/> Verve for leadership | |
| <input type="checkbox"/> Above average intelligence | |

APPENDIX A
(Original letter accompanying questionnaire)

Box 860, C.W.C.E.
Ellensburg, Washington
March 31, 1960

(Mr. Superintendent)
(Address)
(City)

(Dear sir;)

As you probably are aware, the current year-book of the A.A.S.A., The American School Superintendency, provides us with an excellent status study of the superintendency on a nation-wide basis. The enclosed questionnaire is the means by which I am attempting to conduct a similar study on a state-wide basis. In order to make this study possible I must solicit your aid in gathering the required data. Each school district superintendent in the state is being sent a copy of this questionnaire. I appreciate the demands that are constantly being made on your time. However, you as a superintendent are the only one capable of providing this information, and I have made a sincere effort to frame the questions so they would require only concise, short answers or simply checks to indicate your preferences.

The purposes of the study are (1) to determine the academic and professional backgrounds of the superintendents and their relative value to his present position, (2) to determine what the superintendents would recommend to be included in a course of study for prospective administrators, (3) to establish a value rating on a number of personal characteristics that are generally considered among the most important for administrators, and (4) to compare the status of the school administrator in the State of Washington to those in the nation as a whole.

This is to be a Masters' thesis study. It has been approved by the graduate committee at Central Washington College of Education consisting of Dr. Ernest L. Muzzall, Dr. Emil E. Samuelson, Mr. E. K. Erickson and Dr. Dohn A. Miller. It also has the sponsorship of S.I.R.S. (School Information and Research Service) and, in order to obtain optimum results, Mr. McGlade and his board of trustees are encouraging all superintendents to respond.

It is hoped that you will be completely frank in filling out your questionnaire, as only the compiled results will be published. All individual returns will be held in strict confidence. The reason for requesting your name is to give me a basis for a follow up on the return

Original letter (continued)

of the questionnaires. If you wish to assure yourself of complete anonymity, feel free to clip the portion of the questionnaire calling for your name and return it by separate envelope.

Your prompt and thoughtful cooperation in filling out and returning the questionnaire will be greatly appreciated.

Sincerely yours,

APPENDIX A
(Follow-up letter)

713 East 6th Avenue
Ellensburg, Washington
June 29, 1960

Within the past three months each school district superintendent in the State of Washington was sent a copy of the questionnaire enclosed with this letter. If for some reason the original questionnaire did not reach you or if, in the meantime, it has been misplaced, this copy is being sent so that you will have an opportunity to participate in this study.

As you probably are aware, there has recently been considerable national attention given to the preparation of school administrators. The enclosed questionnaire is the means by which I am attempting to conduct a similar study on a state-wide basis. In order to make this study possible I must solicit your aid in gathering the required data. I appreciate the demands that are constantly being made on your time. However, you as a superintendent are the only one capable of providing this information, and I have made a sincere effort to frame the questions so they require only concise, short answers or simply checks to indicate your preferences.

The purposes of the study are (1) to determine the academic and professional backgrounds of the superintendents and their relative value to his present position, (2) to determine what the superintendents would recommend to be included in a course of study for prospective administrators, (3) to establish a value rating on a number of personal characteristics that are generally considered among the most important for administrators, and (4) to compare the status of the school administrator in the State of Washington to those in the nation as a whole.

This is a Masters' thesis study. It has been approved by the graduate committee at Central Washington College of Education, consisting of Dr. Ernest L. Muzzall, Dr. Emil E. Samuelson, Mr. Ed K. Erickson and Dr. Dohn A. Miller. It also has the sponsorship of S.I.R.S. (School Information and Research Service) and, in order to obtain optimum results, Mr. McGlade and his board of trustees are encouraging all superintendents to respond.

It is hoped that you will be completely frank in filling out your questionnaire, as only the compiled results will be published. Your name is requested only for follow-up purposes. If you wish to assure yourself of complete anonymity, clip the portion of the questionnaire calling for your name and return it by separate envelope. If you have already returned the original questionnaire, please disregard this letter.

Your prompt and thoughtful cooperation in filling out and returning the questionnaire will be greatly appreciated.

Sincerely yours,

100121

A P P E N D I X B

APPENDIX B
(Washington State University letter)

STATE COLLEGE OF WASHINGTON

PULLMAN, WASHINGTON

Summer Session

July 20, 1960

Mr. James R. Nelson
713 - 6th Ave. E.
Ellensburg, Wash.

Dear Mr. Nelson:

Your letter of July 17 has been handed me since I am responsible for the preparation of the yearly Kellogg report.

I am sending you two pages from last year's report which lists the studies which we have completed over the years our program has been in operation. To this should be added our recent studies, as follows:

16. Eltopia School District Study
17. Franklin County School Population Study (high School age)
18. A Comparison of Beliefs Held by Washington Public School Administrators and School Board Chairmen on Factors Influencing Educational Administration. Doctoral Thesis by Gerald Reed.
19. An Alanysis (sic.) of Personnel Policies of School Districts in the State of Washington. Doctoral Thesis by Fred Esvelt.
20. A Study of Factors Influencing Superintendents' Salaries.
21. An Analysis and Evaluation of Adults' Knowledge of Public School Matters. Doctoral Thesis by William Davis.
22. The Development of School District Self-Evaluation Procedures Basic to Long-Range Planning. Doctoral Thesis underway by Robert Woodroof.

All of these, with summaries, will be included in our report which covers the year ending August 31, 1960. This report will be ready for distribution in September. If you would like a copy I shall be glad to send one.

Sincerely yours,

(Signed) Albert D. Waterman

Albert D. Waterman
Assistant Director
Kellogg Project

APPENDIX B
(Kellogg data)

C. Major Emphasis for the Year 1958 - 59

Kellogg team activities during the current year reflect a close working relationship between college personnel, school administrators, and school directors. Many of these activities were a continuation of plans designed to operate over a period of years. In general, they may be grouped as follows:

1. Working in the area of administrative self-evaluation.
2. Consultant service to school administrators and school directors.
3. Attending and participating in conferences concerned with the administration of public education.
4. Working with the Washington State Superintendents' Association.
5. Working with the Washington State School Directors' Association
6. Individual and Cooperative research projects.

D. Related Studies

During the years in which the Kellogg project has been operating, graduate students in educational administration have initiated or completed the following related studies:

1. "Administrative Techniques for the Improvement of Instruction in the Public Schools of Washington."
2. "Warden Community Education Survey, Statistical Results and Summary Conclusions."
3. "A Study of Future School Development in Eltopia, Washington."
4. "An Analysis of Critical Education Problems in the Columbia Basin."
5. "Analysis of the Othello Community Educational Survey."

Kellogg data (continued)

6. "The Feasibility of a Four-Year Community College in the Columbia Basin."
7. "Identification and Analysis of School Administrative Problems in Rapidly Developing School Districts in the Columbia Basin."
8. "An Analysis of Assessment Practice in the Columbia Basin for the Purpose of Predicting Property Tax Revenues."
9. "Implications of a Community Attitudes Survey for the Development of Educational Specifications for a New High School in Lower Crab Creek."
10. "The Feasibility of Establishing a Junior College in the North Central Part of the Columbia Basin."
11. "The Development of Evaluative Criteria for Successful School Administration."
12. "The History and Development of the Long Range Plan in the Bellevue School District."
13. "A Reorientation of the Long Range Educational Plan in Bellevue, Washington."
14. "A School Plant Facilities Plan for the Connell School District, Washington."
15. "A Study to Determine the School Population in the Lower Crab Creek School District at Completion of Agricultural Development."

As in the past it has been necessary for this cooperative project to emphasize to school groups that its function is not to make or even recommend decisions that rest with local school boards. The provision of requested initial research, the development of the various techniques of presentation and community organization, and consultation services in in-service situations, remain the scope of the major efforts of the Project Study.

APPENDIX B
(Letter about Kellogg Foundation)

UNIVERSITY OF OREGON
School of Education
Eugene, Oregon

July 21, 1960

Mr. James R. Nelson
713 6th Avenue East
Ellensburg, Washington

Dear Mr. Nelson:

Your letter to Dean Jacobson regarding the research in school administration carried on through grants by the Kellogg Foundation has been referred to me for answer. No complete and comprehensive report has been made available on all of the activities in school administration initiated through grants by the Kellogg Foundation. However, for your purposes, I think you would find the book entitled, "Studies in School Administration, A Report on the Co-operative Program in Educational Administration", by Hollis A. Moore, Jr., very helpful. This volume was published by the American Association of School Administrators in 1957. I am sure you could receive a copy by writing to AASA.

Very truly yours,

(Signed) Donald E. Tope

Donald E. Tope
Professor of Education

DET:lr

A P P E N D I X C

APPENDIX C
(Authorization for endorsement)

SCHOOL INFORMATION AND RESEARCH SERVICE
for Washington Public Schools
309 County-City Building - Seattle 4, Washington
Telephone MAin 2-5900, Ext. 435

March 22, 1960

Mr. James R. Nelson
Box 860
Central Washington College of Education
Ellensburg, Washington

Dear Jim:

I am pleased to report that your questionnaire study was approved by the Board of Trustees in meeting Friday.

In your introductory statement or covering letter you are authorized to say in effect that the Board of Trustees of School Information and Research Service approved your questionnaire study after careful consideration and in order to secure optimum results superintendents are encouraged to respond.

I trust I may hold the copy of your revised study as well as the original prospectus. If you need these materials, however, I will send them to you with the understanding that other copies will be sent to us.

All good wishes to you as you proceed in your study.

Sincerely yours

(Signed) Chas. A. McGlade

Charles A. McGlade
Director

CAMcG:AG
cc: Dr. Ernest L. Muzzall

A P P E N D I X D

TABLE

SUPERINTENDENT SELF-EVALUATION IN TWENTY -

| Item No. | Area of preparation | All Districts | | | 0 - 499 | | |
|-------------|--|---------------|----------------|---------------|--------------|---------------|--------------|
| | | No. Resp. | Total W.R.* | Ave.* W.R. | No. Resp. | Total W.R. | Ave. W.R. |
| 1. | Public relations..... | 191 | 615 | 3.22 | 60 | 194 | 3.23 |
| 2. | School law..... | 191 | 605 | 3.17 | 60 | 185 | 3.08 |
| 3. | Community leadership..... | 188 | 591 | 3.14 | 60 | 187 | 3.11 |
| 4. | Group leadership..... | 187 | 620 | 3.31 | 60 | 199 | 3.32 |
| 5. | Curriculum study and development..... | 190 | 593 | 3.12 | 60 | 192 | 3.20 |
| 6. | Evaluation of the school program..... | 190 | 615 | 3.24 | 60 | 203 | 3.38 |
| 7. | Administration of the school plant..... | 191 | 673 | 3.52 | 60 | 211 | 3.52 |
| 8. | Administration of special services..... | 189 | 540 | 2.86 | 60 | 165 | 2.75 |
| 9. | Finance and taxation..... | 190 | 703 | 3.70 | 60 | 213 | 3.55 |
| 10. | School building planning... | 190 | 625 | 3.29 | 59 | 174 | 2.95 |
| 11. | Supervision of instruction. | 190 | 599 | 3.15 | 60 | 199 | 3.32 |
| 12. | History of education..... | 189 | 520 | 2.75 | 59 | 167 | 2.83 |
| 13. | Psychology (adjustment and behavior)..... | 189 | 592 | 3.13 | 59 | 192 | 3.27 |
| 14. | Human growth and development..... | 189 | 569 | 3.01 | 60 | 185 | 3.08 |
| 15. | Elementary education..... | 190 | 599 | 3.15 | 60 | 191 | 3.18 |
| 16. | Secondary education..... | 189 | 685 | 3.62 | 59 | 213 | 3.61 |
| 17. | Democratic administration.. | 189 | 637 | 3.37 | 59 | 202 | 3.42 |
| 18. | Guidance and counseling.... | 190 | 624 | 3.28 | 59 | 199 | 3.37 |
| 19. | Educational philosophy..... | 190 | 611 | 3.22 | 60 | 187 | 3.11 |
| 20. | Teaching methods..... | 188 | 588 | 3.13 | 58 | 191 | 3.29 |
| 21. | Research procedures..... | 190 | 527 | 2.77 | 60 | 166 | 2.77 |
| 22. | English (written lang.)..... | 190 | 609 | 3.20 | 60 | 217 | 3.57 |
| 23. | Public speaking..... | 191 | 604 | 3.16 | 60 | 191 | 3.16 |
| 24. | Staff supervision..... (non-certificated) | 190 | 630 | 3.32 | 60 | 198 | 3.30 |
| Totals | | 4551 | 14,579 | 3.20 | 1432 | 4618 | 3.22 |

*Weighted responses

**All percentages rounded to nearest hundredth

XV

FOUR AREAS OF PREPARATION BY DISTRICT SIZE

| 500 - 999 | | | 1,000 - 4,999 | | | 5,000 - 9,999 | | | 10,000 - up | | |
|--------------|----------------|--------------|---------------|---------------|--------------|---------------|---------------|--------------|--------------|---------------|--------------|
| No. Resp. | Total W.R.* | Ave. W.R. | No. Resp. | Total W.R. | Ave. W.R. | No. Resp. | Total W.R. | Ave. W.R. | No. Resp. | W.R. Total | W.R. Ave. |
| 50 | 150 | 3.12 | 60 | 192 | 3.20 | 15 | 44 | 2.93 | 6 | 23 | 3.83 |
| 50 | 155 | 3.10 | 60 | 186 | 3.10 | 15 | 49 | 3.27 | 6 | 23 | 3.83 |
| 50 | 152 | 3.04 | 58 | 183 | 3.15 | 15 | 47 | 3.13 | 5 | 17 | 3.40 |
| 49 | 155 | 3.16 | 58 | 188 | 3.24 | 14 | 47 | 3.36 | 6 | 25 | 4.17 |
| 50 | 152 | 3.04 | 59 | 176 | 2.98 | 15 | 44 | 2.93 | 6 | 22 | 3.67 |
| 50 | 159 | 3.18 | 59 | 177 | 3.00 | 15 | 48 | 3.20 | 6 | 20 | 3.33 |
| 50 | 175 | 3.50 | 60 | 211 | 3.52 | 15 | 45 | 3.00 | 6 | 24 | 4.00 |
| 48 | 134 | 2.79 | 60 | 172 | 2.87 | 15 | 43 | 2.87 | 6 | 19 | 3.17 |
| 50 | 181 | 3.62 | 59 | 220 | 3.73 | 15 | 57 | 3.80 | 6 | 25 | 4.17 |
| 50 | 165 | 3.30 | 60 | 200 | 3.33 | 15 | 53 | 3.53 | 6 | 25 | 4.17 |
| 50 | 155 | 3.10 | 59 | 176 | 2.98 | 15 | 43 | 2.87 | 6 | 19 | 3.17 |
| 50 | 132 | 2.64 | 59 | 154 | 2.61 | 15 | 42 | 2.80 | 6 | 18 | 3.00 |
| 50 | 153 | 3.06 | 59 | 176 | 2.98 | 15 | 47 | 3.13 | 6 | 18 | 3.00 |
| 49 | 147 | 3.00 | 60 | 170 | 2.83 | 14 | 40 | 2.86 | 6 | 21 | 3.50 |
| 50 | 155 | 3.10 | 59 | 184 | 3.13 | 15 | 41 | 2.73 | 6 | 20 | 3.33 |
| 50 | 178 | 3.56 | 59 | 212 | 3.59 | 15 | 51 | 3.40 | 6 | 23 | 3.83 |
| 50 | 162 | 3.24 | 59 | 196 | 3.32 | 15 | 49 | 3.27 | 6 | 22 | 3.67 |
| 50 | 161 | 3.22 | 60 | 190 | 3.17 | 15 | 46 | 3.07 | 6 | 22 | 3.67 |
| 49 | 151 | 3.08 | 60 | 190 | 3.17 | 15 | 55 | 3.67 | 6 | 21 | 3.50 |
| 50 | 150 | 3.00 | 59 | 174 | 2.93 | 15 | 48 | 3.20 | 6 | 19 | 3.17 |
| 50 | 131 | 2.62 | 59 | 165 | 2.80 | 15 | 40 | 2.67 | 6 | 19 | 3.17 |
| 50 | 158 | 3.16 | 59 | 162 | 2.74 | 15 | 46 | 3.07 | 6 | 22 | 3.67 |
| 50 | 148 | 2.96 | 60 | 191 | 3.18 | 15 | 46 | 3.07 | 6 | 22 | 3.67 |
| 50 | 168 | 3.36 | 59 | 193 | 2.27 | 15 | 44 | 2.93 | 6 | 21 | 3.50 |
| -1195 | 3733 | 3.12 | 1423 | 4438 | 3.12 | 358 | 1115 | 3.11 | 143 | 510 | 3.56 |

TABLE

SUPERINTENDENT EVALUATION OF TWENTY -

| Item No. | Area of preparation | All Districts | | | 0 - 499 | | |
|-------------|--|---------------|----------------|-----------------|--------------|----------------|--------------|
| | | No. Resp. | Total W.R.* | Ave.** W. R. | No. Resp. | Total W. R. | W.R. Ave. |
| 1. | Public relations..... | 195 | 899 | 4.56 | 63 | 293 | 4.65 |
| 2. | School law..... | 195 | 798 | 4.05 | 63 | 267 | 4.24 |
| 3. | Community leadership..... | 195 | 799 | 4.05 | 63 | 248 | 3.94 |
| 4. | Group leadership..... | 194 | 781 | 4.01 | 63 | 225 | 3.57 |
| 5. | Curriculum study and development..... | 194 | 846 | 4.29 | 63 | 271 | 4.30 |
| 6. | Evaluation of the school program..... | 195 | 878 | 4.46 | 63 | 283 | 4.49 |
| 7. | Administration of the school plant..... | 195 | 845 | 4.29 | 63 | 274 | 4.35 |
| 8. | Administration of special services..... | 194 | 706 | 3.60 | 63 | 220 | 3.49 |
| 9. | Finance and taxation..... | 195 | 893 | 4.53 | 63 | 277 | 4.40 |
| 10. | School building planning.. | 194 | 840 | 4.28 | 62 | 260 | 4.19 |
| 11. | Supervision of instruction | 195 | 830 | 4.21 | 63 | 274 | 4.35 |
| 12. | History of education..... | 194 | 846 | 2.78 | 63 | 163 | 2.59 |
| 13. | Psychology (adjustment and behavior)..... | 194 | 747 | 3.81 | 63 | 243 | 3.86 |
| 14. | Human growth and development..... | 193 | 716 | 3.67 | 63 | 223 | 3.54 |
| 15. | Elementary education..... | 195 | 840 | 4.26 | 63 | 272 | 4.33 |
| 16. | Secondary education..... | 193 | 827 | 4.24 | 62 | 263 | 4.25 |
| 17. | Democratic administration. | 194 | 761 | 3.88 | 63 | 244 | 3.87 |
| 18. | Counseling and guidance... | 195 | 781 | 3.96 | 63 | 255 | 4.05 |
| 19. | Educational philosophy.... | 195 | 749 | 3.80 | 63 | 225 | 3.57 |
| 20. | Teaching methods..... | 195 | 763 | 3.98 | 63 | 237 | 3.76 |
| 21. | Research procedures..... | 192 | 648 | 3.34 | 63 | 202 | 3.21 |
| 22. | English (written lang.)... | 194 | 845 | 4.31 | 63 | 268 | 4.25 |
| 23. | Public speaking..... | 195 | 854 | 4.33 | 63 | 261 | 4.14 |
| 24. | Staff supervision (non-certificated)..... | 195 | 780 | 3.96 | 63 | 251 | 3.98 |
| Totals | | 4665 | 18,972 | 4.07 | 1510 | 5999 | 3.97 |

*Weighted responses

**All percentages rounded to nearest hundredth

XVI

FOUR AREAS OF PREPARATION BY DISTRICT SIZE

| 500 - 999 | | | 1,000 - 4,999 | | | 5,000 - 9,999 | | | 10,000 - Up | | |
|--------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|--------------|--------------|----------------|--------------|
| No. Resp. | Total W.R. | Ave. W.R. | No. Resp. | Total W.R. | Ave. W.R. | No. Resp. | Total W.R. | Ave. W.R. | No. Resp. | Total W. R. | Ave. W.R. |
| 51 | 230 | 4.51 | 60 | 277 | 4.65 | 15 | 69 | 4.60 | 6 | 23 | 3.83 |
| 51 | 200 | 3.92 | 60 | 251 | 4.18 | 15 | 55 | 3.67 | 6 | 22 | 3.67 |
| 51 | 209 | 4.10 | 60 | 242 | 4.03 | 15 | 7 | 4.47 | 6 | 30 | 5.00 |
| 51 | 201 | 3.94 | 60 | 260 | 4.33 | 14 | 3 | 4.50 | 6 | 28 | 4.67 |
| 50 | 218 | 4.36 | 60 | 260 | 4.33 | 15 | 6 | 4.40 | 6 | 27 | 4.50 |
| 51 | 223 | 4.37 | 60 | 271 | 4.52 | 15 | 73 | 4.73 | 6 | 27 | 4.50 |
| 51 | 225 | 4.41 | 60 | 264 | 4.40 | 15 | 55 | 3.67 | 6 | 24 | 4.00 |
| 20 | 179 | 3.56 | 60 | 228 | 3.80 | 15 | 34 | 3.60 | 6 | 22 | 3.67 |
| 51 | 238 | 4.67 | 60 | 277 | 4.62 | 15 | 70 | 4.67 | 6 | 28 | 4.67 |
| 51 | 221 | 4.33 | 60 | 265 | 3.42 | 15 | 64 | 4.27 | 6 | 27 | 4.50 |
| 51 | 207 | 4.06 | 60 | 255 | 4.25 | 15 | 64 | 4.27 | 6 | 26 | 4.33 |
| 51 | 135 | 2.65 | 59 | 175 | 2.97 | 15 | 52 | 2.80 | 6 | 19 | 3.17 |
| 51 | 194 | 3.80 | 59 | 229 | 3.88 | 15 | 57 | 3.80 | 6 | 22 | 3.67 |
| 50 | 185 | 3.70 | 60 | 230 | 3.83 | 14 | 52 | 3.71 | 6 | 24 | 4.00 |
| 51 | 213 | 4.18 | 60 | 262 | 4.37 | 15 | 64 | 4.27 | 6 | 25 | 4.17 |
| 51 | 216 | 4.23 | 59 | 256 | 4.34 | 15 | 63 | 4.20 | 6 | 24 | 4.00 |
| 51 | 198 | 3.88 | 59 | 227 | 3.85 | 15 | 63 | 4.20 | 6 | 25 | 4.17 |
| 51 | 199 | 3.90 | 60 | 242 | 4.03 | 15 | 58 | 3.87 | 6 | 24 | 4.00 |
| 51 | 196 | 3.84 | 60 | 233 | 3.88 | 15 | 65 | 4.33 | 6 | 27 | 4.50 |
| 51 | 197 | 3.86 | 60 | 240 | 4.00 | 15 | 59 | 3.93 | 6 | 25 | 4.17 |
| 50 | 162 | 3.24 | 58 | 208 | 3.59 | 15 | 52 | 3.47 | 6 | 24 | 3.67 |
| 51 | 219 | 4.29 | 59 | 262 | 4.44 | 15 | 66 | 4.40 | 6 | 27 | 4.50 |
| 51 | 223 | 4.37 | 60 | 266 | 4.43 | 15 | 65 | 4.33 | 6 | 26 | 4.33 |
| 51 | 206 | 4.04 | 60 | 247 | 4.12 | 15 | 53 | 3.53 | 6 | 20 | 3.33 |
| -1220 | 4894 | 4.01 | 1433 | 5889 | 4.11 | 358 | 1458 | 4.07 | 144 | 594 | 4.12 |

TABLE

SUPERINTENDENT SELF-EVALUATION IN TWENTY -

| Item No. | Age Group: 29 - 39 | | | |
|--|---------------------|-----------------|---------------------|-----------|
| | Number Responses | Total W. R.* | Average W. R. ** | Nu Res |
| 1. Public relations..... | 28 | 85 | 3.04 | |
| 2. School law..... | 28 | 81 | 2.89 | |
| 3. Community leadership..... | 28 | 84 | 3.00 | |
| 4. Group leadership..... | 28 | 91 | 3.25 | |
| 5. Curriculum study and development..... | 28 | 80 | 2.86 | |
| 6. Evaluation of the school program..... | 28 | 86 | 3.07 | |
| 7. Administration of the school plant..... | 28 | 96 | 3.43 | |
| 8. Administration of special services..... | 28 | 77 | 2.75 | |
| 9. Finance and taxation..... | 28 | 93 | 3.32 | |
| 10. School building planning.. | 28 | 77 | 2.75 | |
| 11. Supervision of instruction.. | 27 | 88 | 3.26 | |
| 12. History of education..... | 27 | 70 | 2.59 | |
| 13. Psychology (adjustment and behavior)..... | 27 | 86 | 3.18 | |
| 14. Human growth and development..... | 28 | 84 | 3.00 | |
| 15. Elementary education..... | 28 | 84 | 3.00 | |
| 16. Secondary education..... | 28 | 104 | 3.71 | |
| 17. Democratic administration. | 28 | 86 | 3.07 | |
| 18. Guidance and counseling... | 28 | 88 | 3.14 | |
| 19. Educational philosophy.... | 28 | 83 | 2.96 | |
| 20. Teaching methods..... | 27 | 88 | 3.26 | |
| 21. Research procedures..... | 28 | 77 | 2.75 | |
| 22. English (written lang.)... | 28 | 83 | 2.96 | |
| 23. Public speaking..... | 28 | 86 | 3.07 | |
| 24. Staff supervision (non-certificated)..... | 27 | 85 | 3.15 | |
| Totals | 667 | 2042 | 3.06 | |

*Weighted responses

**All percentages rounded to nearest hundredth

XVII

FOUR AREAS OF PREPARATION BY AGE GROUP

| Age Group: 40 - 49 | | | Age Group: 50 - 59 | | | Age Group: 60 - Up | | |
|---------------------|--------------|-----------------|---------------------|-------------|---------------|---------------------|-------------|---------------|
| Number of Responses | Total W. R.* | Average W. R.** | Number of Responses | Total W. R. | Average W. R. | Number of Responses | Total W. R. | Average W. R. |
| 79 | 259 | 3.28 | 76 | 229 | 3.01 | 12 | 42 | 3.50 |
| 79 | 243 | 3.06 | 76 | 240 | 3.10 | 12 | 41 | 3.42 |
| 79 | 241 | 3.05 | 75 | 229 | 3.05 | 12 | 37 | 3.08 |
| 79 | 263 | 3.33 | 72 | 260 | 3.14 | 12 | 40 | 3.33 |
| 79 | 257 | 3.25 | 75 | 219 | 2.92 | 12 | 37 | 3.08 |
| 79 | 251 | 3.18 | 75 | 240 | 3.20 | 12 | 38 | 3.17 |
| 79 | 268 | 3.39 | 76 | 266 | 3.50 | 12 | 43 | 3.58 |
| 78 | 221 | 2.83 | 75 | 206 | 2.75 | 12 | 36 | 3.00 |
| 79 | 293 | 3.71 | 76 | 273 | 3.59 | 12 | 44 | 3.67 |
| 78 | 254 | 3.20 | 76 | 254 | 3.34 | 12 | 40 | 3.33 |
| 79 | 240 | 3.04 | 76 | 234 | 3.08 | 12 | 37 | 3.08 |
| 79 | 214 | 2.71 | 75 | 202 | 2.69 | 12 | 34 | 2.83 |
| 78 | 241 | 3.09 | 76 | 229 | 3.01 | 12 | 36 | 3.00 |
| 79 | 232 | 2.94 | 74 | 216 | 2.92 | 11 | 37 | 3.36 |
| 79 | 247 | 3.15 | 75 | 233 | 3.11 | 12 | 35 | 2.92 |
| 79 | 272 | 3.53 | 76 | 264 | 3.47 | 12 | 45 | 3.75 |
| 77 | 272 | 3.53 | 76 | 252 | 3.32 | 12 | 37 | 3.08 |
| 79 | 262 | 3.32 | 75 | 240 | 3.20 | 12 | 38 | 3.17 |
| 78 | 250 | 3.21 | 76 | 234 | 3.08 | 12 | 44 | 3.67 |
| 78 | 239 | 3.06 | 75 | 221 | 2.95 | 12 | 40 | 3.33 |
| 78 | 236 | 3.03 | 76 | 202 | 2.66 | 12 | 31 | 2.58 |
| 78 | 251 | 3.22 | 76 | 235 | 3.09 | 12 | 40 | 3.33 |
| 79 | 252 | 3.19 | 76 | 226 | 2.97 | 12 | 40 | 3.33 |
| 79 | 258 | 3.27 | 76 | 249 | 3.28 | 12 | 38 | 3.17 |
| 1885 | 6016 | 3.19 | 1810 | 5615 | 3.10 | 287 | 930 | 3.24 |

TABLE

SUPERINTENDENT EVALUATION OF TWENTY -

| Item No. | Area of preparation | Age Group: 29 -39 | | | Nu Res |
|-------------|--|---------------------|-----------------|--------------------|-----------|
| | | Number Responses | Total W. R.* | Average W. R.** | |
| 1. | Public relations..... | 29 | 131 | 4.52 | |
| 2. | School law..... | 29 | 123 | 4.24 | |
| 3. | Community leadership..... | 29 | 119 | 4.10 | |
| 4. | Group leadership..... | 29 | 124 | 4.28 | |
| 5. | Curriculum study and development..... | 29 | 118 | 4.07 | |
| 6. | Evaluation of the school program..... | 29 | 128 | 4.41 | |
| 7. | Administration of the school plant..... | 29 | 131 | 4.52 | |
| 8. | Administration of special services..... | 29 | 102 | 3.52 | |
| 9. | Finance and taxation..... | 29 | 138 | 4.76 | |
| 10. | School building planning.. | 29 | 124 | 4.28 | |
| 11. | Supervision of instruction. | 29 | 120 | 4.14 | |
| 12. | History of education..... | 29 | 73 | 2.52 | |
| 13. | Psychology (adjustment and behavior)..... | 29 | 109 | 3.76 | |
| 14. | Human growth and development..... | 29 | 98 | 3.38 | |
| 15. | Elementary education..... | 29 | 125 | 4.31 | |
| 16. | Secondary education..... | 29 | 125 | 4.31 | |
| 17. | Democratic administration, | 29 | 110 | 3.79 | |
| 18. | Guidance and counseling.... | 29 | 110 | 3.79 | |
| 19. | Educational philosophy.... | 29 | 109 | 3.76 | |
| 20. | Teaching methods..... | 28 | 106 | 3.78 | |
| 21. | Research procedures..... | 29 | 94 | 3.24 | |
| 22. | English (wrotten lang.)... | 29 | 124 | 4.28 | |
| 23. | Public speaking..... | 29 | 131 | 4.52 | |
| 24. | Staff supervision (non-certificated)..... | 29 | 121 | 4.17 | |
| Totals | | 695 | 2793 | 4.02 | |

*Wdighted responses

**All percentages rounded to nearest hundredth

XVIII

FOUR AREAS OF PREPARATION BY AGE GROUP

| Age Group: 40 - 49 | | | Age Group: 50 - 59 | | | Age Group: 60 - Up | | |
|--------------------|--------|---------|--------------------|-------|---------|--------------------|-------|---------|
| Number | Total | Average | Number | Total | Average | Number | Total | Average |
| Responses | W. R.* | W. R.** | Responses | W. R. | W. R. | Responses | W. R. | W. R. |
| 72 | 360 | 4.50 | 77 | 353 | 4.50 | 12 | 55 | 4.58 |
| 79 | 316 | 4.00 | 77 | 313 | 4.06 | 12 | 46 | 3.83 |
| 79 | 331 | 4.19 | 77 | 299 | 3.88 | 12 | 50 | 4.17 |
| 79 | 299 | 3.78 | 75 | 309 | 4.01 | 12 | 49 | 4.08 |
| 79 | 347 | 4.39 | 77 | 329 | 4.27 | 12 | 52 | 4.33 |
| 79 | 361 | 4.57 | 77 | 334 | 4.34 | 12 | 55 | 4.58 |
| 79 | 337 | 4.27 | 77 | 328 | 4.26 | 12 | 59 | 4.08 |
| 78 | 281 | 3.60 | 77 | 279 | 3.62 | 12 | 44 | 3.67 |
| 79 | 349 | 4.42 | 77 | 350 | 4.54 | 12 | 56 | 4.67 |
| 78 | 330 | 4.23 | 77 | 334 | 4.34 | 12 | 52 | 4.33 |
| 79 | 337 | 4.27 | 77 | 326 | 4.23 | 12 | 47 | 3.92 |
| 79 | 218 | 2.76 | 76 | 223 | 2.93 | 12 | 32 | 2.67 |
| 78 | 301 | 3.86 | 77 | 295 | 3.83 | 12 | 42 | 3.50 |
| 77 | 296 | 3.84 | 77 | 282 | 3.66 | 11 | 40 | 3.64 |
| 79 | 343 | 4.34 | 77 | 324 | 4.21 | 12 | 48 | 4.00 |
| 78 | 332 | 4.26 | 77 | 322 | 4.18 | 12 | 48 | 4.00 |
| 78 | 298 | 3.77 | 77 | 305 | 3.96 | 12 | 48 | 4.00 |
| 79 | 318 | 4.02 | 77 | 308 | 4.00 | 12 | 45 | 3.75 |
| 79 | 290 | 3.67 | 77 | 303 | 3.93 | 12 | 47 | 3.92 |
| 78 | 314 | 4.03 | 76 | 299 | 3.93 | 12 | 44 | 3.67 |
| 76 | 252 | 3.32 | 77 | 264 | 3.43 | 12 | 38 | 3.17 |
| 78 | 388 | 4.33 | 77 | 332 | 4.31 | 12 | 51 | 4.25 |
| 79 | 344 | 4.35 | 77 | 329 | 4.27 | 12 | 50 | 4.17 |
| 79 | 313 | 4.35 | 77 | 304 | 3.95 | 12 | 42 | 3.50 |
| 1884 | 7655 | 4.06 | 1844 | 7444 | 4.04 | 287 | 1130 | 3.94 |