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Adequacy of Preparation Felt by Those Who Obtained Degrees in Administration and Supervision at Central Washington College of Education

Marjorie Irene Bradford Mathers
Central Washington University

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ADEQUACY OF PREPARATION
FELT BY THOSE WHO OBTAINED
DEGREES IN ADMINISTRATION AND SUPERVISION
AT
CENTRAL WASHINGTON COLLEGE OF EDUCATION

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
Marjorie Irene Bradford Mathers
August 1961

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Ernest L. Muzzall, COMMITTEE CHAIRMAN

R. F. Ruebel

Dean Stinson

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CHAPTER I

THE PROBLEM, METHOD, DEFINITION OF TERMS, AND LIMITATIONS

The role of the school administrator has changed considerably from the beginning of the century when he was a head teacher with no special training in administration.

As population and cities have grown and become more complex, the demands placed upon the school systems have increased. This has created a need for professional administrators. Programs to prepare school administrators have developed in schools of education throughout the country, but the need for a clearer definition of the administrator's role has been sought. The most important and comprehensive study was financed by the W. K. Kellogg Foundation. The need for improved preparation was emphasized by the Co-operative Program in Educational Administration in 1950. Studying the area of school administration, it noted:

The graduate training programs for school administrators have undergone many notable changes in the last few years. None is of more far-reaching importance than the acceptance of mutual responsibility of colleges and administrators for finding and training future leaders in the profession. In school training courses, internships, summer teaching on campus by superintendents--these are the practical indications of the teamwork which has been set in motion by the Co-operative Program in Educational Administration. The joint actions are, of course, better developed in some locales than in others. But a substantial start has been made, and preparation programs in school administration will be affected by the outcome for many years (7:22).

On March 24, 1956, the State Board of Education in Washington adopted new and more comprehensive standards for professional education of principals. These became effective June 1, 1957. The program required a master's degree plus twenty-one quarter credits distributed over several fields. Furthermore, an approved field or laboratory experience was required.

The standard principal's credential requires three years of successful teaching experience and three years of successful principal's experience. Candidates are identified through declaration of interest by the candidate and recommendation of school administrators and teacher education institutions.

The details of the program were left to the colleges. Central Washington College of Education suggests 5 hours in a principal training course at the appropriate level and 10 hours in other courses in administration and supervision. Nine credits of basic courses are required for all candidates seeking a master's degree. Twenty-one hours of elective courses are selected with guidance from an adviser. In addition, 9 quarter credits of work must be completed beyond the 45 credits required for the fifth year of preparation in the certification program. A total of 54 credits is required for the provisional principal's credential. An additional 12 credits are required for the standard Principal's credential.

The increased training was brought about as a result of the increased complexity in society and administrators' recognition of a need for further training.

I. THE PROBLEM

Statement of the problem. This study tried to determine the degree to which students who earned their master's degree between the years 1957 and 1960 felt prepared for an administrative position. The data obtained centered upon the following: (1) What strengths and weaknesses were encountered as observed by the superintendents, the principals, and the teachers? (2) Were the courses in theory in education and administration training helpful? (3) Was the program flexible enough? (4) To what extent was the practical training helpful? (5) What suggestions were given by principals and superintendents for improving the program?

Importance of the study. The administration of the public schools is constantly increasing in complexity. Indeed, the current issues facing education, such as desegregation, the separation of church and state, federal support versus non-support, and the "how" and "what" in curriculum all require leadership of the highest calibre. What is done

by this generation will affect future generations. The American Association of School Administrators described the problem as follows:

The schools have little protection from social and cultural change. Their local ownership and control make them sensitive to variations in the local climate. As new and old elements combine on the social scene, schools are caught in more conflicting demands and cross currents of pressure than in any other historical period that we know anything about. The American value system is being shaken. Because of the problem of our changing value system, the task of education in the mid-twentieth century is infinitely more complicated than that of even a century or two ago.

Since the teaching program of every school is necessarily based on some value system, the choosing among competing goals and values must fall to the lot of somebody in the leadership role (1:23).

That leaders in the field of administration and supervision as concerned over the preparation of administrators is evidenced by the numerous articles in recent publications such as The National Elementary Principal, American School Board Journal, and Educational Administration and Supervision.

The American Association of School Administrators in their Thirty-Seventh Yearbook emphasized the need for sound preparation. They saw that a variety of programs were now offered but only a few of overall scope were being tried.

II. METHOD OF APPROACH

This study attempted to determine the adequacy of preparation felt by those who between the years of 1957 and 1960

received a master's degree in administration and supervision at Central Washington College of Education.

The questionnaire method was decided upon because the number involved would be over one hundred and it would be impossible to interview this many. Three separate questionnaires were constructed for use by teachers, Central Washington College of Education graduates, and superintendents.

The questionnaire constructed for teachers was concerned primarily with the personal characteristics they found to be present or lacking in working with the principal or supervisor. Every effort was made to avoid respondents having to identify themselves.

The questionnaire for Central Washington College of Education graduates was used to obtain general and specific information regarding their preparation. Provision was made for them to rate the preparation program at Central Washington College of Education.

In the instances where the Central Washington College of Education graduate in administration and supervision was a principal, the superintendent was sent a questionnaire to determine the extent of the principal's success. Provision was also made for the superintendent to suggest areas in which Central Washington College of Education could be of greater assistance in preparing supervisors and principals

for the administrative position. Three separate questionnaires were used in the desire to provide greater validity to the study.

A post card and letter sent in advance of the questionnaires solicited the co-operation of the superintendents and principals. The people who received the master's degree in administration and supervision at Central Washington College between 1957 and 1960 were also sent a post card to be returned indicating their willingness to participate.

Because of the nature of the information requested, some difficulty in obtaining responses was anticipated. A second reason for the low percentage of returns could have been the factor of timing. Letters requesting permission were not mailed until the last of April. Of the 39 superintendents rating principals, 24 were received, a 61.5 per cent return.

The number of Central Washington College of Education conferees involved in the study was 102. Two could not be located, and one person is no longer in education. Seventy-three indicated a willingness to participate. However, not all of these could be contacted because in eleven cases, permission was not granted by the superintendents or principals.

The number of Central Washington College of Education

graduates responding was 47, or 46.07 per cent. Of the 39 Central Washington College of Education conferees holding principalships and being rated by teachers, there were responses from 13 schools, or 33.33 per cent. There were 147 out of 194 teacher responses received, or 75.77 per cent.

An error was made in not sending out self-addressed return envelopes with the first group of questionnaires to superintendents. Therefore, a second questionnaire with an enclosed self-addressed envelope was sent to these people.

A second questionnaire sent to Central Washington College of Education graduate students in Administration and Supervision resulted in about 50 per cent response. All but three superintendents who returned the card indicated a willingness to participate returned their questionnaires readily. A letter indicated an unwillingness on the part of principals involved to have a rating of their success in duties performed go outside their school district to be used by someone with whom they were unacquainted. This could be the reason for the two other superintendents not returning their questionnaires.

Nine Central Washington College of Education graduates held administrative positions but were not involved in the study because permission was not obtainable from the superintendents in the districts.

III. DEFINITIONS OF TERMS USED

Administrator. This refers to those having a position of responsibility for leadership, as the superintendent, principal or supervisor.

Head teacher. This is a teacher having teaching responsibilities as well as administrative responsibilities. The administrative phase may be supervised by a principal from a nearby school.

Field project. In school administration this is a well planned program of observation and participation in administrative activities at the appropriate level carried out by the student (4:218).

Laboratory experience. This includes observations, conferences, and reading contributing to the solution of the problems raised in observations and conferences. Students may be expected to serve as assistants to the staff member (4:215).

Internship. This person is assigned to assist a principal, a supervisor, a superintendent, or some other staff member in a school system. In addition to the experience gained in a school situation, a program of studies is planned

by the intern, the appropriate member of the school staff, and the Chairman of the Education and Psychology Division. The Dean of Graduate Studies supervises the program.

Personal. This means relating to oneself.

Professional. This pertains to an occupation requiring a superior education.

IV. LIMITATIONS OF THE STUDY

As already indicated, this study was limited to persons who obtained a master's degree in administration and supervision at Central Washington College of Education in the years 1957 through 1960.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature relating to the educational preparation of administrators and supervisors is one of multitudinous proportions. During earlier periods there was very little concern for the quality of education given to public school administrators. Sears reported:

A textbook on the subject appeared as early as 1904. . . . In 1910 the National Society of College Teachers of Education devoted one of its programs to a report on "the aims, scope, and methods of a university course in Public School Administration." From this report to 1939 no important study or discussions of the problem occurred . . . In 1939 the American Association of School Administrators developed standards for Superintendents of Schools; in 1940 a study of the problem was reported by Walter D. Cocking and Kenneth R. Williams; and in the following year an extensive review of current practices and opinions was reported by John Lund.

In 1951 the Department of Education at Ohio State University established a committee to study and recommend any changes in the program offered by the Department.

Two other studies resulted from the study at Ohio State University. It is interesting to note that these studies solicited and obtained the co-operation of public school personnel.

The first study pointed up the need for remedies for the following:

1. Lack of preparation of administrators in child growth and development, curriculum and human relations.
2. Lack of preparation of administrators in elementary education.

3. Inadequate understanding of the life of the community relative to developing an adequate educational program.
4. Lack of skill in public relations.
5. Confusion of the roles of administrators, supervisors, and professional staff. . .
6. Need for leadership in district organization.
7. Inadequacy of criteria for selection of school administrators.
8. The inflexibility of graduate programs, especially the lack of adequate provisions for administrators in service (12:130).

The second study, reported by Ramseyer, dealt with the competencies of administrators. These were reported as follows:

1. Appropriate personal attributes and a disposition to improve them.
2. Understandings, attitudes, and skills resulting from an adequate general education (including skill in written English).
3. An understanding of the role of the school in the social order.
4. A disposition and an ability to co-operate with other people in planning, executing and evaluating courses of action.
5. An understanding of the instructional program and skills in curriculum development.
6. Understandings and skills in the technical aspects of school and administration.
7. An understanding of and skill in the administrative process.
8. An ability and a disposition to apply sound problem solving procedures to school concerns. . . (11:300).

For over a decade the American Association of School Administrators with financial assistance from the W. K. Kellogg Foundation have produced helpful studies in school administration.

Studies in School Administration by Hollis A. Moore is valuable in that it attempts:

. . . first, to summarize major accomplishments in the improvement of school administration which can be traced to the Co-operative Program in Educational Administration; second, to bring into one publication an annotated bibliography of all important publications issued by regional Co-operative Program in Educational Administration centers or by other co-operating groups and institutions (7:iii).

The National Conference of Professors of Educational Administration was formed in connection with the Kellogg Foundation. This conference proved to be a vital link between research and experimentation and a spur to general acceptance of these practices.

The American Association of School Administrators submitted the first proposal to the W. K. Kellogg Foundation calling for "a comprehensive project for upgrading the professional competence of the superintendence of school" (7:9). The W. K. Kellogg Foundation rejected the proposal for a national commission to study superintendency but accepted the recommendation that several months be devoted to exploratory conferences to test out the idea of some national study in the field. Five regional conferences were held. They were

joint projects of the American Association of School Administrators, the Council of Chief State School Officers, and the National Conferences of County and Rural Area Superintendents (Division of Rural Service, National Education Association). W. K. Kellogg paid the expenses for the five conferences (7:10-11).

These conferences determined that there was great national need to study the changing nature of public school administration (7:12). Officers of W. K. Kellogg Foundation and the three sponsor organizations reviewed the findings of the five conferences and agreed to launch the program later known as the Co-operative Program in Educational Administration (7:13). In 1950 the scope of the program was to include all levels of administration whereas the earlier concept was concerned only with the superintendency. The Co-operative Program in Educational Administration consisted of regional programs that had as a bond common goals. Each regional center carried out individual projects.

The statement from Studies in School Administration which follows points up the problems in reporting the findings of the Co-operative 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 intra-college traditions and to conditions which involve local faculty personnel (7:61).

In spite of these difficulties, the people working with the Co-operative Program in Educational Administration have noted "important developments in the training of school administrators" (7:61).

Training Program Experiments the adoption of new courses of study and the adaption and revision of existing courses Many of the course changes have been toward larger blocks of time, less fragmentation, and provision of seminar opportunities. Integration of content around broad areas seems to be a promising development. Team teaching, batteries of professors, students from several professional fields studying together the problems of school administration--all of these are "new ideas," new at least in some of the institutions where they are being carried out. . . .

One of the most important developments has been the involvement of other disciplines and other subject areas in training of school administrators (7:62).

A further area of change in the preparation program has been in teaching methods. Here the emphasis has been on field study work, on an increase in individual guidance of students and on laboratory--type experiences (7:63).

Harvard's career program emphasized on-the-job-later research for administration students (7:64). Of vital concern is the program of training. However, selection of candidates has been considered in conjunction with this training.

Seven criteria for selecting students are outlined briefly as follows:

as follows:

1. The problem of a more defensible basis for selection of school administrators
2. Supply and demand studies indicate more persons are qualified than there are jobs available.
3. College selections in many cases are based on recommendations or standardized tests.
4. There is little agreement as to which tests are best for predicting success in school administration.
5. School administration may encounter stiffer competition in attracting talented young people.
6. The desire for a superintendency requires a series of other administrative jobs such as elementary and secondary principalships and may be a negative factor in attracting students who are interested in the superintendency but do not want to go through lesser jobs to get it.
7. Local districts and universities have an equal part to play in the selection process (7:64).

Trends in Administrator Education pointed out by Co-operative Program in Educational Administration may be summed as follows:

1. School administration is a profession rather than

a basic discipline since it calls upon knowledge in the following disciplines, psychology, sociology, political science, economics, etc.

2. A co-operative venture by public schools, state departments of education and colleges in the training programs for school administrators.
3. A change in curriculum which trains people to "deal with situations, not just know about them."
4. Additional training beyond a master's degree along with more strigent certification measures.
5. Inclusion of other disciplines in the training program.
6. Exchange of practices and procedures between universities and colleges in training administrators.
7. Research requirements and individual projects are more flexible and allow a closer tie between research done on campus and needs of the field (7:65-68).

Another reference much like Studies in School Administration by Hollis Moore is the American Association of School Administrators' Thirty-Eighth Yearbook, 1960. This book grew out of the obligation the American Association of School Administrators felt toward the Kellogg Foundation. Basically

the precept of this book was that school administration must move toward high professional standards. Paramount to this were matters of professional curriculum, selection and screening policies, research and in-service education, graduate school resources, and professional controls on standards. Chapters III and VII were of utmost concern. Chapter III dealt with the present preparation of administrators. Items included were such as admission to the program, the curricula, and major problems that face universities and colleges in their attempt to improve the program of preparation for school administrators (1:54-84).

Chapter VII suggested some elements that should be considered in providing a sound program. Skills that were paramount included (1) technical skills, which have increased because of additional demands that have been placed on administrators, (2) human skills, which involve the making of sound decisions and how to live and work co-operatively with people, (3) conceptual skills; "well-developed conceptual skills enable one to see the totality of an enterprise as well as its parts, to grasp the inter-relationships among the elements in a complex situation, and to establish and maintain the delicate balance that fosters both unity and diversity of organization" (1:174-176).

Characteristics of a program that would develop the

technical, human, and conceptual skills were outlined as follows:

1. At least two years of graduate study.
2. Discriminately chosen individuals.
3. The necessary human and material resources--as competency in scholarship, competency in teaching and educational administration--coupled with adequate facilities including libraries, laboratories, material centers, classrooms and offices (1:177).

The American Association of School Administrators' Yearbook, 1959, "Changing Community," Chapter X, suggests the preparation program for educational administrators should "seek to develop a program high in quality, flexible in operation, and susceptible to evaluation" (2:187).

A perusal of the material in the National Education Association Department of Elementary School Principals, Thirty-Seventh Yearbook, has presented research concerning the elementary principalship. The research by the professional associations shows a deep concern for the administrators desire for adequate preparation.

The major functions of the elementary principal were in the areas of supervising instruction, curriculum development administration, classroom teaching, and working with the community (2:158). The study conducted by the research department of the National Education Association used the above mentioned areas for the principals to evaluate their

total preparation, "the formal college and university study as well as the somewhat informal professional growth activities" (2:158). This study showed that the area of supervision and curriculum development was most helpful and community relations least helpful.

An area given consideration in the preparation of administrators was the internship program. The study by the National Education Association research department revealed that "eighty-seven per cent of the principals now on the job did not have the benefit of an internship" (2:166).

To provide adequate preparation programs, two major areas were of concern. The first criticism was that colleges and universities designed their programs to the minimum state certification requirements. The second criticism dealt with the capability of the college staff (2:207). That these and other problems are not being ignored may be evidenced by the following statement:

Leaders concerned with the preparation of the elementary school principalship, of course, are aware of this situation. The internship programs and problem seminars are evidence of attempts of the colleges and universities to improve the preparation program (9:207).

Another approach to the training of principals has been the summer workshops.

The state association of elementary school principals and a college of university within the state co-operatively

sponsor a workshop for principals during the summer months. These co-operative workshops, now being sponsored in twenty-two states, vary in length from two days to two weeks. All plan to devote time to the realistic problems of the principalship (9:207).

The meeting of a small group of the Department of Elementary School Principals of the National Education Association at Atlanta city in 1954 resulted in the formation of a Department Committee on Preparation for the Principalship. Seven regional conferences have been sponsored by the national Department, and reports reveal the thinking concerning "competencies needed, selection procedures, pre-service and in-service preparation and certification standards."

A brief summary of the results follows:

1. Personality factor includes human relations, honesty, friendliness and courage.
2. Background training in the areas of culture, administrative knowledge and supervision, group dynamics and understanding the learning process.
3. Professional activity which involves putting into practice that which has been learned.

The internship was regarded as being important as a culmination (9:208, 209).

Such current periodicals as Overview, School Executive, National Schools, and the National Association of Secondary School Principals have also published articles that further

emphasize the concern for adequate selection and preparation of future school administrators.

CHAPTER III

FINDINGS

A broad collection of data concerning the preparation of administrators was gleaned from the three groups of questionnaires. The purpose of this chapter will be to analyze the findings.

I. THE TEACHER QUESTIONNAIRE

The purpose of this questionnaire was to determine the personal working relationship (as observed by the teachers who work with them) of those Central Washington College of Education graduates in administration and supervision who actually held principalships. The general information revealed that the average number of years of teaching experience was 10.63 years. The range of teaching experience was three months minimum and thirty-eight years maximum. The average number of years of teaching experience with the principal on whom the questionnaire was based was 2.7 years. The range of experience with this principal was from three months to twenty-six years.

The frequency of duties performed are shown in Table I.

The area receiving the greatest number of responses was number 14 the item "shows respect for individuality of others."

TABLE I
FREQUENCY OF DUTIES PERFORMED

Duties performed	Very Frequently		Usually		Sometimes		Seldom		Never		Not Applicable		Total Responses
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.
Works with teachers on a co-operative basis	93	65.0	37	25.9	12	8.4	1	.7					143
Encourages teachers and parents to work together in solving pupil problems	77	54.6	48	34.0	12	8.5	2	1.4			2	1.4	141
Encourages participation in professional groups	77	58.3	40	30.3	7	5.3	4	3.0	1	.8	3	2.3	132
Encourages pupil planning	48	34.5	40	28.8	25	18.0	10	7.2	4	2.9	12	8.6	139
Facilitates providing for and locating instructional aids and materials	75	54.3	31	22.5	12	8.7	3	2.2	2	1.4	15	10.9	138
Encourages staff to do professional reading	49	34.2	44	30.8	28	19.6	12	8.4	5	3.5	5	3.5	143
Assigns duties to qualified teachers	74	52.5	49	34.8	9	6.4	5	3.5			4	2.8	141
Assists teachers in making lesson plans and teaching units	12	8.7	14	10.1	24	17.4	25	18.1	30	21.7	33	24.0	138

TABLE I (continued)

Duties performed	Very Frequently		Usually		Sometimes		Seldom		Never		Not Applicable		Total Responses
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.
Assists teachers to find more effective teaching techniques and devices	37	25.8	36	25.2	34	23.8	12	8.4	8	5.6	16	11.2	143
Aids teachers in pupil guidance and adjustment	64	44.4	37	25.7	27	18.7	6	4.2	2	1.4	8	5.6	144
Assists in solving instructional problems	43	30.9	46	33.1	24	17.3	7	5.0	9	6.5	10	7.2	139
Is able to get along with people	98	67.6	39	26.9	7	4.8					1	.7	145
Gives criticism in a professional manner	79	56.4	39	27.9	13	9.3	7	5.0	1	.7	1	.7	140
Shows respect for the individuality of others	94	64.4	41	28.1	6	4.1	4	2.7			1	.7	146
Facilitates the keeping of records and reports of pupil growth and development	82	57.8	32	22.5	6	4.2			1	.7	21	14.8	142
Bases teacher evaluations on observation	46	33.1	58	41.7	17	12.2	7	5.0	5	3.6	6	4.3	139
Defends teachers when criticized by others in situations where they have acted in accordance with district policy	98	70.5	28	20.1	5	3.6	3	2.2			5	3.6	139

However, the duties performed by principals receiving the greatest number of very frequent ratings (70.5) per cent was "Defends teachers when criticized by others in situations that are in accordance with district policy." The area receiving the second highest number of very frequent responses was "Is able to get along with people."

The area that received the least number of very frequent responses (8.7 per cent) was "Assists teachers in making lesson plans and teaching units." It was significant that this area received the greatest number of "not applicable" responses, 24 per cent of 138 responses to this item. Yet in number eleven, 64.0 per cent of the persons responding indicated that the principal "Assists in solving instructional problems" very frequently and usually.

The questions dealing with working co-operatively with others, respect for the individuality of others, and ability to get along with others showed a close relationship in regards to the per cent of teachers having checked each item very frequently. The percentages were 65, 64.4, and 67.6 respectively.

II. QUESTIONNAIRE SENT TO CENTRAL WASHINGTON COLLEGE OF EDUCATION GRADUATES

The Central Washington College of Education graduates between the years 1957 and 1960 who responded fell into six

areas in regards to the position held at the time the survey was conducted. Four persons held superintendencies or assistant superintendencies. Fourteen were employed as principals. Seven were vice principals. One full-time counselor and one psychologist both have been grouped under guidance. Eighteen were teachers and two were students. Throughout this portion of the questionnaire each group has been considered separately.

III. GENERAL CHARACTERISTICS

Ages. The average age of the four superintendents was 40.2 years. The range was between 34 and 53 years of age.

In the group of fourteen principals the average age was 35.2 years, with a range of from 28 to 54 years.

The average age of the seven vice principals was 34.5 years, with a range from 28 to 57.

There were two persons in guidance, one age 33 and the other 34.

The average age of the eighteen teachers was 32.3 years. The range in ages was from 28 to 44 years.

There were two students whose ages were 31 and 32 years.

All respondents completed this section.

Sex. While not all persons sent questionnaires were males, the returns were from male respondents only.

Cost of graduate study. The cost of the respondents' graduate study in administration or supervision (exclusive of salary lost by not being employed) is reported in Table II.

TABLE II
COST OF GRADUATE STUDY

Group	Responses	Average salary loss
Superintendent	3	\$2,500.00
Principals	12	\$1,389.58
Vice Principals	7	\$1,850.00
Counselors	2	\$ 950.00
Teachers	18	\$1,775.00
Students	2	\$1,250.00
Totals	44	\$1,669.00 Average

*Not included in this figure were responses from one superintendent and two principals who indicated they had no record of the cost of their graduate study.

TABLE III
SIZE OF DISTRICT

Group	Average number pupils enrolled	Range	Number Responses
Superintendents	1,838	150 -- 2,727	4
Principals	40,085.2	240 --22,555	14
Vice Principals	5,803.8	240 --22,555	6

TABLE III (continued)

Group	Average number pupils enrolled	Range	Number of Responses
Guidance	14,127.5	5,700 -- 72,555	2
Teachers	227,094	448 -- 100,000	17

One vice principal and one teacher did not complete this portion of the questionnaire. Neither of the students reported on this section.

The teacher group showed the highest average number of pupils enrolled.

TABLE IV

NUMBER OF PEOPLE ON PROFESSIONAL STAFF

Group	Range	Median	Responses
Superintendents	9 -- 165	120	4
Principals	12 -- 950	100	14
Vice Principals	8 -- 900	70	7
Guidance	269 -- 970	--	2
Teachers	7 -- 1,000	226	16
Total			43

Two teachers did not report on the number of people on the professional staff. The question was not applicable to

the two students.

Reasons for choice of specialization in administration and supervision. In this area it was possible to choose more than one reason if the area of choice applied. The reasons for the choice and the frequency of response are presented in Appendix E.

IV. PREPARATION AND EXPERIENCE

Years of training. Table V shows the years of college training each group reported.

TABLE V
YEARS OF TRAINING

Group	Average years training	Range	Number of responses
Superintendents	5.2	5--6	4
Principals	5.1	5--6	14
Vice Principals	5.1	5--6	7
Guidance	5.7	5--6	2
Teachers	5.5	5--6.5	18
Students	7.5	7--8	2
Total			47

Teaching certificates held by the superintendents showed that one held an elementary teaching certificate, one

held a junior high school teaching certificate, one held a high school certificate and one held a life teaching certificates.

Of the group of principals reporting on teaching certificates, 2 held elementary certificates, 1 held a six year elementary certificate, 2 held life certificates, 9 held standard general teaching certificates, 1 held a standard secondary teaching certificate.

Five vice principals reported that they held standard general certificates. One vice principal held a standard advanced life and one held a standard elementary certificate.

The two people in guidance reported that they held standard general teaching certificates.

Of the 18 teachers reporting, 16 held standard general teaching certificates. One held a permanent secondary certificate and one held a continuing secondary certificate.

The two students held standard general teaching certificates.

There was more diversification in the types of teaching certificates held by the administrators than those who were teachers and students.

Years of teaching experience. Table VI showed that the Superintendent's group held the greatest average number of years of teaching experience.

TABLE VI
YEARS OF TEACHING EXPERIENCE

Group	Average number of years of teaching	Range	Median	Responses
Superintendent	12.3	11--15 years	12	4
Principals	9.8	2--12 years	9	14
Vice Principals	10.85	3--30 years	9	7
Guidance	9.0	8--10 years		2
Teachers	6.97	3--14 years	6	18
Students	4.7	3--6½ years		2

The superintendent group showed the greatest average number of years of teaching experience.

The data contained in Table VII regarding the levels of teaching experience indicate that an even number had elementary and junior high school experience while fewer persons had high school experience.

TABLE VII
LEVELS OF TEACHING EXPERIENCE

Group	Number having elementary experience	Number having junior high experience	Number having high school experience
Superintendents	4	4	2
Principals	11	9	4
Vice Principals	3	4	3

TABLE VII (continued)

Group	Number having elementary experience	Number having junior high experience	Number having high school experience
Guidance	1	2	1
Teachers	13	12	6
Students	1	2	1
Total	33	33	17

Administrative certification. Table VIII shows the types and number of administrative certificates held by each group. In this table the total number of certificates did not equal the total number of persons. Some people held more than one certificate.

One principal not included in Table VIII reported that he held no administrative certificate, while a second principal not included in Table VIII reported that he was applying for a provisional principal's credential.

One vice principal not included in Table VIII did not respond to the question.

TABLE VIII

ADMINISTRATIVE CERTIFICATION

	Provisional Elementary	Elementary	Junior High	Provisional Secondary	High School	Provisional General	Super- intendent's
Superintendents		4	4		3		4
Principals	2	10	3				
Vice Principals		2	2	1	2		
Guidance		2	1				
Teachers	2	6	6		2	1	
Students		1	1		1		
Totals	4	25	17	1	8	1	4

Time elapsed between obtaining credentials and first position. The time elapsed between securing administrative credentials and obtaining the first administrative position showed that one year received the greatest number of responses, 10. However, very close to one year was the response from 12 persons that the administrative position was obtained prior to or simultaneously to receiving administrative credentials. Other data regarding the time elapsed between obtaining administrative credentials and securing the first administrative position may be found in Table IX.

TABLE IX

TIME ELAPSE BETWEEN OBTAINING CREDENTIALS AND FIRST POSITION

	Position preceded credentials	Simultaneously	Years					Not Applicable
			0-1	2	3	4	8	
Superintendents	2		2					
Principals	1	4	6	1			1	1
Vice Principals	3	1	1	1				1
Counselors no responses								
Teachers			1			1		1
Student	1							
Totals	7	5	10	2	1	1		3

Fourteen teachers did not respond. Two teachers reported one year and four years respectively. The person that reported one year could be assigned to an administrative position; however, this was not indicated. The person that reported four years indicated he was just given an administrative appointment to begin with the next school term. One student did not respond..

Value of positions held. In the area regarding value of the positions held, it was difficult to discern any definite trends. Each respondent was to give the positions he held as an educator. The value of each position was to be based on a four scale rating. Table X shows the value placed on each position held. Although elementary teaching received the highest number of responses, more persons had this experience than others.

While 12 of the 14 persons who held internships indicated they were very valuable (as may be seen in Tables XI --XVII) this was not indicated by the value placed on the positions held. Only one person in each case rated the teaching principalship or internship as being of great value.

Value of graduate study. Twenty-four courses were enumerated, with provision for the respondent to include others. The respondents were to check the courses taken

TABLE X

VALUE OF POSITION HELD

Position	Superintendents				Principals				Vice Principals				Guidance Teachers				Students				Total Responses							
	*G	S	L	N	G	S	L	N	G	S	L	N	G	S	L	N	G	S	L	N	G	S	L	N				
Teaching																												
elementary	2				5	6			7	2							9	5	1	1					23	13	1	1
junior high school					3	5			3	1		1					5	5	4	1	1				13	11	4	1
high school					2	3			5	2		1					1		6						9	5		6
Vice Principalship																												
elementary	3				5																							
junior high school									2																2			
high school									1																1			
Principalship																												
elementary	2	1			8	2			2																12	3		
junior high school	1				3																				4			
high school	1				1																				2			
Counseling					2				4	1		2				2									10	1		
guidance consultant												1													1			
psychologist												1													1			
Internship					2				1																1	2		
Teacher principalship Gr. 5--8					1																				1			
Teacher principalship high school					1	1			2																3	1		

TABLE X (continued)

Position	Superintendents		Principals		Vice Principals		Guidance		Teachers		Students		Total Responses				
	G	S	L	N	G	S	L	N	G	S	L	N	G	S	L	N	
Rural teaching grades 1--8					1												1
Teaching grades 6--8					1												1
Night school co-ordinator								1									1
Director of summer school					1												1
Librarianship college								1									1
Acting principal										1							1
Co-ordinator of summer school								1									1
Adult education											1						1
Assistant Superintendent	2																2
Superintendent	2																2
Co-ordinator of instruction	1				1												2

*G--Great
 S--Some
 L--Little
 N--No Value

and evaluate the courses on a four scale rating. The responses of the superintendents indicated that four persons took the following courses: School Finance, History of Education, Public Relations, Human Relations, Psychology, Economics, Sociology, School Supervision, Curriculum Planning and Improvement, Administrative Theory--elementary, Administrative Theory--secondary, Research, and Teaching Methods. The course having received the highest rating--very valuable--by all four superintendents was Curriculum Planning and Improvement.

Other ratings of courses taken by Superintendents may be found in Table XI.

In regard to the principals' ratings of graduate studies, one questionnaire was not complete concerning the area of courses taken while two other questionnaires were partially completed in this area. In the two latter instances, ratings were given courses, although there was no indication of having taken the course.

For this study these questionnaires have been included because the respondents could have taken the courses and not had a transcript available--as was the case with one respondent. A second reason for including these questionnaires was to determine the value the individual felt for the course. While these persons may not have had the course, they could have felt a special need in the area.

TABLE XI

SUPERINTENDENTS' EVALUATION OF GRADUATE STUDY

Course Description	Number of Superintendents who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Finance	4	3	1		
History of Education	4	1	2	1	
Political Science	2		2		
Personnel Administration	3	1	2		
Public Relations	4	2	2		
Human Relations	4	3	1		
Psychology	4	3	1		
Physical Science	3		2	1	
Economics	4	2	2		
Sociology	4	1	3		
Group Leadership	3		3		
School Supervision	4	2	2		
Philosophy of Education	3		3		
Curriculum Planning and Improvement	4	4			

TABLE XI (continued)

Course Description	Number of Superintendents who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Business Management	2	2			
School Building Planning	3	3			
School Administration-- theory Elementary	4	2	2		
Administrative Secondary	4	2	2		
Administrative Internship Elementary					
Administrative Internship Secondary					
Research	4	2	2		
Teaching Methods	4	2	1	1	
Mathematics	3	1	2		
Field Project in Administration					
Other					

TABLE XII

PRINCIPALS' EVALUATION OF GRADUATE STUDY

Courses Description	Number of Principals who took course	Very Valuable	Ratings of Courses		
			Moderately Valuable	Little Value	No Value
School Finance	7	4	4		
History of Education	13		7	6	
Political Science	4		1	1	2
Personnel Administration	6	4	3		
Public Relations	7	6	1	1	
Human Relations	6	5	2		
Psychology	12	4	7	2	
Physical Science	3		3	1	
Economics	2	1		1	
Sociology	6	1	3	2	
Group Leadership	3	3			
School Supervision	12	9	4		
Philosophy of Education	7	2	3	2	
Curriculum Planning and Improvement	10	6	3	1	

TABLE XII (continued)

Course Description	Number of Principals' who took course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Business Management	1		1		
School Building Planning	8	1	6	1	
Administration Theory-- Elementary	6	5	2		
Administration Theory-- Secondary	2	1	1		
Administration Internship Elementary	3	1	2		
Administration Internship Secondary	1*	1*			
Research	11	4	7	1	
Teaching Methods	10	3	8		
Mathematics	2			2	
Field Project in Administration	2	1	1		
Other	2	1			
Classroom Teaching Problems	1	1			
Social Foundations of Education	1		1		
Evaluation of School Program	1	1			
Instructional Aids	1		1		

*on the job training

TABLE XIII

VICE PRINCIPALS' EVALUATION OF GRADUATE STUDY

Course Description	Number of		Ratings of Courses		
	Vice Principals who took the course	Very Valuable	Moderately Valuable	Little Value	No Value
School Finance	4	2	2		
History of Education	6		2	3	1
Political Science	5		1	1	1
Personnel Administration	5	4	1		
Public Relations	7	3	4		
Human Relations	5	5			
Psychology	7	4	2		1
Physical Science	6		5	1	
Economics	5	1	3	1	
Sociology	4	2	2		
Group Leadership	5	3	1		1
School Supervision	7	6	1		
Philosophy of Education	6	4	1	1	
Curriculum Planning and Improvement	3	3			

TABLE XIII (continued)

Course Description	Number of		Ratings of Courses		
	Vice Principals who took the course	Very Valuable	Moderately Valuable	Little Value	No Value
School Business Management	2	2			
School Building Planning	3	2	1		
Administration Theory-- Elementary	1	1			
Administration Theory-- Secondary	3	3			
Administration Internship Elementary	1	1			
Administration Internship Secondary	1	1			
Research	6	3	3		
Teaching Methods	6	2	3	1	
Mathematics	1			1	
Evaluation of Curriculum	1				1
Evaluation of School Progress	1	1			

TABLE XIV

COUNSELORS' EVALUATION OF GRADUATE STUDY

Course Description	Number of Counselors who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Finance	2	2			
History of Education	2	1	1		
Political Science	1	1			
Personnel Administration	1	1			
Public Relations	1		1		
Human Relations					
Psychology	2	1	1		
Physical Science					
Economics					
Sociology					
Group Leadership					
School Supervision	1			1	
Philosophy of Education	1	1			
Curriculum Planning and Improvement					

TABLE XIV (continued)

Course Description	Number of Counselors who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Business Management					
School Building Planning	2	1		1	
Administration Theory-- Elementary	1	1			
Administration Theory-- Secondary	2	1	1		
Administration Internship Elementary					
Administration Internship Secondary					
Research	2	2			
Teaching Methods	1	1			
Mathematics					
Evaluation of Curriculum					
Counseling Courses	1	1			
Statistics	1	1			

TABLE XV

TEACHERS' EVALUATION OF GRADUATE STUDY

Course Description	Number of Teachers who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Finance	13*	8	2		2
History of Education	8	1	5	1	1
Political Science	5		5		
Personnel Administration	8	2	5	1	
Public Relations	9	5	4		
Human Relations	9	6	2	1	
Psychology	13	2	5	4	2
Physical Science	7	1	3	1	2
Economics	4	1	2	1	
Sociology	5	2	2	1	
Group Leadership	5	1	2	2	
School Supervision	10	6	2	1	1
Philosophy of Education	8	2	4	1	1
Curriculum Planning and Improvement	13	5	5	2	1

TABLE XV (continued)

Course Description	Number of Teachers who took the course	Very Valuable	Moderately Valuable	Little Value	No Value
School Business Management	3	1	1		1
School Building Planning	8	4	3		1
Administration Theory-- Elementary	6	3	1	2	
Administration Theory-- Secondary	6	2	3	1	
Administration Internship Elementary	4	4			
Administration--Internship Secondary	6	2	3	1	
Research	2	2			
Teaching Methods	10	6	4		
Mathematics	10	4	2		
Evaluation of Curriculum	6	1	3	1	1
Counseling Courses	1	1			
Teaching Language Arts	1	1			
Guidance	1			1	

*one person failed to rate this course

TABLE XVI

STUDENTS' EVALUATION OF GRADUATE STUDY

Course Description	Number of Students who took the course	Ratings of Courses			
		Very Valuable	Moderately Valuable	Little Value	No Value
School Finance	2	1	1		
History of Education	2	1	1		
Political Science	2		2		
Personnel Administration	2	2			
Public Relations	1	1			
Human Relations	1	1			
Psychology	2	1	1		
Physical Science	1			1	
Economics	1		1		
Sociology	1	1			
Group Leadership	1	1			
School Supervision	1	1			
Philosophy of Education	2	1	1		
Curriculum Planning and Improvement	2	1		1	

TABLE XVI (continued)

Course Description	Number of Students who took the course	Very Valuable	Ratings of Courses		
			Moderately Valuable	Little Value	No Value
School Business Management	1		1		
School Building Planning	1		1		
Administration Theory-- Elementary	1	1			
Administration Theory-- Secondary	2	2			
Administration Internship Elementary	1	1			
Administration Internship Secondary	2	2			
Research	1	1			
Teaching Methods	2	1	1		
Mathematics	1	1			
Evaluation of Curriculum	1	1			
Counseling Courses	1		1		
Teaching Language Arts	1		1		
Seminar in Administration	1	1			

The courses most frequently taken by principals were History of Education, Psychology, School Supervision, and Research including graduate study. The numbers of persons having taken the respective courses may be found in Table XII, Principals' Evaluation of Graduate Study.

The course receiving the greatest number of very valuable responses by principals was School Supervision. The courses most frequently taken by vice principals were Public Relations, Psychology, and School Supervision. The course with the greatest number of very valuable responses by vice principals was School Supervision. See Table XIII, Vice Principals' Evaluation of Graduate Study.

The two persons grouped under guidance, were too few to establish any notable trends. However, both respondents indicated they had the following courses: School Finance, History of Education, Psychology, School Building Planning, Administration Theory--Secondary and Research.

The courses rated very valuable by both respondents were School Finance and Research. For further information see Table XIV, Counselors' Evaluation of Graduate Study.

Two Central Washington College of Education graduates who were teachers indicated that they left the question unanswered because they were not administrators and therefore not qualified to answer it. Three questionnaires were not

answered in regard to the courses taken, but the area concerning the ratings was completed. Two questionnaires were checked in the area of courses taken, but courses that were specified as not having been taken were also rated.

One respondent felt that the internship would be of value if it were available to all students.

Responses of graduate students who were in teaching showed the courses most frequently taken to be School Finance, Psychology, and Curriculum Planning and Improvement.

As in the case of the Guidance group, the student group also had too few persons to establish any trends. However, both students had Personnel Administration and Administrative Theory for secondary school. These two courses also rated the "very valuable" response.

Rating of program at Central Washington College of Education. The rating of the over-all program revealed that two superintendents rated the program at Central Washington College of Education excellent, one rated the over-all program good, and one left the question unanswered.

Five principals rated the over-all program at Central Washington College of Education excellent, nine principals rated the program as being good. Six vice principals rated the program good, and one person left the question unanswered. Of the two people in guidance, one person rated the program

excellent and the other person rated the program good. Four teachers rated the program excellent, twelve rated the program good, and two rated the program fair.

One student rated the program excellent while the other rated the program good.

In terms of the total number of responses, thirteen persons rated the program at Central Washington College of Education excellent, thirty rated it good, while two rated it fair.

Over-all rating of program at Central Washington College of Education--strengths of the program. This question required a written response on the part of the respondent. It was hoped that he would express himself freely without the possibility of preconceived bias that could have resulted by the use of lists.

Three superintendents reported the major strengths of the program at Central Washington College of Education as being "close association with and guidance from professors who have had experience as principals or superintendents in the public schools."

The fourth questionnaire was incomplete because the respondent indicated that he attended the University of Washington so that he might obtain superintendents' credentials. (The University of Washington and Washington State

University have been the two designated institutions in Washington state for preparation of superintendents). One principal did not complete this area. However, the thirteen who did indicated the major strengths of the graduate program at Central Washington College of Education were availability, quality of college staff, subjects in administration, and guidance given by college staff, class size, and availability of physical facilities.

With regard to the staff at Central Washington College of Education, comments as "Chairman of graduate committee was most helpful," and "The opportunity to discuss problems with the faculty," were mentioned.

The seven vice principals reporting indicated the major strength of the program at Central Washington College of Education was the staff. Many staff members were considered to be inspirational.

Of those in guidance, one questionnaire was incomplete, while the other indicated the instructors and professors were the major strength.

Of the group of 18 teachers responding, 1 did not complete this section of the questionnaire. However, the results of the 17 responses indicated that most felt the quality of the professors was the greatest strength of the program.

One of the two students who participated completed this section of the questionnaire. Small classes were regarded as the greatest strength by the respondent.

The two areas receiving the greatest aggregate responses were the quality of the instructors (23 responses) and the availability of the staff at Central Washington College of Education for consultations and guidance (18 responses). Because of the close relationship between good instructors and quality of courses, it would appear that the eight responses under specific subjects might be closely related to the quality of the staff. Table XVIII shows the other strengths in the program at Central Washington College of Education.

One person recommended that Central Washington College of Education again be permitted to train persons for any phase of public school work.

Major weaknesses of the program. One person received his training at the University of Washington; therefore he left the question blank.

There were no noticeable trends in the responses received from the three superintendents reporting in this area. The following comments regarding the weaknesses of the program were:

1. "Some work required by the state"

TABLE XVII

OVERALL RATING OF PROGRAM AT
CENTRAL WASHINGTON COLLEGE OF EDUCATION

Strength of program	Frequency of response				
	Superin- tendents	Princi- pals	Vice Princi- pals	Guidance	Teachers Students
Availability of college staff for guidance and direction	3	7	3		5
Quality of college staff and use of current admin- istration to conduct classes	3	5	4	1	10
Range of subject	1				2
Specific subjects internship	1				1
Administration and supervision courses	3				2
Seminar					1
Class size	1				1
Physical facilities	1				

2. Inadequate procedures for summer school enrollment.
3. Lack of help in procuring an understanding of philosophies of education. Maturity of the individual was suggested as possibly being helpful in this case.

However, the question must be asked "Is this a duty of the training institution?" Four principals did not respond to this question. The 10 principals responding included sixteen weaknesses, three that relate to lack of such practical experience as the internship, realistic situations not utilized, or observations of practical aspects.

Two persons mentioned the lack of an "enforced program" or direction as to what they need.

Three persons mentioned the instructors as being negligent in keeping abreast of current philosophies, or summertime instructors not being serious about their work.

The following were individual observations: the lack of material dealing directly with the area being studied, a deficiency in standardization of the quality and quantity of work, the graduate adviser neglected giving assistance in preparing a thesis, a weakness in not providing a personnel factor course on dealing with the faculty, a weakness involving pressure in short summer terms; one person noted no weaknesses in the program.

Three vice principals felt there was a weakness in regard to the practical phase of the program.

One person in each instance mentioned weaknesses such as lack of facilities (library conference rooms and typing rooms for carrying out individual projects), a deficiency in curriculum development, the registration system being frustrating and a need for closer working relationship between the Graduate office and Registrar's office, mediocrity of instructors.

One person indicated no significant weaknesses.

The two persons in guidance reported no weaknesses apparent.

All eighteen teachers responded to this question. The responses were varied. Four indicated that there was too much theory and not enough practical courses. Three indicated the lack of opportunities to participate in the internship program.

There was one response for each of the following items: the classes were too dull, the classes were repetitious, there was too much emphasis on arbitrary requirements, two required courses were a weakness, there was a lack in advisers, there was confusion in the program, the program was too short, there was deficiency in providing field trips to administrative offices, there was a deficiency in the grading

process and a need for emphasis on greater selectivity of candidates.

The two students reported a deficiency in providing seminars.

The area receiving the greatest number of reported weaknesses was lack of practical experience and no opportunity to participate in the internship.

The areas to receive the second highest number of deficiencies were: inadequacies of instructors (mentioned four times) and "too much theory" (mentioned four times). Four persons also indicated there were no major weaknesses.

Ratings of importance of abilities. The respondents were instructed to rate the importance of eight areas, using a rating scale of four. The ratings given by the superintendents group are found in Table XVIII. The two areas rated most frequently as being essential were the ability to live under pressure and ability to adapt to a situation. The only area all four respondents concurred in was high intellect. It was rated as being important.

TABLE XVIII
SUPERINTENDENTS' RATINGS OF IMPORTANCE OF ABILITIES

Experience	Essen- tial	Impor- tant	Little Impor- tance	No Impor- tance	Responses
Ability to live under pressure	3	1			4
High intellectual capacity		4			4
Ability to work with people	2	1			3*
Ability to see problem and related facets	2	1			3*
Ability to handle technical phase	2	1			3*
Physical endur- ance	1	3			4
Group centered leadership		3			3*
Ability to adapt to a situation	3				3*

*one person checked two areas therefore neither of his responses were included in these areas.

One principal omitted the ability to see the problem and related facets. Another omitted the "ability to handle the technical phase of the area and group centered leadership."

The area receiving the greatest number of "essential" responses by principals was the ability to work with people

(thirteen). The area concerning high intellectual capacity received the next highest number of responses but was rated important rather than essential.

TABLE XIX
PRINCIPALS' RATINGS OF IMPORTANCE OF ABILITIES

Experience	Essen- tial	Impor- tant	Little Impor- tance	No Impor- tance	Responses
Ability to live under pressure	8	6			14
High intellectual capacity	1	12			14
Ability to work with people	13	1			14
Ability to see problem and re- lated facets	11	2			13
Ability to handle technical phase	3	10			13
Physical endurance	4	7	3		14
Group centered leadership	4	9			13
Ability to adapt to situation	8	6			14
Consistency (written in)	1				

Seven vice principals responded. The area receiving the highest number of "essential" responses was the ability to work with people. Areas regarded as important by all seven vice principals were the ability to handle the technical phase of the program and physical endurance and high intellectual capacity.

TABLE XX

VICE PRINCIPALS' RATINGS OF IMPORTANCE OF ABILITIES

Experience	Essen- tial	Impor- tant	Little Impor- tance	No Impor- tance	Responses
Ability to live under pressure	4	3			7
High intellectual capacity		7			7
Ability to work with people	7				7
Ability to see problem and re- lated facets	5	2			7
Ability to handle technical phase		7			7
Physical endurance	7				7
Group centered leadership	2	3	1	1	7
Ability to adapt to a situation	5	2			

The ratings of Counselors may be found in Table XXI. Because of the few numbers in this study no trend can be established. However, the two areas regarded as being essential were ability to work with people and the ability to adapt to a situation.

TABLE XXI
COUNSELORS' RATINGS OF IMPORTANCE OF ABILITIES

Experience	Essential	Important	Little Importance	Responses
Ability live under pressure		1	1	2
High intellectual capacity		2		2
Ability to work with people	2			2
Ability to see problem and related facets	1	1		2
Ability to handle technical phase		1	1	2
Physical endurance		2		2
Group centered leadership		2		2
Ability to adapt to a situation	2			2

Eighteen teachers responded to this section of the questionnaire. Table XXII shows 16 of the 18 respondents rating the ability to work with people as being essential. Fourteen regarded high intellectual capacity important.

TABLE XXII
TEACHERS' RATING OF IMPORTANCE OF ABILITIES

Experience	Essen- tial	Impor- tant	Little Impor- tance	No Impor- tance	Responses
Ability to live under pressure	9	8	1		18
High intellectual capacity	2	14	2		18
Ability to work with people	16	2			18
Ability to see problem and re- lated facets	11	7			18
Ability to handle technical phase	2	12	4		18
Physical endur- ance	3	12	3		18
Group centered leadership	5	11	1	1	18
Ability to adapt to a situation	11	7			18

The ratings given by the students is found in Table XXIII. Two areas were regarded by both students as being essential. These areas were ability to work with people and ability to handle the technical phase of the program.

TABLE XXIII

STUDENTS' RATING OF IMPORTANCE OF ABILITIES

Experience	Essential	Important	Little Important	Responses
Ability to live under pressure	1	1		2
High intellectual capacity	1	1		2
Ability to work with people	2			2
Ability to see problem and related facets	1	1		2
Ability to handle technical phase	2			2
Physical endurance	1	1		2
Group centered leadership	1	1		2
Ability to adapt to a situation	1	1		2

Evaluation of state requirements. In this section of the questionnaire, greater conformity was desired; therefore, seven broad areas were listed with opportunity for the respondent to check as many as he felt applied. Table XXIV shows the groups and ratings given. Twenty-three persons felt the requirements of the state were satisfactory. However, 22 persons felt more practical training was desirable.

Adequacy of level of preparation. Each respondent in a supervisory or administrative position was asked his opinion regarding the adequacy of his present level of preparation. Two superintendents felt the present level of preparation was adequate. However, one superintendent mentioned the importance of continued growth and keeping abreast of the times. Two respondents said no. One respondent indicated a "yes" answer would be an admission of saturation. Eleven principals felt their preparation was adequate. However, one person felt it would have been better had the opportunity for an internship been available. Three principals indicated that the preparation was not adequate. One person commented that "It was possible to profit from new as well as old ideas."

TABLE XXIV
EVALUATION OF STATE REQUIREMENTS

	Superin- tendents	Princi- pals	Vice Princi- pals	Guidance	Teachers	Students
They are satisfactory	2	10	2	13	8	
More practical training	2	4	6		8	2
More theoretical			1	1	1*****	1
A different type	1*	1**		1****		
More flexibility	1	2	1		3	
More teaching experience		2	2		5*****	2
Less teaching experience						

* He endorsed more flexibility as a solution to this problem

* This person felt there was a danger of driving good prospects from the field

** Three year trial period

Two year primary concentration with supervision.

Two years intermediate concentration with supervision

Seven years total

Following the three year period and each two year period, would be interviews and tests for screening purposes.

*** One person felt there were too many temporary credentials granted by the state. Co-operation between college and state was suggested.

TABLE XXIV (continued)

- **** Principals need more training in recognizing needs of children that deviate from normal.
- ***** A course on school directors should be included relating the community responsibility, school responsibility and powers.
- ***** One respondent indicated that he felt too many administrators were more concerned with business management and too far removed from teaching.

One vice principal left this section of the questionnaire blank while 6 completed it. Of those completing this section of the questionnaire, 4 felt the preparation was adequate while 2 did not.

A composite of the adequacy of preparation, showed that 17 persons of the 24 involved felt their preparation was adequate while 7 persons felt their preparation was not adequate.

Administrative interest change. Those not currently holding a principalship were asked if they still wished to do so. If the answer was no, they were asked the reason they changed their objective. One superintendent indicated that he might still be interested in a principalship even though he was not serving in this capacity at this time. Three superintendents preferred their present position. This question did not apply to the principals or vice principals.

Of the two persons working in guidance who had their preparation in Administration and Supervision, one indicated he was continuing in guidance. The other person indicated he would be interested if the school placed emphasis on psychology.

All of the eighteen teachers responded. However, only four indicated they were no longer interested in holding a principalship. One person indicated he was interested in the area of counseling. One person felt that the added burden

was not adequately compensated. Another person felt public pressures were too great. One student indicated ~~he~~ was no longer interested in a principalship because he was training for college work.

In-service training. Each respondent was asked if the district in which he worked provided in-service training for administrators and if the in-service training was adequate. Table XXV shows the number of persons who indicated in-service training was available and the adequacy of the training.

TABLE XXV
IN-SERVICE TRAINING

Group	In-service training			Adequate	
	Yes	Some	No	Yes	No
Superintendents	1	1	2	1	2
Principals	7	1	3	2	3
Vice Principals	2	1	3		2
Guidance	1		1		1
Teachers	7	1	8	1	3
Students			1*		
Total	18	3	17	4	11

* response applied to last district in which respondent was employed.

One superintendent, two principals, and one vice

principal omitted the area concerning in-service training. Two teachers felt the question did not apply in their situation. Also one student felt this did not apply to his situation.

Suggestions for improvement. The suggestions for improvement of the program at Central Washington College of Education were many and varied. The four superintendents felt additional seminar sessions in the area of administration would be beneficial. A second suggestion was to have Central Washington College of Education train persons for the superintendents' credentials.

The one predominant suggestion offered by three principals was providing more practical training or an internship. Practical supervision and administration courses with the possibility of observation and workshops were also suggested. Good instructors with a smaller teaching load to provide opportunities for the advisee to meet with adviser was a further suggestion. It was suggested that more detail should be given in respect to what would be expected by administrators from parents, the district, and staff harmony and curriculum changes.

The program was considered "very strong" by one person; another mentioned his training as being comparable to that of other persons from various areas in the United

States with whom he came into contact through his teaching and administrative work with the armed forces overseas.

The vice principals suggested more emphasis on practical application with more standardization in providing for internships, more teaching experience required, and screening of candidates for administration and supervision. They also suggested less theory.

Those in guidance suggested courses that would deal with problems peculiar to small districts and large districts and a return by instructors to the public schools to serve as a refresher course in the problems and changes having taken place in recent years.

An extension of the internship program and more practical courses even if the situations were hypothetical were suggestions offered by five respondents of the teacher group.

Four of the teacher group suggested that administrators currently in the field be used to instruct college courses.

As was suggested by the guidance group, four teachers suggested a return to public school teaching or administration by the college staff for a year as a refresher for current trends and policies. Better instruction in the methods classes was also suggested by two persons.

Two persons also felt that more undergraduate courses should be available to the graduate students, especially in

English, History, Mathematics, and Science, as the graduate courses were uninteresting. One person suggested more public relations while another suggested a revision of the sequence of courses.

In two instances less theory was suggested.

Greater emphasis on testing done in Education 507, Introduction to Graduate Study, was suggested by one person.

It is significant that four teachers mentioned having persons who are currently in administration conduct graduate classes in administration and supervision. Also four recommended the return by instructors to the public schools for one year as a refresher for current problems and trends.

The student group reiterated what had been suggested by the preceding groups: provide further internships in administration and provide seminars for all graduates in the area of administration.

The area receiving the greatest aggregate of responses was that of practical courses and workshops in administration. There were sixteen suggestions of this nature. The area receiving the second greatest number of suggestions was the internship program which related very closely to the first suggestion. The internship was suggested fourteen times. Other suggestions appeared more scattered as may be seen by Table XXVI.

Although there have been definite responses regarding the training program with suggestions for improvement, it would appear unwise to attempt any conclusive statements as too few persons have responded. However, certain areas such as the practical aspects show a preponderance in the suggestions offered.

TABLE XXVI
SUGGESTIONS FOR IMPROVEMENT

Areas	Number of Responses
Practical courses and workshops in administration	16
Internship	14
Faculty return to public schools for refresher courses	6
Current administrators teach college courses	6
Training geared to situation in which administrator will work	4
Less theory	4
Seminars	4
Greater emphasis on testing and screening	3
Smaller teaching load for graduate advisors	2
More undergraduate courses open to graduates	2

TABLE XXVI (continued)

Areas	Number of Responses
Better and more modern instructional methods	2
Public relations course	1
Restore training of superintendents to Central Washington College of Education	1
Revision of sequence and content in educational departments	1

V. SUMMARY

Although the responses of persons who obtained a master's degree in administration and supervision at Central Washington College of Education were possibly too few on which to base any firm conclusions, certain trends are noteworthy.

The major reason reported by 38 of 47 respondents for specializing in administration and supervision was greater remuneration.

The student group had the highest average number of years of preparation, 7.5 years. However, superintendents had the highest average number of years of teaching experience, 12.3 years. Thirty-three persons had teaching experience on the elementary school level. The same number

reported experience on the junior high school level, while seventeen indicated experience on the high school level.

Elementary administrative credentials were held by the greatest number of people.

A duration of one year or less elapsed from the time 15 of the 29 respondents received the administrative credential until they were placed in an administrative position. Seven had administrative positions prior to securing administrative credentials.

Curriculum Planning and Improvement, School Supervision, School Finance, Research, Personnel Administration, and Administrative Theory were regarded as the courses of most value by the respondents.

The over-all rating of the program at Central Washington College of Education by the 47 graduate students showed 13 persons rated the program excellent while 30 persons rated the program good.

The professors were regarded as the greatest strength of the program. The major weakness in the program was insufficiency of practical experience and lack of opportunities to participate in the internship program. Negligence in keeping abreast of recent changes in administration was also cited as a weakness but to a lesser degree.

The ability to work successfully with people was

considered to be essential by 42 of the 47 graduate respondents. Twenty-five of the 47 considered the ability to live under pressure essential.

The preparation program offered by Central Washington College of Education was considered adequate by 17 of the 24 graduate students responding. The graduate students indicated (21 out of 38 responses) that there was in-service training in their district. However, only four persons indicated the in-service training was adequate.

Suggestions for improving the program included additional seminar sessions in administration, mentioned by 16 while the internship, which related very closely to the first suggestion, was mentioned by 14.

VI. SUPERINTENDENTS' QUESTIONNAIRE EVALUATING PRINCIPALS AND SUPERVISORS

A questionnaire was sent to superintendents who had employed principals or supervisors having a master's degree from Central Washington College of Education between 1957 and 1960. The questionnaire was intended to evaluate their administrative or supervisory abilities and weaknesses as they related to the program at Central Washington College of Education and how Central Washington College of Education could have been of more help. The second section of the questionnaire was concerned with the superintendents'

rating of importance of abilities for effective leadership.

The responses indicated that 39 persons held administrative or supervisory positions. Evaluations were received for 24 of these, or 61.5 per cent. Twenty-three of the 24 were principals and 1 an administrative assistant. The average number of years they performed the present duties was 4.2. The range was from one year to twenty-six with the median being three. The mode was also three years.

Ratings by superintendents of duties performed. The first section of the questionnaire, involving the duties performed, has been grouped under four major areas which included administrative responsibilities, supervisory and curriculum development responsibilities, clerical responsibilities, and public relations. Table XXVII shows that the majority of persons (77.2 per cent) rated excellent and good in the total evaluation while only 9.8 per cent rated fair and poor.

TABLE XXVII

RATINGS BY SUPERINTENDENTS OF DUTIES PERFORMED

	Excel- lent	Good	Fair	Poor	No Response	Not Appli- cable
Supervision and curriculum development	29.4	42.5	4.5	.7	19.7	3.0
Administration	29.1	42.9	3.2	1.6	16.6	6.4

TABLE XXVII (continued)

	Excel- lent	Good	Fair	Poor	No Response	Not Appli- cable
Clerical	30.5	31.9	19.4	2.8	6.9	8.3
Public relations	37.5	50	12.5			
Other*	58.3	33.3	4.1		4.1	
Total average	37.1	40.17	8.7	1.1	9.4	3.5

*Being informed on local, state and national happenings affecting education.

In the three areas of supervision and curriculum development, administration, and clerical, and response "not applicable" can be explained because the main areas were broken down into more specific duties to obtain a more accurate rating. These duties did not always apply, as was the case in providing classes for the handicapped or school census.

Under supervision, curriculum development, and administration, the numbers not responding were relatively high in comparison to the other areas. This could have been an evasion of a negative response or an unknown area. However, it was also possible that the particular duty did not apply. This was a weakness in the questionnaire as it did not provide for a response indicating someone else performed this duty or that it did not apply.

Being informed on local, state, and national happenings affecting education was the area in which the

administrators had the highest rating of excellence. Supervision and curriculum development and administration were areas receiving the least number of excellent responses.

A further study of Table XXVII shows that the rating of good appeared most frequently in the area of Public Relations. However, the areas of Administration and Supervision and Curriculum Development showed a higher frequency of good ratings, 42.9 and 42.5 per cent respectively. The area that received the greatest number of poor responses was clerical work.

In combining the two ratings of excellent and good the area that showed the greatest aggregate of responses (91.6 per cent) was that of being informed on local, state and national happenings affecting education.

The individual items as they appeared on the questionnaire, showing the number of responses and the percentage, may be found in Appendix F. The area receiving the highest number of excellent ratings was keeping attendance records. Although poor ratings were given in ten areas, only 4.1 per cent was rated poor in each of the areas excepting fire drills, where 3 per cent rated poor.

Sources of assistance. The section of the questionnaire that indicated the sources from which help was sought showed fifteen sources. The Superintendents or the Administrative

office was most frequently mentioned. The second largest group from which help was sought was that of the principals, as may be found in Appendix G.

How college can assist. In training that related to administrative activities such as maintenance of building and grounds and equipment, the superintendents indicated that it would be helpful if principals had training through a course in this area.

Training for other administrative duties such as staff meetings, answering mail, inspections, and health services could be achieved through an orientation course for administrators featuring group dynamics, routine, and in-service planning. One person suggested the apprenticeship program should be of help in these areas.

Suggestions for preparing persons in areas of a supervisory nature, such as the improvement of instruction, included short courses, committee work, seminars, demonstration classes, training with advice as to the individuals area of greatest need, and providing personnel for conducting work shops.

Suggestions that dealt with training for clerical responsibilities included more detailed and practical training. One superintendent felt this was an area in which the internship program would be most helpful.

To prepare administrators for community relations, suggestions included more training and a specific college course. Another suggestion was to have Washington Education Association provide workshops in the area of public relations.

One person commented favorably on the help Central Washington College of Education has been on both the graduate and undergraduate levels. He also mentioned that administrators could utilize the in-service training program offered by the district.

Another person said, "I am highly critical of all college preparation excepting the area of curriculum." However, no suggestions were offered for improving the preparation.

A third person mentioned the internship of a year in duration to be very beneficial in preparing one person for administrative responsibilities.

Superintendents' rating of importance of abilities.

The superintendents were asked to rate the importance of seven areas, using a rating scale of four. This was also requested of those persons who had obtained a master's degree at Central Washington College of Education. The ratings by those persons may be found (in Tables XI through XVI).

Twenty superintendents completed this section of the questionnaire; four superintendents did not complete it. It

was possible that these four may not have felt the relatedness of this area to the remainder of the questionnaire since they were questioned about their attitudes concerning the abilities enumerated.

The two areas rated most frequently as essential by the superintendents were ability to work with people (79.2) and ability to live under pressure (62.5). High intellectual capacity was regarded as being important by 70.8 per cent of the respondents.

Two persons rated group centered leadership as being of little importance or unimportant. This was the only area in which a rating lower than important was given. Other ratings may be found on Table XXVIII.

TABLE XXVIII

SUPERINTENDENTS' RATINGS OF IMPORTANCE OF ABILITIES

Abilities	Essen- tial		Impor- tant		Little Impor- tance		No Impor- tance		Responses omitted	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Ability to live under pressure	15	62.5	5	20.8					4	16.6
High intellectual capacity	3	12.5	17	70.8					4	16.6
Ability to work with people	19	79.2	1	4.2					4	16.6
Ability to see problem and related facets	11	45.8	9	37.5					4	16.6

TABLE XXVIII (continued)

Abilities	Essen- tial		Impor- tant		Little Impor- tance		No Impor- tance		Responses omitted	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Ability to handle technical phase of position	8	33.3	12	50					4	16.6
Group centered leadership	6	25.0	12	50	1	4.2	1	4.2	4	16.6
Ability to adapt to a situation	13	54.2	7	29.2					4	16.6

CHAPTER IV

SUMMARY, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study attempted to determine the degree to which students who earned their master's degrees between the years of 1957 and 1960 felt prepared for entering an administrative position. To do so it sought answers to the following questions: (1) What strengths and weaknesses were encountered as observed by teachers with whom the graduates in administration worked, as observed by the superintendents with whom they worked, and as felt by themselves? (2) Was the program flexible enough? (3) To what extent were the practical courses and the courses in theory in education and administration helpful? (4) What suggestions were given by principals and superintendents for improving the program?

The study was limited by the number of persons who had obtained master's degrees in administration and supervision between the years 1957 and 1960. It was concerned with the degree to which these graduate students felt prepared to cope with administrative responsibilities.

The questionnaire method was used. Three different questionnaires were constructed. One was sent to the

superintendents for an evaluation of the work done by those who held administrative or supervisory positions. The second questionnaire was sent to the teachers with whom the graduates who held administrative positions worked. The third questionnaire was sent to the graduate students who indicated a willingness to participate in the study.

Responses from teachers who worked with the graduate students who held administrative positions were too few to formulate any conclusions, but regardless of the numbers found, a study involved an evaluation of this nature could have significant implications.

Of those who responded, 70.5 per cent indicated the principal defended the teacher when criticized by others when they acted in accordance with district policy. Also, the questions dealing with working co-operatively with others, respect and individuality of others, and ability to get along with others were checked very frequently.

The questionnaire sent to Central Washington College of Education graduates did not have an adequate number of responses.

Greater monetary remuneration was the major reason for entering the field of administration and supervision, as reported by 38 of the 47 respondents.

Those graduates who were currently enrolled as students

had the highest number of years of preparation. The highest number of years of teaching experience was indicated by the superintendents. Teaching experience on the elementary school level and junior high school level was reported by 33 respondents each.

Twelve of the 39 persons held administrative positions prior to or simultaneously with having received a principal's credential, and 10 persons received an administrative position within the first year after obtaining principals' credentials.

The courses considered of most value by the respondents were Curriculum Planning and Improvement, School Supervision, School Finance, Research, Personnel Administration, and Administrative Theory.

Of the 47 respondents, 43 rated the program at Central Washington College of Education as good or excellent.

Seventeen of 24 respondents felt their level of preparation was adequate.

The quality of the professional staff at Central Washington College of Education was regarded as the major strength; the major weakness was the insufficiency of practical experience and not enough opportunities to participate in the internship program.

Forty-two of the 47 graduate students regarded the ability to live under pressure as essential.

Suggestions by the graduate students showed that 16 indicated a desire for more practical courses and workshops, and 14 indicated a desire for greater availability in internships.

Twenty-one of the 38 respondents indicated that there was in-service training. However, only 4 indicated the in-service training program was adequate.

The questionnaire sent to the superintendents to evaluate the Central Washington College of Education graduates who held administrative or supervisory positions received a 61.5 per cent return. The over-all ratings by the superintendents revealed that 77.2 per cent were excellent or good, whereas 9.8 per cent were rated fair and poor.

Supervision and curriculum development showed the least number of excellent responses (29.4 per cent). However, the areas of administration and supervision showed a frequency of 65.4 per cent of good ratings. The area of public relations showed excellent and good ratings of 87.5 per cent.

Poor ratings were given to 4.1 per cent in the nine areas following: maintenance of buildings and grounds, maintenance of equipment, inspections, transportation, accident reports, providing instruction for care and use of materials, assisting teachers in providing their own visual aids, and supervising teachers through observation and

orientation. Administering fire drills received a poor rating of 12.5 per cent.

The superintendents reported that the greatest source of help for administrators was the superintendent and administrative office.

The suggestions offered on how the college could be of greater assistance were: a course to train principals in the areas relating to maintenance of building and grounds and equipment, an orientation course featuring group dynamics to include staff meetings, answering mail, inspections, health services, and community relations.

One person indicated the internship might be used for training administrators. Another person suggested the internship for providing more detailed and practical training. A third person indicated the internship program of a year in duration was beneficial to one principal.

The area most frequently rated as being essential (79.2 per cent) was the ability to work with people. The Central Washington College of Education graduates concurred with the superintendents in this area.

II. LIMITATIONS

The questionnaire approach to a problem can be questioned because of the bias or monetary feelings of the respondents.

A further limitation has been placed on this study because of the insufficient number of responses. If all graduate students who had the experience participated, they would possibly invalidate the study.

This study was limited to the program provided at Central Washington College of Education between 1957 and 1960. Including other colleges of Education in Washington would have provided a greater scope. This suggests the possibility of further investigation of this type.

One further impediment to absolute conclusion in the study was the problem of getting the respondents to divulge information of a highly confidential nature. Some superintendents were apparently apprehensive concerning the professional ethics of divulging certain information about principals under their supervision.

III. CONCLUSIONS

No conclusions can be drawn from the responses of the teachers' questionnaires.

While the responses of the graduate students were not so great as was anticipated, certain tendencies are of possible significance.

The responses from superintendents were sufficient to permit conclusions to be drawn.

The over-all program offered by Central Washington College of Education was rated "good" by the graduate students. The ratings given by superintendents to the graduate students who have served in an administrative capacity further substantiates this, as 77.1 per cent received combined ratings of "good" and "excellent."

The strengths of the program as cited by the graduate students were the fine quality of the instructors, their availability and small class size, and the courses in curriculum planning and improvement, school supervision, school finance, research, personnel administration, and administrative theory.

The graduate students tended to regard the following areas as weaknesses: insufficient provision for practical aspects of administration and supervision and lack of adequate opportunities to participate in internships.

The weakness as evidenced by the superintendents was in the graduate students' inability to handle the clerical phase of administration.

The superintendents favored more courses as a suggestion for improvement. The graduate students tended to favor increased training of a practical nature such as workshops, seminars, and increased numbers of participants in internships.

The ability to live under pressure and the ability to

work with people were found to be essential traits of administrators. There was definite agreement between the superintendents and the graduate students in this area.

IV. RECOMMENDATIONS

In-service training was provided in district where graduate students were employed as administrators. However, only four persons regarded this service as adequate. The superintendents provided the greatest assistance in solving the problems of the graduate students. Since the preparation of future administrators is a joint responsibility of colleges and school districts, could a co-operative in-service program between the school districts and Central Washington College of Education be provided?

Since evaluations should be done periodically, it would be well to repeat this study when numbers are sufficiently great.

A study could also be made of the personality traits or human characteristics that are important to the success of administrators trained at Central Washington College of Education.

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A P P E N D I C E S

APPENDIX A

TEACHER QUESTIONNAIRE

1. How many years of experience have you had as a teacher? _____
2. How long have you worked with this principal or supervisor?

Please check the frequency of participation of the principal or supervisor in the areas listed below. Where the duty is performed by some other person or in instances where there is no need by the teacher for assistance please check the column "not applicable." Please use the reverse side of the page if further explanation is felt necessary.

	Very Freq- uently	Usu- ally	Some times	Sel- dom	Nev- er	Not Appli- cable
1. Works with teachers on a co-operative basis						
2. Encourages teachers and parents to work together in solving individual pupil problems						
3. Encourages participation in professional groups						
4. Encourages teacher - pupil planning						
5. Facilitates providing for and locating instructional aids and materials						

APPENDIX A (continued)

	Very Freq- uently	Usu- ally	Some times	Sel- dom	Nev- er	Not Appli- cable
6. Encourages staff to do professional reading						
7. Assigns duties to qualified teachers						
8. Assists teachers in making lesson plans and teaching units						
9. Aids teacher in pupil guidance and adjustment						
10. Assists teachers to find more effective teaching techniques and devices						
11. Assists in solving instructional problems						
12. Is able to get along with people						
13. Gives criticism in a professional manner						
14. Shows respect for individuality of others						
15. Facilitates the keeping of records and reports of pupil growth and development						

APPENDIX A (continued)

	Very Freq- uently	Usu- ally	Some times	Sel- dom	Nev- er	Not Appli- cable
16. Bases teacher evaluations on observation						
17. Defends teachers when criticized by others in situations where they have acted in accordance with district policy						

APPENDIX B

CENTRAL WASHINGTON COLLEGE OF EDUCATION GRADUATES (QUESTIONNAIRE)

1. Name _____ Age _____ Sex _____
2. How many years of college training have you had? _____
3. How many years have you taught? _____ At what levels have you taught? _____
4. How many pupils are currently enrolled in the school district where you are employed? _____
5. Please list in order the positions you have held in the field of education. (teacher, supervisor, principal, superintendent) Indicate at which level. i.e. elementary, secondary, etc.

Position (include subjects taught if in Junior High, or High School.	Years from to	Name of school District and State	How beneficial was this experience to success as a supervisor or administrator?			
			Great value	Some value	Little value	No value

APPENDIX B (continued)

6. What is the estimated cost of your graduate study in educational administration (not including salary lost)? _____
7. How would you evaluate the overall program of graduate studies at Central Washington College of Education as preparation for the administrative or supervisory field?
___ excellent ___ good ___ fair ___ poor
8. In your opinion what was the major strength of the graduate program at Central Washington College of Education? _____
(use reverse side of paper if more space is needed)
9. In your opinion what was the major weakness of the graduate program at Central Washington College of Education? _____
(use reverse side of paper if more space is needed)
10. What was your major reason or reasons for entering supervision or administration?
Check those that apply.
- ___ There was better remuneration.
- ___ I had a previous administrative position.
- ___ The role of leadership is a challenge.
- ___ There was encouragement from the college.
- ___ There was encouragement from the administrators in the district.
- ___ Other (please explain)

APPENDIX B (continued)

11. Please check the area you feel best rates the importance of the following:

Experience	Essential	Important	Little Importance	Unimportant
Ability to live under pressure				
High intellectual capacity				
Ability to work with people				
Ability to see problem and related facets				
Ability to handle technical phase of position				
Physical endurance				
Group centered leadership				
Ability to adapt to a situation				

12. To what extent was graduate study in each of these areas helpful in preparation for an administrative or supervisory position. Please check appropriate areas.

Description of course	Courses taken	Very valuable	Moderately valuable	Little value	No practical value
School Finance					

APPENDIX B (continued)

Description of course	Courses taken	Very valuable	Moderately valuable	Little value	No practical value
History of Education					
Political Science					
Personnel Administration					
Public Relations					
Human Relations					
Psychology					
Physical Science					
Economics					
Sociology					
Group Leadership					
School Supervision					

APPENDIX B (continued)

Description of course	Courses taken	Very valuable	Moderately valuable	Little value	No practical value
Philosophy of Education					
Curriculum planning and Improvement					
School Business Management					
School Building Planning					
Administrative Theory Elementary					
Administrative Theory Secondary					
Administrative Internship Elementary					
Administrative Internship Secondary					
Research					
Teaching Methods					

Description of course	Courses taken	Very valuable	Moderately valuable	Little value	No practical value
Mathematics					
Field project in Administration					
Other (please indicate)					

13. What teaching certificate(s) do you now hold? _____
14. What administrative certificate(s) do you now hold? _____
15. If you do not now hold a principalship, do you still wish to do so? _____
16. If the answer is no above, why have you changed your objective? _____
17. How long was it from the time you got your administrative credentials until you received your first administrative position? _____
18. If you now hold a principalship or supervisory position, do you consider your present level of preparation adequate? _____
19. What are your opinions regarding state certification requirements for administrators?
- _____ They are satisfactory
- _____ More training in practical phase should be required.
- _____ More training in theoretical phase should be required.
- _____ A different type of training should be required (Please explain on reverse side of sheet.)

APPENDIX B (continued)

19. State certificate requirements - continued

_____ The training should be more flexible to provide for individual difference.

_____ More teaching experience should be required.

_____ Less teaching experience should be required.

20. What is the number of persons on the professional staff in your district? _____

21. Does your school district provide in-service training for supervisors and administrators? _____

22. If the answer is yes to the above, do you consider it to be an adequate program? _____

23. What suggestions do you have for improving the program at Central Washington College?

APPENDIX C

SUPERINTENDENT'S REPORT OF SUPERVISORS OR ADMINISTRATORS (QUESTIONNAIRE)

Date _____ Superintendent reporting _____ School System _____

1. Name of administrator or supervisor for whom report was submitted _____
2. How long has this person performed this duty? _____
3. If a principal, the name of the school where employed? _____
4. If a supervisor, the name of buildings and/or work supervised _____
- 5.

Duties performed	Please check in the appropriate column the duties performed				Received help from (Please indicate source of help) e.g. other principals, college advisors, etc.	How could the college have been of more help in preparing persons for conducting these responsibilities?
	Excel- lent	Good	Fair	Poor		
Keeping attendance records						
Maintenance of building and grounds						
Planning curriculum						
Managing and reporting school finance						

APPENDIX C (continued)

Duties performed	Please check in the appropriate column the duties performed				Received help from (Please indicate source of help) e.g. other principals, colleges advisors, etc.	How could the college have been of more help in preparing persons for conducting these responsibilities?
	Excel- lent	Good	Fair	Poor		
Maintenance of equipment						
Administering General Control Items:						
Staff meetings						
Answering mail						
Inspections						
Fire drills						
School census						
Health services						
School calendar						
Transportation						
Accident reports						
Inter-scholastic activities						
Improving Instruction						
Gives concerns to teachers proposals						
Provides instructional materials						
Provides instruction for care and use of materials						

APPENDIX C (continued)

Duties performed	Please check in the appropriate column the duties performed				Received help from (Please indicate source of help) e.g. other principals, colleges advisors, etc.	How could the college have been of more help in preparing persons for conducting these responsibilities?
	Excel- lent	Good	Fair	Poor		
Assists teachers in preparing own visual aids						
Provides opportunities for sharing and exchanging of ideas between teachers						
Provides time for curriculum work						
Developes the desire in teachers for the improvement of the curriculum						
Provides classes for handicapped						
Provides classes for adult education						
Provides classes for speech correction						
Provides classes in music						
Provides remedial classes						

APPENDIX C (continued)

Duties performed	Please check in the appropriate column the duties performed				Received help from (Please indicate source of help) e.g. other principals, colleges advisors, etc.	How could the college have been of more help in preparing persons for conducting these responsibilities?
	Excel- lent	Good	Fair	Poor		
Provides classes in art						
Provides classes in physical education						
Maintaining public relations						
Supervising pupil personnel Items: Guidance						
Registration						
Special students						
Discipline						
Supervising teacher personnel through Observation						
Orientation						
Obtaining substitutes						
Administering the testing program						
Maintaining records						

APPENDIX C (continued)

Duties performed	Please check in the appropriate column the duties performed				Received help from (Please indicate source of help) e.g. other principals, colleges, advisors, etc.	How could the college have been of more help in preparing persons for conducting these responsibilities?
Being informed on local, state and national happenings affecting education	Excel- lent	Good	Fair	Poor		

APPENDIX C (continued)

6. Please check the area you feel best rates the importance of the following criteria:

Experience	Essential	Important	Little Importance	Unimportant
Ability to live under pressure				
High intellectual capacity				
Ability to work with people				
Ability to see problem and related facets				
Ability to handle technical phase of position				
Group centered leadership				
Ability to adapt to a situation				

I am interested in a copy of the results ___yes___no

APPENDIX D

LETTERS

Card to Central Washington College Graduates

I am willing to participate in the study.

Signature

Position

Address

Card to Superintendents

Permission is hereby granted for the study concerning the preparation of graduate students who obtained a Master's degree at Central Washington College between the years 1957--1960, in Administration and Supervision.

Signature

District

APPENDIX D

(Original letter to Superintendents)

2525 56th Avenue S. W.
Seattle 16, Washington
March 28, 1961

Superintendent
School District
Address

Dear Sir:

Because of the growing complexity and importance of the functions performed by supervisors and principals in the public school system, it is becoming increasingly difficult for them to be prepared for these positions. The study being conducted is an attempt to determine to what extent the people who have chosen to obtain a Master's degree, in the field of Administration and Supervision, at Central Washington College of Education are prepared to assume these responsibilities.

In order that this study might materialize, I would like to obtain your permission to contact the teachers and principals in your district. Absolute anonymity is assured.

Enclosed is a card for your convenience indicating your willingness for this study to be conducted in your district. Would you please sign the card and return it to me.

Thank you.

Sincerely yours,

MARJORIE I. MATHERS
Graduate Assistant.

MIM:r
Encl.

APPENDIX D

Letter to principals for permission to contact teachers.

2525 56th Avenue S. W.
Seattle 16, Washington
March 28, 1961

Principal
Address
City

Dear Mr. _____

Because of the growing complexity and importance of the functions performed by supervisors and principals in the public school system, it is becoming increasingly difficult for them to be prepared for these positions. The study being conducted is an attempt to determine to what extent the people who have chosen to obtain a Master's degree in the field of Administration and Supervision at Central Washington College of Education are prepared to assume these responsibilities.

In order that this study might materialize, I would like to obtain your permission to contact the teachers in your building. The superintendent of your district, has already registered his approval. Absolute anonymity is assured.

Enclosed for your convenience is a card to indicate your willingness to have this study conducted in your school. If you will kindly sign the card and return it, it will be greatly appreciated.

Thank you.

Sincerely yours,

MARJORIE I. MATHERS
Graduate Assistant

APPENDIX D (continued)

Letter accompanying questionnaires to superintendents
and graduates of Central Washington College of Education.

2525 56th Avenue S. W.
Seattle 16, Washington
May 6, 1961

Name
Address
City

Dear Sir:

Thank you for your return card indicating your willingness to participate in the adequacy of the preparation of persons receiving a Master's degree in Administration and Supervision, between 1957 - 1960 at Central Washington College of Education.

Enclosed is a questionnaire and self-addressed envelope to be returned to me at your earliest convenience.

Sincerely yours,

MARJORIE I. MATHERS
Graduate Assistant

MIM:r
Encl.

APPENDIX D (continued)

Letter accompanying teachers' questionnaire

2525 56th Avenue S. W.
Seattle 16, Washington
May 3, 1961

Principal
Address
City

Dear Mr. _____

Would you please distribute the enclosed questionnaires and self-addressed envelopes to the teachers in your building to be returned to me by them at their earliest convenience.

Thank you.

Sincerely yours,

MARJORIE I. MATHERS
Graduate Assistant

MIM:r
Encl.

APPENDIX E

REASONS FOR CHOICE OF SPECIALIZATION IN ADMINISTRATION AND SUPERVISION

Reason for choice 6	Superin- tendents	Principals	Vice Principals	Guidance	Teachers	Students
More money	3	12	6	2	14	1
Previous administrative position		1	1			
Leadership challenge	2	11	4	2	11	2
College encouragement		4	1			
Encouraged by Superin- tendent or assistant superintendent	2	8	5	1	5	1
Other	1*	2**			3****	1***

* asked by school board

** lack of interest in teaching and father was in administration
one person felt he could do more adequate job in the area of administration

*** one student felt it was a step toward a broad understanding of the total
program and college level of work.

**** one person in the group of teachers listed under other reasons, lacked enough
hours in Industrial Arts, therefore he chose administration.

A second person reported the need for a major and felt this preparation might
be useful in the future.

A third person reported he entered administration for increased prestige

APPENDIX F

SUPERINTENDENT'S EVALUATION OF DUTIES PERFORMED BY ADMINISTRATORS

Duties performed	Excellent		Good		Fair		Poor		No Response		Not Applicable	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Keeping attendance records	17	70.8	5	20.8							2	8.2
Maintenance of building and grounds	7	29.2	8	33.3	1	4.1	1	4.1	3	12.5	4	16.7
Planning curriculum	9	37.5	12	50	2	8.2					1	4.1
Managing and reporting school finance	5	20.8	7	29.1	4	16.7			4	16.7	4	16.7
Maintenance of equipment	5	20.8	15	62.6			1	4.1	2	8.2	1	4.1
Administering general control												
Staff meetings	10	41.7	13	54.1					1	4.1		
Answering mail	8	33.3	11	45.9	1	4.1			2	8.3	2	8.3
Inspections	7	29.1	8	33.3	3	12.5	1	4.1	5	20.8		
Fire drills	6	25	23	54	2	8.3	3	12.5				
School census	3	12.5	7	29.1	1	4.1			10	41.7	3	12.5
Health service	4	16.6	14	58.3	1	4.1			4	16.6	1	4.1

APPENDIX F (continued)

Duties performed	Excellent		Good		Fair		Poor		No Response		Not Applicable	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
School calendar	8	33.3	11	45.9					4	16.6	1	4.1
Transportation	4	16.6	11	45.9			1	4.1			1	4.1
Accident reports	10	41.6	9	37.5	1	4.1	1	4.1	3	12.5		
Inter-scholastic activities	7	29.1	6	25					4	16.6	7	29.1
Improving Instruction:												
Gives concerns to teachers' proposals	8	33.3	13	54.1	1	4.1			2	8.3		
Provides instructional materials	9	37.5	12	50	1	4.1			1	4.1	1	4.1
Provides instruction for care and use of materials	5	20.8	14	58.3			1	4.1	3	12.5	1	4.1
Assists teachers in preparing own visual aids	5	20.8	8	33.3	5	20.8	1	4.1	4	16.7	1	4.1
Provides opportunities for sharing and exchanging of ideas between teachers	11	45.9	11	45.9	1	4.1			1	4.1		

APPENDIX F (continued)

Duties performed	Excellent		Good		Fair		Poor		No Response		Not Applicable	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Maintaining public relations	9	37.5	12	50	3	12.5						
Supervising pupil personnel												
Items:												
Guidance	10	41.7	11	45.9	1	4.1			2	8.2		
Registration	10	41.7	11	45.8					3	12.5		
Special students	6	25	11	45.9	1	4.1			6	25.0		
Discipline	14	58.3	8	33.3	1	4.1			1	4.1		
Supervising teacher personnel through observation	7	29.1	10	41.6	1	4.1	1	4.1	5	20.8		
Orientation	7	29.1	9	37.5	1	4.1	1	4.1	6	25.0		
Obtaining substitutes	11	45.8	8	33.3					5	20.9		
Administering the testing program	12	50.0	8	33.3					4	16.7		
Maintaining records	11	45.9	10	41.7	2	8.3			1	4.1		
Being informed on local, state and national happenings affecting education	14	58.3	8	33.3	1	4.1			1	4.1		

APPENDIX F (continued)

Duties performed	Excellent		Good		Fair		Poor		No Response		Not Applicable	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Provides time for curriculum work	8	33.3	9	37.5	3	12.5			4	16.6		
Develops the desire in teachers for the improvement of the curriculum	8	33.3	13	54.1	2	8.2			1	4.1		
Provides classes for handicapped	4	16.7	8	33.3					11	45.9	1	4.1
Provides classes for adult education	1		1	4.1					18	75	5	20.8
Provides classes for speech correction	4	16.7	12	50	1	4.1			7	29.2		
Provides for remedial classes	4	16.7	10	41.7					9	37.5	1	4.1
Provides classes in music	4	16.7	13	54	1	4.1			6	25		
Provides classes in art	4	16.7	8	33.3	2	8.2			10	41.7		
Provides classes in physical education	7	29.2	13	54					4	16.7		

APPENDIX G

continued

SOURCE OF ASSISTANCE

on next page

Duties performed	State Dep't of Educ.	County Office	Dist. Admin. Office	Special Program of Dist.	Super- visor of Dep't.	Other Princi- pals	Teach- ers	Secre- taries	Col- lege	Audio Visual	Health Dep't Nurse	Curri- culum	Other
Keeping attendance records			3			3	1	3					
Maintenance of building and grounds			2		5								1*
Planning curriculum		1	3		2				3			1	
Managing and reporting school finance			3					2					
Maintenance of equipment			3		3					1			2*
Administering general control Items:													
Staff meetings			3										
Answering mail			2				1						
Inspections			2		2			1					
Fire drills			3										
School census			2										
Health services			2		1								
School calendar			2								2		
Transportation			3		1		1						
Accident reports	1		2										
Inter-scholastic activities		1	2								1		
Improving Instruction Gives concerns to teachers proposals			3										
Provides instructional materials		1	3										
Provides instruction for care and use of materials			2							3			

APPENDIX G (continued)

Duties Performed	State Dep't of Educ.	County Office	Dist. Admin. Office	Special Program of Dist.	Super- vision of Dep't.	Other Princi- pals	Teach- ers	Secre- taries	Col- lege	Audio Visual	Health Dep't. Nurse	Curri- culum	Other
Assists teachers in preparing own visual aids			2			1							
Provides opportu- nities for shar- ing and exchanging of ideas between teachers			2			1							
Provides time for curriculum work		1	2			1							
Develops the desire in teachers for the improvement of the curriculum			3			2			1				
Provides classes for handicapped			3	3		3					1		1*
Provides classes for adult education			3			2							
Provides classes for speech correction		2	3	3		3					1		1*
Provides remedial classes			2			2	1						
Provides classes in music			4			3	2						
Provides classes in art			3		2	2	1						
Provides classes in physical education			2			2	2						

*Guidance Dep't.

APPENDIX G (continued)

Duties performed	State Dep't of Educ.	County Office	Dist. Admin. Office	Special Program of Dist.	Super- visor of Dep't	Other Princi- pals	Teach- ers	Secre- taries	Col- lege	Audio Visual	Health Dep't Nurse	Curri- culum Comm.	Other
Maintaining public relations			3			2							
Supervising pupil personnel													
Guidance			2		1	2							
Registration			2			2							
Special students			2			2		1*					
Discipline			2			2							
Supervising teacher personnel through:													
Observation			2		1	3							
Orientation*													
Obtaining substitutes			3			1							
Administering the testing program			3			3							
Maintaining records					3								
Being informed on local, state and national happenings affecting education													1**

* parents
** Teachers' Association