

A STUDY OF SOME OF THE FACTORS THAT
INFLUENCE THE SELECTION OF PUBLIC
SCHOOL SUPERINTENDENTS AND
HIGH SCHOOL PRINCIPALS IN MICHIGAN

Thesis for the Degree of Ph. D.
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A STUDY OF SOME OF THE FACTORS THAT INFLUENCE THE
SELECTION OF PUBLIC SCHOOL SUPERINTENDENTS AND
HIGH SCHOOL PRINCIPALS IN MICHIGAN

BY
GERALD BOSCH

A THESIS

Submitted to the School of Graduate Studies of Michigan
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AN ABSTRACT

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Alfred M. Campbell

Gerald Bosch

This study was conducted to determine whether Michigan Boards of Education have developed effective plans, procedures and criteria to assist them in the selection of superintendents of schools and high school principals.

The information was gathered through the use of questionnaires, interviews, observations and wide reading in the field of educational administration and supervision. The questionnaire concerning the selection of superintendents was mailed to 555 Michigan Boards of Education; of this number 164, or 29.5 per cent, were returned and the results tabulated. A second questionnaire concerning the selection of public high school principals was enclosed for 494 superintendents. A total of 320, or 64.8 per cent, were returned, and the results tabulated.

The questionnaire on the selection of superintendents of schools was used as the basis of a personal interview with twenty-five members of Boards of Education in Michigan. These men were chosen for three reasons: (1) They had recently participated in selecting a new superintendent; (2) They represented different types of school districts; and (3) They represented geographic sections of the state.

Three main areas in the selection of school administrators were identified: (1) The mechanics of selecting public high school administrators in Michigan; (2) The personal and professional qualifications desired in public high school administrators; and (3) The present thinking in Michigan concerning the administrative certificate and the internship program for school administrators. The personal qualifications which were rated highest include: (1) The administrator's ability to work well with others; (2) His personal integrity; (3) His ability to foresee the needs of both the school and the community; (4) His ability to inspire faith in educational goals; (5) His personal initiative; (6) His ability to make prompt and careful decisions, and (7) His personality. Included among the highest ranked professional qualifications were: (1) The ability of the administrator to enlist the cooperation of teachers; (2) His ability to recruit and select teachers; (3) His ability to handle a school budget; and (4) His ability to get things done efficiently.

The two major recommendations were: (1) That Boards of Education should invite lay and professional help in determining the qualifications, duties and responsibilities of the educational leader before employing him; and

(2) That the administrative certificate be adopted in Michigan as a means of raising standards in the profession of school administration.

Other recommendations were: (1) That Boards of Education prepare written statements concerning educational conditions in the school and community for the benefit of applicants; (2) That greater participation be offered the classroom teacher in the selection of public school administrators; (3) That the role of the placement officer in the selection of school administrators be thoroughly studied; (4) That an effective internship training program in school administration be organized and implemented in Michigan; (5) That the importance of the public relations program be emphasized in the preparation and training of school administrators; (6) That Boards of Education give serious thought to the payment of expenses of applicants invited for interviews with the Board; (7) That Boards of Education make a practice of visiting communities where administrative candidates have been or are being employed; and (8) That Boards of Education employ school administrators only upon unanimous vote.

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Chapter I

INTRODUCTION

This study is an investigation of some of the factors that influence the selection of public school superintendents and high school principals in Michigan. Each year there are a number of new administrators elected to positions of leadership in the Michigan public school system. In the school year 1948 - 1949, for example, there were sixty-nine new superintendents and seventy-eight new high school principals.¹

The author's contacts with members of Boards of Education at the Michigan State College Placement Bureau for a period of two years encouraged him to choose this subject for investigation. The experience of nominating candidates for administrative positions led the author to believe that there should be underlying principles in employment practices.

Need for the study - The Boards of Education in Michigan need help to determine the personal and professional qualifications demanded for even a modicum of success in administrative work. Lay citizens should have guide lines that point out the

¹Table I, Annual Report of The Bureau of Cooperation With Educational Institutions, University of Michigan, Ann Arbor, 1949.

distinguishing characteristics and qualifications of good administrators. With this ready reference available it should facilitate appreciably the task of appraising the strengths and weaknesses of prospective candidates for leadership positions.

To date, no study of the sources, methods of selection, and the personal and professional standards required of Michigan's public school superintendents and high school principals has been completed. This means that four groups of people are deprived of this very important information. They include: (1) Board members who employ superintendents; (2) Superintendents who employ other administrative personnel; (3) Administrators and administrative candidates who are seeking positions; and, (4) Officials in higher institutions of learning who are responsible for the preparation program.

Sources of data and methods of procedure - Data concerning the selection of superintendents of schools was collected from Boards of Education; data concerning the selection of high school principals was collected from public school superintendents. Both the questionnaire method and the personal interview were used to gather this information. The questionnaire method was used because it would have been too costly and time-consuming to interview every superintendent of schools in Michigan as well as every Board of Education.

After wide reading in the field of selecting public school administrators, the writer noted those items most frequently considered when school administrators are employed and used these items in composing the questionnaire. The officers of the Michigan Association of School Boards, the National School Board Association, and the Educational Administration Department of the United States Office of Education were consulted. Their suggestions were incorporated in the questionnaire. Members of the Social Research Service of the Department of Sociology and Anthropology, Michigan State College, reviewed the instrument and approved it.

The questionnaire was pre-administered to fifty graduate students in Education at Michigan State College and to twenty-five Michigan Superintendents of Schools. The type of rating scale used in the questionnaire has been validated as an instrument in research. Any of the references given below may be consulted.²

The writer used the mailing list and addressograph of the Michigan Department of Public Instruction. All questionnaires were sent to the local superintendent of schools. A

²Edward A. Rundquist and Raymond F. Sletto, Personality in The Depression, Minneapolis: University of Minnesota Press, 1936; Raymond F. Sletto, Construction of Personality Scales, Minneapolis: Sociological Press, 1937; Garnder Murphy and Rensis Likert, Public Opinion And The Individual, New York; Harper and Brothers, 1938; and Rensis Likert, A Technique for The Measurement of Attitudes, Archives of Psychology No. 140, New York; Columbia University, 1932.

request was enclosed that the superintendent forward the questionnaire on the selection of superintendents to his Board of Education and that he complete the questionnaire on the selection of principals.

The questionnaire concerning the selection of superintendents of schools was mailed to 556 Michigan Boards of Education. A total of 164, or 29.5 per cent, were returned and the results were tabulated. A second questionnaire concerning the selection of the high school principals was enclosed for 494 superintendents who employ public high school principals. A total of 320 or 64.8 per cent were returned and their results were tabulated.

Dr. Clyde M. Campbell, Professor of School Administration at Michigan State College, and Mr. Claire E. Taylor, Deputy Superintendent of Michigan's Department of Public Instruction, wrote letters of endorsement for this study. The writer is certain that the large number of responses received is a result of the covering letters written by Dr. Campbell and Mr. Taylor.

The questionnaire on the selection of superintendents of schools was used as the basis of a personal interview with twenty-five members of Boards of Education in Michigan who are identified in TABLE I, page 8. These men were selected for three reasons: (1) They had recently participated in selecting a new superintendent; (2) They represented different

types of school districts; and, (3) They represented geographic areas of the state.

Approximately 225 Boards of Education had selected a new superintendent of schools within the last five years. The twenty-five men interviewed had served when their present respective superintendents had been employed. Therefore, they were in a position to relate the methods and procedures actually used in the selection process.

These twenty-five men represent the Graded, Township, Rural Agricultural, Third Class and Second Class type of school districts. Although information was not available as to how many such districts there are in Michigan at the present time, it is believed that the types of district selected are the most numerous. Detroit comprises the only First-Class district in Michigan. Since no Special type of school district had selected a superintendent of schools within the last five years, such districts were not included in the interviews. Geographically, the Boards of Education chosen for the interviews are scattered throughout Michigan's lower peninsula with St. Ignace located in the upper peninsula.

The local superintendent of schools assisted in choosing the board member to be interviewed. Interviews were held at the convenience of the board member at his home or place of business. Every effort was made to find the board

member in a receptive mood at the time of the interview. It was felt that a more profitable interview would result if the board member would choose its time and place.

One of the concerns of the writer was to discover whether Boards of Education are free to establish standards for the selection of school administrators. In order to learn of the legal provisions which might or might not prescribe qualifications of school administrators, a survey was made of the documents published by the Michigan Department of Public Instruction. Pertinent information is presented in Appendix C, pages 207 and 209. The writer found that Boards of Education do have the opportunity to develop effective criteria for selecting persons to positions of educational leadership.

Legal restrictions are definitely not a handicap to those who select school administrators in Michigan. In fact, the writer found that the superintendent of schools of Graded, Rural Agricultural and Township districts need not even be a college graduate. In First and Second Class districts, the superintendent's qualifications are determined by the local Board of Education. In the Third Class district, the superintendent must be a college graduate or have equivalent educational qualifications. The writer could find no evidence of legal requirements concerning public high school principals. It would seem, therefore, that if professional

training and competencies of administrators are to be raised, Boards of Education have a major role and responsibility in such a program.

There are certain extra-legal requirements in Michigan in reference to school administrators. Those Michigan schools which desire accreditation by the North Central Association of Colleges and Secondary Schools, must employ administrators who have completed two years of teaching experience and have earned the Master's degree from a college or university accredited by the Association. These requirements are presented in detail in Appendix C, page 210.

TABLE I
A LIST OF THE INTERVIEWED BOARD MEMBERS

LOCATION	NAME	OFFICE HELD	NUMBER YEARS SERVED	TYPE OF SCHOOL
1. Atlanta	Mr. Claude E. Sherwood	President	20	Rural Ag.
2. Bad Axe	Dr. G. A. Sturm	Secretary	6	Graded
3. Bangor	Mr. Oron Cross	Secretary	21	Graded
4. Breckenridge	Mr. Norman J. Roth	President	10	Graded
5. Ecorse	Mr. Fred N. Vulmer	President	35	3rd Class
6. Farwell	Mr. Don Luce	President	4	Rural Ag.
7. Frankenmuth	Mr. George W. Trinkline	President	20	Township
8. Grand Rapids	Mrs. Mary L. Keeler	President	6	2nd Class
9. Gratiot Twp	Mrs. Mable Sacquety	Secretary	4	Graded
10. Harbor Springs	Mr. Paul Griffeth	Secretary	5	Graded
11. Holt	Mr. Ralph Miller	President	6	Graded
12. Kalkaska	Mr. Elmer Sherwood	President	6	Rural Ag.
13. Midland	Mr. Donald O. Hall	President	10	3rd Class
14. Niles	Mr. Fred Marshall	Secretary	4	Graded
15. Mio	Mr. Alford O. Scheffer	Treasurer	5	Township
16. Mt. Clemens	Mr. Frank Kissell	Treasurer	4	3rd Class
17. N. Muskegon	Mr. Charles Prescott	Treasurer	8	Graded
18. Pittsford	Mr. Ralph Gilbert	President	4	Rural Ag.
19. Perry	Mr. R. J. Buck	President	5	Rural Ag.
20. Reed City	Mr. Joe Bonsall	Trustee	9	Graded
21. Royal Oak	Mr. Harold R. Rogers	Secretary	6	3rd Class
22. South Lyon	Mr. Donald K. Smith	President	3	Rural Ag.
23. St. Ignace	Dr. L. C. Shaftoe	President	11	3rd Class
24. Tekonsha	Mr. Claire Martenson	Treasurer	4	Rural Ag.
25. Wayne	Mr. John Synder	Secretary	4	3rd Class

In this study, the factors considered in the selection of the superintendent of schools and the high school principal are presented together. The duties of the two positions are identical in some respects and similar in others. It was felt that there was sufficient similarity to study the two

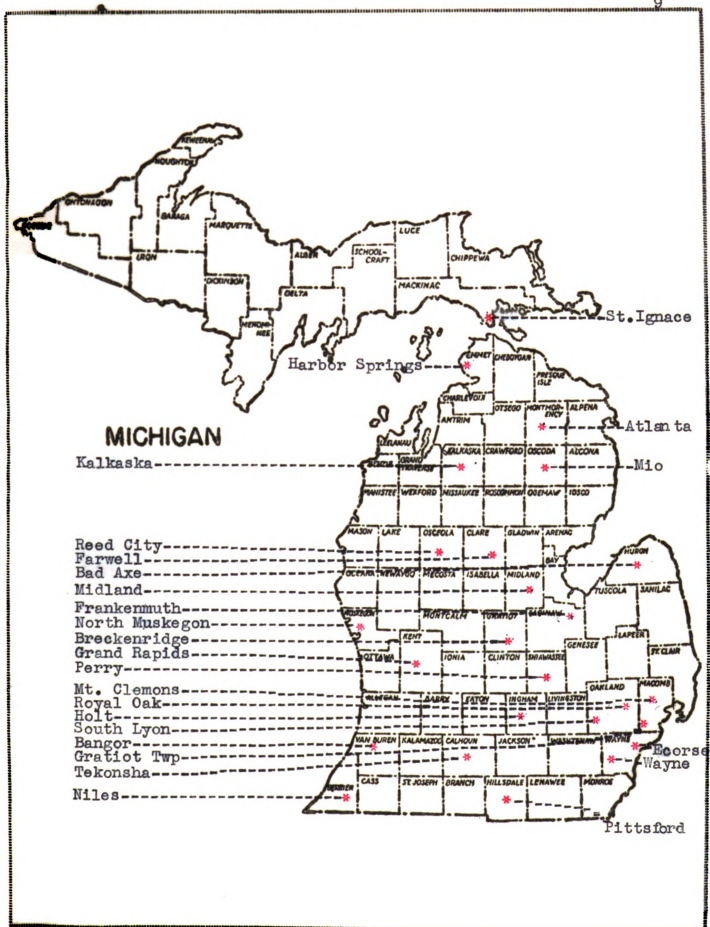


Figure I. Geographic Location of the Interviews with Board Members.

as a unit. The superintendent is the executive head of the Board of Education. The principal is the executive head of the school to which he is assigned. Both the superintendent and the high school principal are elected administrative officials. Both are educational leaders whose ability depends on personal and professional training and outlook. Both are responsible for the program of education within their respective administrative units.

The plan of treatment - The plan of treatment is divided into four main parts: (1) A background of the study is presented to acquaint the reader with the problem; (2) A brief review of recent concepts of school administration is given, and writings of frontier thinkers in the field of school administration are examined and presented as a guide to the study of selecting school administrators; (3) An interpretation and summary is given of some of the factors considered important by those responsible for selecting school administrators; (4) Conclusions of the study as well as recommendations for improving the mechanics of selection, and the personal and professional training of school administrators are given. Recommendations for further research in related areas are also presented.

Chapter II

A BRIEF REVIEW OF RELATED STUDIES

Studies regarding the selection of school administrators and related studies have identified types of degrees held, professional preparation and background. Engelhardt¹ reported a study concerning the academic preparation of school superintendents located in cities of 100,000 population and more as contrasted with those in cities having a population of less than 5,000. His findings indicated that as far back as 1920, the centers of largest population attracted the best academically prepared administrators. In cities of over 100,000 population, for example, 78 per cent had a Bachelor's degree, 63 per cent held the Master of Arts while 19 per cent held the Doctor's. In cities of less than 5,000 population, 79 per cent had a Bachelor's, 23 per cent held the Master of Arts while only 1 per cent had their Doctorate.

In 1926, R. H. Morrison² recorded his findings of 40 interviews held with Boards of Education and superintendents who were seeking to hire school administrators. In regard

¹Fred Engelhardt, School Organization and Administration, New York: Ginn and Company, 1931, p. 109.

²R. H. Morrison, "Qualities Leading to Appointment As School Supervisors and Administrators," Educational Administration and Supervision, 12:505-511, November, 1926.

to the qualities they desired in administrative personnel, 62.5 per cent indicated executive ability, 40 per cent wanted leadership ability, 37.5 per cent desired ability to supervise, 30 per cent wanted a man with broad experience and training, 25 per cent indicated ability to get along with people, 15 per cent wanted organizing ability, 12.5 per cent indicated willingness to assume responsibility, 10 per cent chose foresight, another 10 per cent wanted one with personality which inspires confidence and 7.5 per cent wanted an administrator with ability to discipline.

The United States Office of Education released a study concerning the preparation of principals in 1932.³ In a survey taken of 438 secondary school principals, they reported that 13 per cent held no degree, 44 per cent held the Bachelor's degree, 42 per cent held the Master's, and only 1 per cent held the Doctorate.

In this same study, it was revealed that these principals had served an average of 4.7 years in secondary school teaching positions, 2.8 years in elementary school principalships, and about one year in both rural and city elementary school teaching positions. Approximately 31 per cent of the secondary school principals had never taught

³Fred Engelhardt, William H. Ziegel, Jr., and Roy O. Billett, "Administration and Supervision," Bulletin 17, National Survey of Secondary Education, Monograph 11, United States Office of Education, 1932, p. 39.

in secondary schools and 95 per cent--almost all--had never served as assistant principals.⁴

In 1933, a study of 2,000 superintendents of schools in the United States revealed that 4 per cent had no degree whatsoever, 36 per cent had the Bachelor's, 57 per cent had their Master's, and 3 per cent had their Doctorate.⁵

Reeder⁶ quotes a study involving 503 laymen and school employees regarding traits desired in their "next superintendent." Character was the quality most desired as evidenced by 413 people indicating this trait. Among other traits, 391 mentioned business ability, 383 mentioned administrative or executive ability, 378 indicated sociability, 291 indicated community leader, 201 indicated public speaking ability, 96 said writing ability, 84 said that he ought to be married, while 47 indicated that they wanted to know about his religion.

This author also refers to a study made by Superintendent Broome of Philadelphia. Superintendent Broome collected data from 15 successful school executives in order to determine the qualities which are necessary for successful

⁴Ibid, p. 52.

⁵"Educational Leadership: Progress and Possibilities," Eleventh Yearbook, Department of Superintendence, 1933, p.108.

⁶Ward G. Reeder, The Fundamentals of Public School Administration, New York: The Macmillan Company, 1951, p.32.

school superintendents. He found the following nine qualities to be essential⁷: "(1) Ability to understand people, to win their confidence, and secure their cooperation in worthy enterprises; (2) A background of scholarship and culture; (3) Professional breadth of view which is paramount to training in the technique of supervision, child accounting, curriculum construction, measuring school buildings or educational statistics; (4) The study of current educational practice; (5) A superintendent's ability to present a case convincingly to his board and his community, involving the ability to arrange matter properly, to use illustrations, graphs and statistics, and to prepare bulletins and reports that will be read; (6) The improvement of instruction through intelligent supervision which is recognized as a most important responsibility; (7) Training in the handling of personal problems, that is, dealings with members of the staff, with principals and teachers, janitors, and other officials, even with board members; (8) Ability to lay out a school plant, read plans and specifications, select furniture, apparatus, and textbooks and make budgets; and (9) A comprehensive view of public education in its relation to the social, economic, business, industrial, political, and religious life of the community and state."

⁷Ibid, p. 41.

Newlon shows how courses in school administration are ranked in importance by 18 professors of school administration and 17 city school superintendents. His figures were obtained from the unpublished thesis of Asel B. Murphy entitled, "Basic Training Program for City School Superintendents," University of California, 1931.⁸ Subjects and rank are as follows: (1) School Finance; (2) Business Administration; (3) Organization and Administration of Supervision; (4) Organization and Administration of The Curriculum; (5) Administration of Teaching Personnel; (6) Public Relations; (7) Organization of Schools and School Systems; (8) School Housing; (9) Administration of Pupil Personnel; (10) Education and the State; (11) Practical Applications, Surveys and Internships; (12) School Officials' Functions and Duties; (13) Research; (14) School Records and Reports and Professional Relations and Ethics; (15) School Survey; (16) School Laws of the State; (17) Education and The Federal Government.

Newlon⁹ also presents a study of the backgrounds of 850 superintendents from all parts of the United States. According to this study, 98.5 per cent were born in the

⁸Jesse H. Newlon, Educational Administration As Social Policy, New York: Charles Scribner's Sons, 1934, p.100.

⁹Ibid, p.128.

United States; 90 per cent were affiliated with some church; 85 per cent spent their childhood in the country or in tiny villages; 75 per cent were of distinct British ancestry; 75 per cent reported membership in some exclusive club such as country clubs; 75 per cent belong to service clubs, such as Rotary and Kiwanis; 50 per cent belong to the local chamber of commerce; 40 per cent were the oldest of children in their respective families; 30 per cent belonged to the American Legion; their average age was 44; and four out of five stood in the upper third of their high school graduating class.

Thomas R. Cole¹⁰ used a different approach when he asked 76 superintendents, principals and teachers to identify qualities which militate against administrative success. The following eleven qualities stood out: (1) Deficiency in adequate preparation in the technique of school administration, understanding of school budgets and in school board procedures; (2) Failure to give sufficient attention to the supervision of instruction in the entire school system, and supervision not accompanied by study and research; (3) Not possessing the personal qualities that inspire teachers and pupils to accept his leadership with confidence; (4) Giving the impression to teachers and pupils that he does not have

¹⁰Frederick E. Bolton, Thomas R. Cole and John H. Jessup, The Beginning Superintendent, New York: The Macmillan Company, 1937, p. 43.

time to consider their problems and is annoyed by them; (5) Lacking in definite policy -- i.e., no constructive school program in evidence; (6) Failure to recognize worthy efforts of associates; (7) Teachers' meetings and a professional program not carefully planned and teachers not taken into consideration sufficiently to enlist their active cooperation; (8) Problems not carefully weighed before attempting their solution; (9) Indecision -- lacking initiative and courage to carry through a program that he knows to be right; (10) Not fostering a good relationship of the school to the community, with interest being taken in a publicity program only when "something is wanted"; and (11) Failure to cultivate a pleasing personality, and carelessness in his personal experience, manner and speech.

The Metropolitan Detroit Bureau of Cooperative School Studies in a study of 35 school systems in Michigan found no salary schedules in operation for the superintendent of schools.¹¹ Twenty-five systems employ superintendents on a three-year contract basis, four on a one-year basis, two on a five-year, one on a four-year, one on an "extended" contract basis and two have continuing contracts. Eight¹² of the 35

¹¹"Policies and Practices Relating To Administrative and Supervisory Personnel in Bureau School Systems, 1949-50," Metropolitan Detroit Bureau of Cooperative School Studies, Detroit, Michigan, p. 5.

¹²Ibid, p. 39.

school systems use an administrative council or committee to assist in the selection of principals.

These related studies, recent literature, and contacts with people presently engaged in the preparation and selection of public high school administrators seemed to point up three desirable areas for study: (1) The mechanics of selecting public high school administrators in Michigan; (2) The personal and professional qualifications desired in the new public high school administrator; and (3) Present thinking concerning the administrative certificate and internship program for school administrators. These areas are included in the plan of treatment and are examined in the following chapters.

Chapter III

DEMOCRACY IN THE SELECTION OF SCHOOL ADMINISTRATORS

It is generally recognized that the school is an important agency in the maintenance and improvement of culture. When considering the selection of school administrators, it is well to consider the cultural setting in which administrators must operate. This is important for an autocratic culture calls for an administrator with qualifications and preparation which differ from that of the administrator who works in a democratic culture. Obviously, the process of selection is different.

In an autocratic culture, employers would probably seek a school administrator who is trained in the ideas, objectives and methodology of authoritarianism. In regards to qualifications, he would be skilled in the ability to carry out orders. He would be a man who requires strict obedience on the part of his staff. The ability to regiment people would be a definite asset. He would be a person who would discourage the individual initiative of teachers and students. He would operate in a setting where change would be opposed in practically every form. There would be a rigid and fixed program of administrative operation. The selection process itself would be autocratic. There would be no need to consider the rights of those who are to be administered or

to consult with them. Public opinion and the will of the people would not merit consideration.

On the other hand, the selection process in the democratic culture will reflect the ideas, activities and skills of the people who subscribe to and support such a culture. The educational leader is sought who will contribute to the progress of such a culture. He is considered responsible for furnishing leadership in the development and execution of educational policies which are in harmony with democracy's aims and objectives. He knows that his leadership strength lies in his ability to understand the unique relationship between the individual and the society of which he is a member. He recognizes that the core of such leadership is his ability to organize the potential in democratic education and then to release this potential constructively through democratic leadership.

In such a democratic culture, teachers have a voice in the selection of school administrators. It is generally held that teachers need administrators who can be respected for their understanding of growth and development of children, their insight into teaching problems, and their leadership talent. In the democratic culture, teachers have the right to participate in the formulation of educational policy and it is stimulating to realize that their importance is recognized by those who are legally responsible for employing administrators.

In a democratic culture, high school students are also considered when high school administrators are selected. Although they do not determine final policy, they have an opportunity to express opinions and needs from the student point of view during the selection process. In a democratic culture, high school students have the right to participate in the selection of school administrators through such means as checking lists of desirable and undesirable characteristics in administrators. Such information might well be gathered at the school when the Board is in the process of determining the qualifications of the new school leader. It might be well to appoint a member of the Board to be responsible for collecting this information from students.

Finally, in the democratic culture, the lay public participates in the selection of school administrators. This fact is important because the lay public in our democratic culture has reserved the right and the responsibility to make certain decisions regarding educational programs which administrators must execute. There is reason to believe that the public will be more responsive in supporting programs which will work towards solutions of educational problems when they have the opportunity to participate in the selection of their educational leaders.

As the legal representatives of the local community, Boards of Education are responsible for the final selection

of school administrators. However, democratic practices and procedures should be observed in the process. This means that all who will be affected by an administrative appointment should participate at some point in the thinking that results in the decision to make that appointment.

The citizens of a community and the teachers should be invited to help the local Board of Education choose their educational leaders. Committees could well be appointed to represent these two groups. Citizen Advisory Committees and Teacher Selection Committees might well serve in such a capacity. Such committees might well participate in determining the personal and professional qualifications desired of the new administrator. They could be invited to submit names of candidates. These committees might well assist in the weeding out of candidates once the deadline for receiving applications has been reached.

It should be clearly understood that these committees will have the right to recommend only, and that the Board of Education will seriously consider such recommendations. The final decision, however, should be made by the Board of Education. This is one of its most important responsibilities as a legal creature of the state. (See Appendix C, pages 207, 208, 209.)

If schools in a democratic culture are to have influence in making democracy more functional, then democracy

should be practiced in the selection of school administrators. Through creative participation in the selection of their educational leaders, citizens, teachers, and students will be helped to know that the educational administrator in whom they place their faith for leadership in organizing a democratic school program, is worthy of that faith.

Chapter IV

THE MECHANICS OF SELECTION

Current practices and procedures in selecting school administrators in Michigan are examined in this chapter. In the presentation, the writer makes no distinction between selection processes in small rural schools or schools in large city systems. It was felt that all individuals have importance and worth whether they live in a rural or urban environment. They have the right to be served by the best possible administrator that can be employed. Effective criteria of employment practice should be applied whenever and wherever an educational leader is to be employed.

In Michigan, new school administrators serve in various types of local school districts. These districts were established by the state legislature to provide educational programs for the persons living within that district. At the present time, there are nine types of school districts in existence in Michigan. Each of these districts differs from the others in such matters as area, population, structure, and educational program. Information was not available to the writer as to the number of each of these districts in Michigan at the present time.

The new administrator may serve in a Graded district which is a district containing more than seventy-five

children between the ages of five and twenty years. The total population of such a district is less than ten thousand. The Township district is a district in which the entire Township comprises a single school district. Such a district may extend into parts of other townships. A Rural Agricultural district may be formed by consolidating two or more rural schools. A school district of the Third Class is formed by a majority vote of the school electors of a district which has a population of ten thousand to one hundred twenty-five thousand. Generally, the boundary lines of such a district parallel the territorial limits of a city. Each city which has a population of more than one hundred twenty-five thousand and less than five hundred thousand, constitutes a school district of the Second Class. Each school district, which has a population of more than five hundred thousand, constitutes a school district of the First Class. Prior to 1908, the state legislature created certain Special School districts by local act. Approximately twenty such districts continue to operate under their individual charters.

In order to determine whether this study adequately represents present policies and procedures in Michigan, the questionnaire asks for information concerning the type of school district represented by those who responded. The questionnaire submitted to the Boards of Education provides

for the opportunity of checking Board membership and the questionnaire submitted to the superintendents of schools specifically asks for the type of district represented. It was believed that Boards of Education might be more inclined to check the number of members on their respective Boards. In the event they were not sure what type of district they represent, they might conceivably neglect to return the questionnaire rather than find out about their type of school district. Generally, the Graded District Board of Education is composed of three members; the Third Class, Second Class and First Class districts have more than five members.

According to Table II, page 27, 8 per cent of the boards interviewed had 3 members, while 76 per cent had five members. Therefore, 84 per cent of the boards interviewed were either of the Graded, Rural Agricultural or Township type district. Sixteen per cent of the boards interviewed had more than five members and represented the Third, Second, or First Class type of school district. The 164 boards which responded to the questionnaire on the selection of the superintendent of schools reveal that 86 per cent of these boards have five members with 14 per cent having more than five members and very likely representing Third, Second, First, and Special type school districts.

TABLE II
Comparison of Membership of the
164 Boards and the 25 Board Members

Number of Members on the Board	The 25 Boards		The 164 Boards	
	Number of Boards	Per Cent	Number of Boards	Per Cent
Three members	2	8	0	0
Five members	19	76	141	86
Six members	0	0	2	1.2
Seven members	2	8	19	11.6
Nine members	2	8	2	1.2
Totals	25	100	164	100

While Table II represents the number of members on the Boards of Education which were interviewed in comparison with those boards which responded to the questionnaire on selecting superintendents, Table III, page 28, refers to the type of school district represented by the superintendents of schools who responded to the questionnaire on selecting public high school principals. Table III indicates that 89.7 per cent of the superintendents responding represent Graded, Rural Agricultural and Township type districts while 10.3 per cent represent districts of the Third, Second, and First Class as well as the Special type of school district.

TABLE III
Type of School District of the
320 School Superintendents

	Number of Districts	Per Cent
Graded District	107	33.5
Rural Ag District	146	45.6
Township District	34	10.6
Third Class District	29	9.1
Second Class District	1	.3
First Class District	1	.3
Special District	2	.6
Totals	320	100

It is believed that Tables II and III show that this study is representative of the procedures and policies used in selecting the superintendent of schools and the high school principals in Michigan.

When this study was first proposed, some administrators suggested that an item be included in the questionnaire which would give the potential administrator an indication of the number of years a superintendent of schools remains in one position. It is the feeling of many men now in the field that frequent administrative changes impede long range educational planning and are not conducive to the educational welfare of school patrons. In order to determine the number of years a superintendent of schools remains on one job, it was suggested that an investigation be made of the number of

changes made in superintendencies in Michigan in the last twenty years. Table IV shows that both the boards interviewed and the boards responding averaged approximately two to three changes in superintendents of schools in the last twenty years.

TABLE IV
Changes in the Superintendency

Number of Changes in Twenty Years	The 25 Boards		The 164 Boards	
	Number of Boards	Per Cent	Number of Boards	Per Cent
No change	0	0	11	6.7
One change	2	8	26	15.9
Two changes	5	20	37	22.6
Three changes	9	36	31	18.9
Four changes	5	20	23	14
Five changes	4	16	11	6.7
Six changes	0	0	13	7.9
Seven changes	0	0	6	3.7
Eight changes	0	0	1	.6
Nine changes	0	0	0	0
Ten changes	0	0	3	1.8
Eleven changes	0	0	0	0
Twelve changes	0	0	0	0
Thirteen changes	0	0	0	0
Fourteen changes	0	0	1	.6
Fifteen changes	0	0	0	0
Sixteen changes	0	0	0	0
Seventeen changes	0	0	0	0
Eighteen changes	0	0	0	0
Nineteen changes	0	0	0	0
Twenty changes	0	0	0	0
Twenty-one changes	0	0	1	.6
Totals	25	100	164	100

The 25 boards interviewed were chosen partly because they had selected a superintendent of schools within the last five years.

TABLE V

Length of Present Tenure of Superintendents

Years on the Present Job as Superintendent	The 25 Boards		The 164 Boards	
	Number of Boards	Per Cent	Number of Boards	Per Cent
Just appointed	2	8	5	3.1
One year	2	8	11	6.7
Two years	7	28	28	17.1
Three years	9	36	29	17.7
Four years	4	16	16	9.8
Five years	1	4	12	7.3
Six years	0	0	5	3.1
Seven years	0	0	11	6.7
Eight years	0	0	8	4.9
Nine years	0	0	2	1.2
Ten years	0	0	6	3.7
Eleven years	0	0	4	2.4
Twelve years	0	0	5	3.1
Thirteen years	0	0	0	0
Fourteen years	0	0	3	1.8
Fifteen years	0	0	4	2.4
Sixteen years	0	0	1	.6
Seventeen years	0	0	1	.6
Eighteen years	0	0	0	0
Nineteen years	0	0	1	.6
Twenty years	0	0	2	1.2
Twenty-one years	0	0	1	.6
Twenty-two years	0	0	2	1.2
Twenty-three years	0	0	0	0
Twenty-four years	0	0	2	1.2
Twenty-five years	0	0	0	0
Twenty-six years	0	0	1	.6
Twenty-seven years	0	0	3	1.8
Twenty-eight years	0	0	1	.6
Totals	25	100	164	100

Table V shows that 61.7 per cent of the 164 boards responding had also gone through this experience within this

same period of time. One Superintendent has served in his present position as superintendent of schools for twenty-eight years. Pertinent letters regarding administrators with such unusual records are presented on page 197 of the Appendix.

TABLE VI
The Number of High School
Principals in the 320 School Systems

Number of Principals Employed	Number of School Systems	Per Cent
One Principal	296	92.5
Two Principals	15	4.7
Three Principals	6	1.9
Four Principals	0	0
Five Principals	2	.6
Six Principals	1	.3
Totals	320	100

According to Table VI, 92.5 per cent of the school systems represented employ only one high school principal. In 4.7 per cent of the schools, two high school principals are employed while 1.9 per cent of the respondents employ three high school principals. By adding the number of principals employed in each of the 320 schools, it is shown that 360 Michigan public high school principals are represented in this study.

Initiating the Candidacy - The Board of Education is clearly the official agency delegated with the authority to select school administrators in Michigan. (See Appendix C, Pages 207, 208, and 209.) It cannot evade this responsibility.

In performing this function, the board should determine whether an official vacancy exists. Hagman¹ believes that board minutes ought to show that the board has taken action to establish the vacancy. Whether a resignation has been accepted, a vacancy established by death, or whether the board has had to release the incumbent does not matter. Recording such a vacancy in the board minutes assures prospective candidates that they can apply for the position without violating professional ethics.

¹H. L. Hagman, "Steps in Selecting A Superintendent," American School Board Journal, 118.17, March, 1949.

TABLE VII
Official Administrative Vacancies

Policy on Recording of The Vacancy	The 25 Boards		The 164 Boards		The 320 Super- intendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Minutes of the Board Show that An Official Administrative Vacancy Exists	20	80	131	80	225	70.6
Official Administrative Vacancy is not Recorded in The Minutes of the Board	5	20	27	16.4	88	27.5
No Answer	0	0	6	8.6	6	1.9
Totals	25	100	164	100	320	100

Table VII shows that 80 per cent of the boards interviewed and also 80 per cent of those responding to the questionnaire do record such information in their board minutes when an official vacancy exists in the superintendency. This is also the practice in 70.6 per cent of the cases where a high school principal is to be selected.

Once the vacancy has been established, no time should be lost in determining the qualifications desired of the new administrator. Prospective administrators have the right to know existing educational conditions. Such statements of

qualifications and conditions are an assurance that only qualified applicants will be considered and may avoid board embarrassment when attempts are made to use pressure to support those who do not meet these minimum qualifications.

TABLE VIII

Policy on Written Statements of Qualifications

Policy on Written Qualifications	The 25 Boards		The 164 Boards		The 320 Super- intendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
School Systems Which Draw up A List of Qualifications In Writing	13	52	61	37.2	89	27.8
School Systems Which Do <u>Not</u> Draw up A List of Written Qualifications	12	48	89	54.2	224	70
No Answer	0	0	14	8.6	7	2.2
Totals	25	100	164	100	320	100

Apparently, it is not general practice in Michigan to draw up such a list of qualifications for the new administrator. Table VIII indicates that 52 per cent of the boards interviewed do draw up such a list of qualifications, while 54.2 per cent of the boards and 70 per cent of the superintendents responding to the questionnaires do not make it a practice to draw up such a list. Some schools save the

annual report of the previous year and make this available to applicants. Some prefer sending a personal letter outlining the nature of the job, history of the school, current conditions, community trends and standards desired. Other school systems prefer giving this information in a personal interview.

TABLE IX
Information on Schools and Community for
Candidates for the Principalship

Present Practice	The 320 Superintendents	
	Number	Per Cent
A Statement of Information is Prepared	39	12.2
A Statement of Information is Not Prepared	271	84.7
No Answer	10	3.1
Totals	320	100

The 320 superintendents indicate that only 12.2 per cent of them prepare a statement containing information concerning the schools and community for the benefit of prospective principals. Some 84.7 per cent of these superintendents make no attempt to provide such material for prospective candidates. Representative statements are presented on pages 198-205 of the appendix. The writer feels that such information would be an invaluable guide to applicants and to those persons who may be requested to recommend candidates.

TABLE X

Determining the Qualifications
of the Superintendents of Schools

Responsible Persons or Groups	The 25 Boards		The 164 Boards	
	Number of Boards	Per Cent	Number of Boards	Per Cent
<u>School Board Only</u>	23	92	113	69
<u>School Board and Community Groups</u>	0	0	15	9.2
<u>School Board, Community Groups and Teachers</u>	1	4	1	.6
<u>School Board, Community Groups, Teachers and Pupils</u>	0	0	1	.6
<u>School Board and Re- tiring Superintendent</u>	2	8	31	18.9
<u>Retiring Superin- tendents Only</u>	0	0	6	3.7
<u>Nobody</u>	0	0	0	0
<u>Church Groups, Community Leaders</u>	0	0	5	3.1
<u>No Answer</u>	0	0	1	.6

Table X presents information regarding the persons who determine the qualifications desired of the new superintendent of schools. This particular item on the questionnaire was open and the boards were asked to check as many persons and agencies as were applicable. Therefore this and other open tables do not necessarily show a total of 100 per cent. It would seem that the Board of Education and, in

some instances, the retiring superintendent largely determine these qualifications.

TABLE XI

Determining Qualifications of the High School Principal

Responsible Persons or Groups	The 320 Superintendents	
	Number	Per Cent
Superintendent	128	40
Superintendent and Retiring Principal	19	5.9
Superintendent and School Board	216	67.5
Teachers	7	2.2
Superintendent, School Board and Teachers	24	7.5
Community Groups	3	.9
Students	1	.3
Nobody	0	0
No Answer	4	1.2

When a new principal is to be elected, Table XI suggests that the superintendent and the Board of Education generally determine the qualifications desired. The lay public, teachers and students are seldom consulted. This is not consistent with such democratic principles as are identified in Chapter III of this study.

Major policies in the process of selection - When there is agreement regarding the qualifications desired of the new administrator, there are other policy decisions which should be made. The salary of the new administrator should be determined. Such factors as the size of the community, its ability to pay, the salary paid the former administrator, the personal and professional qualifications wanted and the type of educational program desired should be considered. Many board members say that money is no factor. They want Leadership for the best possible educational program they can obtain for their children.

TABLE XII

Salary Schedules for the New Administrators

Present Practice Regarding Sal- ary Sched- ules	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A Set Formula Is Used to De- termine The Salary of The New Adminis- trator	5	20	19	11.6	38	11.8
No Set Form- ula Is Used To Determine The Salary of The New Admin- istrator	20	80	142	86.6	273	85.4
No Answer	0	0	3	1.8	9	2.8
Totals	25	100	164	100	320	100

At present (Table XII, Page 38), 80 per cent of the boards interviewed, 86.6 per cent of the boards responding to the questionnaire and 85.4 per cent of the superintendents state that they have no set formula which is used to determine the salary schedule for new administrators. However, 20 per cent of the boards interviewed have already adopted one. The Michigan School Board Association has suggested the adoption of the salary scale presented on page 212 of the appendix.

Another policy decision applies to the length of the first contract to be offered the new administrator.

TABLE XIII
Length of First Contract

Length in Terms of Years	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
One Year	15	60	101	61.6	286	89.4
Two Years	4	16	25	15.2	10	3.1
Three Years	6	24	30	18.3	8	2.5
Four Years	0	0	0	0	2	.6
Five Years	0	0	1	.6	0	0
No Answer	0	0	7	4.3	14	4.4
Totals	25	100	164	100	320	100

According to Table XIII, 60 per cent of the boards interviewed, 61.6 per cent of those answering the questionnaire

and 89.4 per cent of the superintendents responding show that they offer a one-year contract. Three-year contracts are offered by 24 per cent of the boards interviewed and only 18.3 per cent of the boards responding to the questionnaire. It would seem that administrative contracts are issued for two and three years after the first successful year on the job.

One problem which faces boards is the problem of the local candidate. Sometimes it is said that the local candidate's knowledge of conditions and personnel are an advantage. It is said that the selection of the local candidate means a high esprit de corps among the administrative staff and faculty. Evidently, local candidates are favorably considered for administrative positions in Michigan's public high schools if all qualifications are equal or as high as those of other applicants.

TABLE XIV
Consideration for Local Candidates

Policy on Local Candidates	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
All Other Qualifications Being Equal, Local Candidate Is Given Preference	21	84	124	75.6	270	84.4
Local Candidate Is Not Given Preference	4	16	30	18.3	37	11.5
No Answer	0	0	10	6.1	13	4.1
Totals	25	100	164	100	320	100



In this connection (Table XIV), 84 per cent of the boards interviewed, 75.6 per cent of the boards responding to the questionnaire and 84.4 per cent of the superintendents say that the local applicant is given preference. The local applicant is not given preference by 16 per cent of the boards interviewed, 18.3 per cent of the board members answering the questionnaire and 11.5 per cent of the superintendents in the case of applicants for the principalship. Some boards believe that local candidates may not always have the highest qualifications but that he will "arrive" on the job. There was some sentiment expressed about the desirability of the present administrator providing in-service training so that someone on the present staff could move into the administrator's job in the event of an administrative vacancy.

Closely allied to the problem of considering the local candidate is the problem of competitive examinations for the principalship and the path of advancement of the principal.

TABLE XV
Competitive Examinations for Principalship

Present Policy	The 320 Superintendents	
	Number	Per Cent
Schools which Do Elect Principals On The Basis of Competitive Examinations	0	0
Schools Which Do Not Elect Principals On the Basis of Competitive Examinations	316	98.7
No Answer	4	1.3
Totals	320	100

Table XV indicates that there is no practice of using competitive examinations in the selection of high school principals. Many boards feel that competitive examinations tell little which will help in the selection process and are used often as an escape when an administrative decision ought to be made.

TABLE XVI
Advancement for Principals

Present Policy	The 320 Superintendents	
	Number	Per Cent
Schools Which Do Have Such A Line of Advancement	4	1.2
Schools Which Do Not Have Such a Line of Advancement	300	93.8
No Answer	16	5
Totals	320	100

Only 1.2 per cent of the superintendents indicate that there is a line of advancement in their principalship from the elementary to the junior high and from the junior high to the senior high schools. On the other hand, 93.8 per cent indicate that there is definitely no such policy in their schools. The inference which can be drawn from Table XVI is that, evidently, Michigan considers the elementary principalship equal in importance to the high school principalship. This is a healthy picture. The move from the elementary to the high school principalship no longer need be considered as an advancement. Both are recognized as being equally important.

The board will also have to set a policy regarding the public relations involved in the selection of administrators. The press and interested citizens will continually want information regarding candidates. Professional ethics require that such information be discreetly handled.

TABLE XVII
Information for the Community

Present Policy	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Progress Made Is Kept Confidential	24	96	134	81.7	267	83.4
Public Is Kept Informed Of All Stages In The Se- lection Process	1	4	19	11.6	24	7.5
No Attempt Either Way	0	0	0	0	7	2.2
No Answer	0	0	11	6.7	22	6.9
Totals	25	100	164	100	320	100

Table XVII shows that 96 per cent of the boards interviewed, 81.7 per cent of the boards responding and 83.4 per cent of the superintendents keep all progress made in the selection of the administrator confidential. Only 4 per cent of the boards interviewed, 11.6 per cent of the boards replying to the questionnaire and 7.5 per cent of the boards say that the public is kept informed of all stages in the selection of the administrator. No attempt is made either way according to 2.2 per cent of the superintendents.

Those who favor keeping such progress confidential believe that such a policy avoids confusion and protects those applicants who are not selected. If any statement is released, the statement is approved by all of the board members and is released when the board has notified the top candidate that he has been selected. They say further that anything can happen up to the final selection, and if the public is kept informed, then pressures will be applied and the board will not be able to make an impartial decision.

Those who favor keeping the public informed say that school business is public business and all board meetings should be open to the public. In this way, pressures are stopped and questions can be asked by anyone and will be answered by board members present.

Some boards like to set a time limit for receiving applications for administrative positions. Most of Michigan's boards, however, do not set rigid time limits.

TABLE XVIII
Time Limits For Applications
For Administrative Positions

Present Procedure	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A Definite Time Is Set For Receiving Applications	11	44	69	42	62	19.4
No Definite Time Limit Is Set For Receiving Applications	14	56	80	48.8	236	73.7
No Answer	0	0	15	9.2	22	6.9
Totals	25	100	164	100	320	100

According to Table XVIII, only 44 per cent of the boards interviewed, 42 per cent of the boards answering the questionnaires and 19.4 per cent of the superintendents say that they do establish a time limit. And 56 per cent of the boards interviewed, 48.8 per cent of the boards responding to the questionnaire and 73.7 per cent of the superintendents do not set definite time limits. The author believes that observation of a time schedule would expedite the selection of school administrators.

Candidates are often invited by boards for personal interviews with the board in executive session. Such invitations are usually reserved for those candidates who appear to have those qualifications which the board desires.

TABLE XIX

Payment of Expenses for Administrative Candidates

Present Policy	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Such Candi- dates' Expenses Are Paid	9	36	43	26.2	65	20.3
Expenses of Invited Candi- dates Are NOT Paid	16	64	114	69.6	237	74.1
No Answer	0	0	7	4.2	18	5.6
Totals	25	100	164	100	320	100

Only 36 per cent of the boards interviewed, 26.2 per cent of the boards responding to the questionnaire and 20.3 per cent of the superintendents indicate that the expenses are paid of those candidates who are invited to meet with the board. Also, 64 per cent of those boards interviewed, 69.6 per cent of those responding to the questionnaire and 74.1 per cent of the superintendents state that the expenses of candidates so invited are not paid. Boards of Education would do well to reconsider this policy. There is reason to believe that certain well qualified candidates would not accept such invitations because the expense involved might be rather heavy. Good practice suggests that such candidates be reimbursed.

The board will have to determine the methods to be used in locating the man desired for the job. Sometimes the

person best qualified for the job will not apply. Such a candidate should not be overlooked. Many boards feel that once they have made the public announcement of the vacancy and determined the qualifications of the man they are seeking, they should conduct a positive search and not be content with waiting for applications.

TABLE XX

The Search for the Superintendent

Present Practice	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
The Job Should Seek The Man	18	72	100	61
The Man Should Seek The Job	7	28	51	31.1
No Answer	0	0	13	7.9
Totals	25	100	164	100

Of the boards interviewed, 72 per cent believe that the board should seek the man for the job. Also, 61 per cent of those boards responding to the questionnaire indicate such positive action. However, 28 per cent of the boards interviewed and 31.1 per cent of the boards responding to the questionnaire disagree and feel that the board should wait for applicants. Some indicate that on the job investigation may be done after all candidates have been screened or after the preliminary investigation has been completed.

Discovering the administrator - Certain organizations such as the American Association of School Administrators² and the National Conference of Professors of Educational Administration³ are becoming alarmed because of a scarcity of trained administrative personnel. This is not to say that there is a scarcity of people with a Master's degree. What these organizations believe is that there is definitely no surplus of outstanding people in the field of school administration. One of the items on the questionnaire provided opportunity to check the various sources which school boards and superintendents use to find applicants or candidates for administrative positions.

It was found that 88 per cent of the boards interviewed, 80 per cent of the boards replying to the questionnaire and 81.3 per cent of the Superintendents used college and university placement bureaus. This is a significantly high percentage. Placement bureau efforts should be directed primarily to the interests and needs of the prospective employers and secondarily to the interest of the administrative candidate. There should be close cooperation with those who are responsible for the training of school

²American Association of School Administrators, Choosing The Superintendent of Schools, Washington, D. C., 1949, p. IV.

³Report of Work - Conference of National Professors of Educational Administration, Developing Leaders For Education, Endicott, New York, 1947, p. 39..

administrators, the prospective employers, and those who are presently active in the profession. The former can help by advising the placement bureau of the type of position for which the administrative candidate is best fitted. The latter group can best be served by assistance in continued growth on the job and in deserved promotion.

TABLE XXI
Sources of Administrative Candidates

Identification of Sources	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
College and Uni- versity Place- ment Bureaus	22	88	131	80	260	81.3
College Educa- tion Department	10	40	72	43.8	131	40.9
Commercial Place- ment Agencies	5	20	25	15.2	101	31.5
Retiring Super- intendent of Schools	5	20	53	32.2	0	0
Superintendent of Schools of Neighboring Towns	1	4	13	7.9	4	1.2
Citizens of Community	2	8	12	7.3	9	2.8
Teachers	0	0	7	4.3	46	14.4
Principals	1	4	10	6.1	0	0
Radio and Press	0	0	4	2.4	7	2.2
County Superin- tendent of Schools	2	8	43	26.2	50	15.6
State Department of Public Instruction	6	24	76	46.3	81	25.3
Students	0	0	0	0	1	.3
Retiring Principal	0	0	0	0	40	12.5
Michigan Educa- tion Association	0	0	0	0	11	3.4
Educational Leaders	0	0	0	0	1	.3
Promotions From Within	0	0	0	0	8	2.5
No Answer	0	0	7	6.1	18	5.6

Table XXI also reveals that 40 per cent of the boards interviewed, 43.8 per cent of the boards responding to the questionnaire and 40.9 per cent of the superintendents consult college Departments of Education. Commercial placement

agencies are contacted by 20 per cent of the boards interviewed, 15.2 per cent of the boards answering the questionnaire and 31.5 per cent of the superintendents responding to the questionnaire on selection of the high school principal. Several comments indicate that in the past some commercial agencies had made themselves rather unpleasant by trying to use pressure on employing officials.

The State Department of Public Instruction is contacted by 24 per cent of the boards interviewed, 46.3 per cent of the boards answering the questionnaire and 25.3 per cent of the superintendents. The retiring superintendent is used by 20 per cent of the boards interviewed, and 32.2 per cent of the boards answering the questionnaire, while 12.5 per cent of the superintendents use the retiring principal when a new principal is to be elected. The county superintendent of schools is contacted by 8 per cent of the boards interviewed, 26.2 per cent of the boards responding to the questionnaire and 15.6 per cent of the superintendents. Other sources including the citizens of the community, teachers, radio and press, Michigan Education Association, Educational Leaders and staff promotions play a minor role as sources used to invite applicants for administrative jobs.

TABLE XXII

Final Selection of the New Principal

Present Policy	The 320 Superintendents	
	Number	Per Cent
Recommended by the Superintendent and Approved by the Board	304	95
Recommended by a Committee of Teachers and Approved by the Superintendent	0	0
Recommended by a Committee of Teachers and Approved by both the Superintendent and Board	4	1.2
Automatic Promotion From Job as Assistant Principal	0	0
No Answer	12	3.8
Totals	320	100

Preparation for the final selection - TABLE XXII indicates the final procedure used in the selection of the public high school principal. In 95 per cent of the selections the candidate is recommended by the superintendent and approved by the board of education. In 1.2 per cent of the selections the principal is recommended by a committee of teachers and approved by both the superintendent and the Board of Education. In reference to the selection of administrators, Wright⁴ believes that teachers should be given a greater

⁴Franklin L. Wright, "Selecting A Superintendent", School Executive 68:28, June 1949.

voice in the selection of high school administrators because their adjustment will depend largely on the administrator who is selected and their cooperation is assured if they are allowed to participate in the administrator's selection. Waller⁵ states that teachers were instrumental in selecting the superintendent of schools in Allentown, Pennsylvania. Their participation insured a spirit of cooperation among the staff and helped bring democracy into the selection process. It should be clearly understood that the right of teachers to participate in the selection of school administrators does not mean that reactionary teachers have the right to recommend reactionary administrators for employment. Rather, teacher participation should be assurance that Boards of Education have the benefit of the recommendations of professional educators to assist them in choosing the best administrator that can be employed.

The trend in the schools served by the Bureau of Cooperative School Studies would give evidence of the fact that teachers are playing a prominent part in the selection of administrators in Bureau school systems. Two classroom teachers serve on the selection committee or administrative council which elects the assistant elementary principal.⁶

⁵Raymond L. Waller, "Where The Teachers Helped In Selecting A Superintendent," Nations Schools, 47:64, February 1951.

⁶Metropolitan Detroit Bureau of Cooperative School Studies, Policies and Practices Relating To Administrators And Supervising Personnel In Bureau School Systems, 1949-1950, Detroit, February, 1950, pp. 38-39.

The preliminary investigation of candidates may be carried on in different ways. The two most generally practiced methods are to conduct the investigation with the entire board participating or through a special committee on selection appointed by the board. Practice in Michigan seems to favor the participation of the entire board.

TABLE XXIII
Investigation of Prospective Candidates
for the Superintendency

Present Procedure	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
The Entire Board Is Responsible	22	88	107	65.4
A Special Committee On Selection Is Ap- pointed By The Board	3	12	50	30.4
The President And Secretary of the Board are Responsible	0	0	1	.6
The Standing Commit- tee on the Selection of Teachers	0	0	1	.6
No Answer	0	0	5	3
Totals	25	100	164	100

Of the boards interviewed, 88 per cent favor this method. It is used by 65.4 per cent of the boards answering the questionnaire. The special committee method is favored by 12 per cent of the boards interviewed and 30.4 per cent of the boards responding to the questionnaire. One board designates the board president and secretary to do this

preliminary work, while another board delegates this responsibility to the standing committee on the selection of teachers. Many boards feel that the preliminary investigation is too important a job to be left to a special committee while others feel that the special committee tends to lessen the disruption of the normal flow of board business.

TABLE XXIV

Personal Interviews With Board Members

Present Policy	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
Personal Interviews are Permitted	14	56	75	45.8
Personal Interviews With Board Members are Not Permitted	11	44	76	46.3
No Answer	0	0	13	7.9
Totals	25	100	164	100

Some boards allow administrative candidates to have personal interviews with individual board members. Table XXIV shows that there is no clear-cut policy on this matter in Michigan. The boards interviewed indicate that 56 per cent of them allow such interviews while only 45.8 per cent of the boards answering the questionnaire follow this policy. Meanwhile, 44 per cent of the boards interviewed and 46.3 per cent of the boards contacted by questionnaire definitely do not allow such personal interviews. Some administrative applicants feel that they should have the opportunity for

meeting individual board members especially in cases where a special committee is used in the preliminary investigation of candidates. Generally, boards which do not favor individual interviews believe that all interviews should be conducted only when the board is in executive session.

TABLE XXV

The Sifting of Candidates for the Superintendency

Present Procedure	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
Examination of Credentials Only	0	0	0	0
Use Both Interviews and Credentials With All Candidates	9	36	56	34.1
Interviews Only	0	0	0	0
Examination of Credentials Until a Minimum Number of Desired Applicants Remain and then Both Interviews and Credentials as Basis of Elimination	16	64	100	61
Collected Information and Then Went After Them	0	0	1	.6
Retiring Superintendent Does This For the Board	0	0	1	.6
No Answer	0	0	6	3.7
Totals	25	100	164	100

The above table shows that 64 per cent of the boards interviewed and 61 per cent of the boards answering the questionnaire examine the credentials of all candidates, sift these until a minimum number of desired applicants

remain and then use both interviews and credentials as the basis for elimination of candidates. The same table shows that 36 per cent of the boards interviewed and 34.1 per cent of those responding to the questionnaire use both interviews and a study of the credentials of all candidates as a means of narrowing down the list of applicants. When the board has narrowed the list of applicants to those best qualified for the job, it is ready to enter the final stage in the selection process.

The work of the special committee - Table XXVI, page 59, indicates present practice in Michigan regarding the work of the special committee in those schools which make use of the special committee in the selection of the public high school administrator. Table XXVI is a composite table showing five areas of responsibility of the special committee. This information is presented in this manner so that the reader may more readily see a complete picture of the work of the special committee on one page. In 55 schools, 3 of those interviewed and 52 of those replying to the questionnaire, use is made of the special committee. All 3 of the schools interviewed give the special committee this authority. The policy is rather clear.

In regard to committee correspondence, 2 of the 3 schools interviewed and 84.6 per cent of the schools answering the questionnaire, committee correspondence is filed

with the board secretary. Meissner⁷ believes that observance of this principle should eliminate any danger of the special committee exceeding its authority or purpose.

The same table shows that committee correspondence is definitely limited to the selection of the new superintendent by two of the three boards interviewed and 76.9 per cent of the 52 boards responding to the questionnaire. Also the special committee reports to the entire board as a committee of the whole before taking official action. Each of the three boards interviewed and 86.5 per cent of the 52 boards state that the entire board reviews the files of the special committee before the final selection is made.

⁷H. V. Meissner, "Selecting A Superintendent,"
American School Board Journal, 106:24, June, 1943.

TABLE XXVI
The Special Committee

Present Policy	The 3 Boards Interviewed		The 52 Boards	
	Number	Per Cent	Number	Per Cent
Committee Has Authority To Inter- view Candidates	3	100	47	90.4
Special Committee Does Not Have This Authority	0	0	5	9.6
Totals	3	100	52	100
Committee Corres- pondence is Filed with the Board Secretary	2	66.7	44	84.6
Correspondence is Not Filed With Secretary	1	33.3	8	15.4
Totals	3	100	52	100
Committee Corres- pondence is Limited to the Selection of the New Superintendent	2	66.7	40	76.9
Committee Corres- pondence is Not Limited	1	33.3	12	23.1
Totals	3	100	52	100
Special Committee Re- ports to Board as Com- mittee of Whole Before Taking Action	3	100	46	88.5
Committee Need Not Re- port to Board as Com- mittee of the Whole Be- fore Taking Action	0	0	6	11.5
Totals	3	100	52	100
Entire Board Reviews Files of Special Com- mittee	3	100	45	86.5
Entire Board Does Not Review Files of Spe- cial Committee	0	0	7	13.5
Totals	3	100	52	100

TABLE XXVII

Recommendations of the Special Committee

Number Recommended	The 3 Boards Interviewed		The 52 Boards	
	Number	Per Cent	Number	Per Cent
Recommend One Candidate	0	0	5	9.6
Recommend Two Candidates	0	0	7	13.5
Recommend Three Candidates	2	66.7	34	65.4
Recommend Four Candidates	0	0	2	3.8
Recommend Five Candidates	1	33.3	3	5.8
Recommend Six Candidates	0	0	1	1.9
Totals	3	100	52	100

Table XXVII shows that 66.7 per cent of the boards interviewed, which use the special committee, and 65.4 per cent of the 52 boards responding to the questionnaire, recommend the top three candidates for the consideration of the entire board. According to this same table, 13.5 per cent of the boards answering the questionnaire recommend two candidates, 9.6 per cent recommend only one candidate, 3.8 per cent recommend four candidates. One of the three boards interviewed recommends five candidates and 5.8 per cent of the boards answering the questionnaire recommend five candidates. Only 1.9 per cent of the boards answering the questionnaire recommend six candidates for the consideration of the entire board. The feeling is expressed by many that

if more than five candidates are recommended, the special committee might as well be eliminated. Those top people that are recommended should more nearly meet the needs of the community than those candidates who have been eliminated.

The final selection - In the final selection, some boards prepare a number of questions which are used by the board chairman to obtain information from the candidate and to expedite the meeting. Other boards have an informal situation where any board member may ask any question he wishes and at any time.

TABLE XXVIII
Final Interviews

Present Policy	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
Final Interviews are Informal	25	100	144	87.8
Questions are Prepared Beforehand	0	0	11	6.7
No Answer	0	0	9	5.5
Totals	25	100	164	100

All of the twenty-five boards interviewed prefer the informal type of interview. The Boards answering by questionnaire indicate that 87.8 per cent of them use the informal type of interview while 6.6 per cent of the latter use the formal type with questions prepared beforehand. An informal type of meeting with an adequate amount of time

scheduled for each interview seems to appeal to most boards. They state that each member feels he wants to know what the applicant's educational program will be like if he is elected and prefers to have the candidate develop such a program by answering informal questions from each of the board members.

TABLE XXIX
Responsibility for the Election
of the New Superintendent

Present Policy	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
Final Responsibility for Electing New Superintendent Rests in Full Board Alone	25	100	158	96.4
Final Responsibility Does NOT Rest in Full Board Alone	0	0	3	1.8
No Answer	0	0	3	1.8
Totals	25	100	164	100

Policy in Michigan shows that the final responsibility for selecting the new superintendent rests in the full board alone. According to Table XXIX all of the boards interviewed follow this policy while 96.4 per cent of the boards responding to the questionnaire follow this practice also. Only 1.8 per cent of the latter group do not follow this procedure.

TABLE XXX
Election of the New Superintendent

Present Policy	The 25 Boards		The 164 Boards	
	Number	Per Cent	Number	Per Cent
The Superintendent is Elected with a Unanimous Vote	18	72	124	75.7
Superintendents May be Elected by Vote Other than a Unanimous One	7	28	33	20.1
No Answer	0	0	7	4.2
Totals	25	100	164	100

Table XXX shows that the policy in Michigan is to elect the new superintendent with a unanimous vote of the board. As evidence, 72 per cent of the boards interviewed and 75.7 per cent of the boards responding to the questionnaire follow this practice. Only 28 per cent of the former and 20.1 per cent of the latter group indicate that the superintendent may be elected by other than a unanimous vote. Those who favor unanimity fear that election by less than a unanimous vote presents the danger of opposition to the candidate as soon as he takes office.

Once the candidate has been selected, most boards release the name of the successful candidate to the public. Professional courtesy insists that the successful applicant be allowed a reasonable length of time to decide whether or not he will accept the position.

SUMMARY

1. Most board members do not have a written list of the qualifications they are seeking in the new administrator but prefer to tell him these qualifications orally. Where a new superintendent is to be elected, the board usually determines what these qualifications will be. Where a new high school principal is to be selected, the superintendent and school board generally decide on his qualifications.
2. There is no set salary scale for the new administrator. His first contract is generally for one year. Local candidates are given favorable consideration in most instances provided their qualifications are equally as high as those of other applicants. There are no competitive examinations for the principalship in most Michigan systems and no line of advancement in the principalship from elementary to the senior high school.
3. Progress in the various stages of the selection process is usually considered as a confidential matter. There is no clear-cut policy on the setting of time limits for the selection of administrators. Candidates usually pay their own expenses when invited for board interviews and most boards prefer to conduct a positive search rather than wait for applicants to come to them.

4. College and university placement bureaus are most widely used to discover candidates for administrative jobs. The State Department of Public Instruction and retiring administrators are also used but to a lesser extent.
5. Most Michigan school systems prefer to have the entire board conduct the preliminary investigation of the candidate. When special committees are used, the committees have authority to interview candidates, the correspondence is limited to the selection of the administrator, the correspondence is filed with the board secretary and an average of three candidates is generally recommended for the consideration of the entire board.
6. In the final selection, boards like to have an informal type of meeting with final responsibility for the selection of superintendents resting in the full board alone. The policy practiced in most Michigan school systems is to elect the new superintendent with a unanimous vote.

Chapter V

THE PERSONAL QUALIFICATIONS CONSIDERED IN THE SELECTION OF MICHIGAN'S PUBLIC HIGH SCHOOL ADMINISTRATION

This chapter is concerned with those personal qualities which are considered in the selection of Michigan's public high school superintendents and principals. It is well to consider such qualifications because the administrator's personal fitness for the job may mean success or failure for his educational program. The administrative candidate who has or attempts to cultivate these qualities and combines them with insight into administrative matters may well be considered as good administrative timber. Edmonson, Roemer and Bacon¹ recognized this fact when they wrote, "The mere acquisition of professional information does not guarantee success in the field of school administration. Both the personal qualities and professional training are needed."

¹J. B. Edmonson, Joseph Roemer, Francis L. Bacon, The Administration Of The Modern Secondary School, New York: The Macmillan Company, 1948, p. 83.

TABLE XXXI
Age Range of the New Administrator

Age Range	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
20 - 25 Years	0	0	0	0	0	0
25 - 30 Years	0	0	3	1.8	63	19.7
30 - 35 Years	6	24	31	18.9	189	59.1
35 - 40 Years	14	56	70	42.7	46	14.4
40 - 45 Years	5	20	39	23.8	9	2.8
45 - 50 Years	0	0	10	6.1	2	.6
50 - 55 Years	0	0	3	1.8	0	0
55 - 60 Years	0	0	1	.6	0	0
Does NOT Matter	0	0	2	1.2	0	0
No Answer	0	0	5	3.1	11	3.4
Totals	25	100	164	100	320	100

Age Requirement - One of the issues usually considered in the selecting of the public high school administrator is the desired age range. According to Table XXXI, board preference regarding the new superintendent seems to favor the 35 to 40 age bracket while the superintendents would like to have a new principal in the 30-35 year group. Specifically, 56 per cent of the boards interviewed and 42.7 per cent of the boards responding to the questionnaire prefer the new superintendent to be in the 35 to 40 year range. Likewise, 59.1

per cent of the superintendents prefer the principal to be in the 30 to 35 year range. Only 1.8 per cent of the boards answering the questionnaire desire a superintendent in the 25-30 year range while 19.7 per cent of the superintendents desire the principal to be in this age group. Only 14.4 per cent of the superintendents desire a new principal in the 35-40 year range.

There is much feeling that a top candidate would not be disqualified because of his age. Comments included the statement that candidates are wanted "who are old enough to have had experience and young enough to grow on the job with years of service ahead of them." Another way of saying this might be that new administrators ought to be young enough to be forward looking and old enough to be seasoned. Age is one of the personal factors but the total man is the important consideration.

The marriage requirement - Some communities place a great deal of emphasis on marriage. The wife of the administrator often plays a major role in community acceptance of his educational program. In an attempt to identify the present situation in Michigan regarding the marriage requirement for new administrators, an item on this matter was included in the questionnaire. According to Table XXXII, page 69, marriage is required by 28 per cent of the boards interviewed, 36.6 per cent of the boards responding to the questionnaire

and the superintendents indicate that marriage is required for 11.2 per cent of the new high school principals. No marriage requirement is reported by 72 per cent of the boards interviewed, 58.5 per cent of the boards responding to the questionnaire and by 86.3 per cent of the superintendents answering the questionnaire on the selection of principals. It might be said that even though marriage may be desired in general, it is not required of the new public high school principal or superintendent.

TABLE XXXII
Marriage Requirement

Present Policy	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Marriage is Required	7	28	60	36.6	36	11.2
Marriage is NOT Required	18	72	96	58.5	276	86.3
No Preference	0	0	3	1.8	0	0
No Answer	0	0	5	3.1	8	2.5
Totals	25	100	164	100	320	100

Certain other personal qualifications - In regards to other personal qualifications, Table XXXIII presents twenty-seven such qualities. A scale was devised in order to determine whether there are certain personal qualifications which should receive special and careful attention in the preparation

and training of public high school administrators. The twenty-seven items offered each respondent the opportunity to indicate whether each qualification was considered Very Important, Important, Uncertain As To Its Importance, Unimportant, or Very Unimportant in the selection of the public high school superintendent or principal. The abbreviations, Vimp for Very Important, Imp for Important, Unc for Uncertain, UNImp for Unimportant, and VUNImp for Very Unimportant were used to save space on the questionnaires.

The percentage scores for Table XXXIII, page 71, were found by adding the results of the interviews with the twenty-five Boards of Education, the superintendents' questionnaires and the principals' questionnaires. The average was then found and these averages in terms of percentages are identified in column 7 of Tables I, II, III, IV, and V, Appendix A, Pages 171, 172, 173, 174, and 175.

A brief description of each of these twenty-seven personal qualifications is presented to clarify in the reader's mind what the instruments were intended to evaluate. These items are presented in the order they appeared on the questionnaires.

TABLE XXXIII
Personal Qualifications

	*VImp	Imp	Unc	UNImp	VUNImp	No Answer	Total
1. Ability to Work With People from							
All Walks of Life	80.1	16.3	1.6	0	0	2	100
2. Ability to Inspire Faith in Others	60.9	35.2	0	0	0	3	100
3. Ability to Make Prompt, Careful Decisions	53.5	41.1	1.9	1.1	0	4.2	100
4. Ability to Handle Controversial Issues in the Community	50.8	32.9	9.2	3.4	0	3.7	100
5. Club Membership and Other Social Contacts	4.3	53.7	24.5	10.4	3.3	3.8	100
6. Good Credit Standing	29.4	62.4	4.1	1.1	0	3	100
7. Neatness in Dress	211.8	67.3	3.7	.6	.1	3.5	100
8. Attitude on Dancing	2.3	22	35.9	33.2	2.8	3.8	100
9. Attitude on Social Drinking	8.9	36.6	28.1	20.9	1.1	1.4	100
10. Even-tempered Disposition	32.1	58.1	5	1.9	.5	2.4	100
11. Extra-Class Activities Participated in at College	4.9	31.1	28.8	28.6	4.9	1.7	100
12. Freedom from Hearing Defects	22.9	55	15.9	2.8	1.2	1.2	100
13. Freedom from Speech Defects	32.6	55.1	8.9	.5	.4	2.5	100
14. Initiative	59	35.3	2.6	.3	0	2.8	100
15. Integrity	73.5	20.5	2.3	.7	.4	2.6	100
16. Understanding of Differences in Religion and Ability	37.3	51.9	5.3	1.3	.3	3.9	100
17. Leadership in Educational Matters	42.6	47.6	5	.8	.5	3.5	100
18. Mastery of a Foreign Language	1.1	3.3	25.1	53	14.9	2.6	100
19. Good Personality	53	41.4	1.9	.2	0	3.5	100
20. Democratic Philosophy of Education	25.8	60.7	8.2	1.5	.3	3.5	100
21. Physical Appearance	1.4	72.2	9.5	2.8	.2	1.9	100
22. Political Affiliation	1.1	3.3	21.8	57.1	12.4	4.3	100
23. Ability to Speak in Public	30.8	58.9	4.6	2.5	.4	2.8	100
24. Sense of Humor	23.1	67.5	3.3	2.3	0	3.8	100
25. Tactfulness	45.8	40.5	4.2	1.9	.1	3.5	100
26. Attitude on Smoking	4.4	24.8	25.7	36.5	5.2	3.4	100
27. Vision - Ability to Foresee Needs of the School and Community	66.2	28.1	1.3	1.8	.2	2.4	100

*VImp - abbreviation for Very Important
Imp - abbreviation for Important
Unc - abbreviation for Uncertain as to its Importance
UNImp - abbreviation for Unimportant
VUNImp - abbreviation for Very Unimportant

2. The second part of the document describes the various methods used to collect and analyze data, including interviews, surveys, and focus groups.

3. The third part of the document presents the results of the study, showing the impact of the accounting system on the organization's financial performance.

4. The fourth part of the document discusses the implications of the findings for the organization and provides recommendations for future research.

5. The fifth part of the document concludes the study and summarizes the key findings.

6. The sixth part of the document provides a detailed description of the accounting system used in the study.

7. The seventh part of the document discusses the challenges faced by the organization in implementing the accounting system.

8. The eighth part of the document presents the results of the study, showing the impact of the accounting system on the organization's financial performance.

9. The ninth part of the document discusses the implications of the findings for the organization and provides recommendations for future research.

10. The tenth part of the document concludes the study and summarizes the key findings.

(1) Ability To Work With Others From All Walks of Life. This item refers to the public high school administrator's ability and willingness to cooperate with others in activities which will improve community living. This means ability to share responsibilities with others in administering the educational program of the community and willingness to share responsibility for and cooperate in those activities which promote development of community resources and help in the search for ways and means of solving community problems. Of the total group responding, 80.1 per cent considered this qualification very important, 16.3 per cent considered it important, 1.6 per cent checked it uncertain, and none checked it as unimportant or very unimportant.

(2) Ability to Inspire Faith In Others. This refers to the ability to inspire and stimulate his staff towards professional growth and improvement in service. Because of his abiding faith in public education he will strive to develop this faith in the members of the community. He will stimulate in others a desire to work together creatively and effectively towards the solution of educational problems. Of the total group responding, 60.9 per cent considered this qualification very important, 35.2 per cent considered it important, .9 per cent checked it uncertain, and none checked it as unimportant or very unimportant.

(3) Ability To Make Prompt, Careful Decisions. Many communities have an ineffective educational program because the school administrator does not have this ability. There is often uncertainty and frustration where action is necessary. Henzlik² writes, "Inability or lack of courage to assume responsibility in making decisions leads to failure. Stalling or trying to pass the buck always costs the respect of teachers or patrons or both and results in making them uncertain and indecisive." Training, experience and sound judgment should help cultivate this ability. Of the total group responding, 53.5 per cent considered this qualification very important, 41.1 per cent considered it important, 1.1 per cent checked it uncertain, .1 per cent considered it unimportant and none checked it as very unimportant.

(4) Ability to Handle Controversial Issues In The Community. Often pressure groups appear which have a particular issue to support. Sometimes, for example, these groups have curriculum grievances. These groups tend to interrupt the tenure of the administrator and disturb the community educational program unless he can get such groups to see and respect other points of view. Of the total group responding, 50.8 per cent considered this qualification very

²F. E. Henzlik, "Superintendent: Hold Your Job," School Executive, 70:68, January, 1951.

important, 32.9 per cent considered it important, 9.2 per cent checked it as uncertain, 3.4 per cent checked it unimportant, and none checked it as very unimportant.

(5) Club Membership And Other Social Contacts. In this item, club membership refers to membership in local community clubs such as service clubs, recreational clubs, veterans organizations, professional organizations, social clubs and such other private or public clubs which may be found in the local community. Serving the educational welfare of all the people requires that the new administrator be fair and impartial in his relationships with the public. In his social living he should exercise care that people will not consider him as biased or partial towards any group or faction in the community. Of the total group responding, 4.3 per cent considered this qualification very important, 53.7 per cent considered it important, 24.5 per cent checked it as uncertain, 10.4 per cent considered it unimportant and 3.3 per cent considered it very unimportant.

(6) Good Credit Standing In the Community. Personal and family banking connections and credit relations should be carefully established. The school administrator should meet all financial obligations promptly. Of the total group responding, 29.4 per cent considered this qualification very important, 62.4 per cent considered this important, 4.1 per

cent checked it as uncertain, 1.1 per cent considered it unimportant, and none considered it very unimportant.

(7) Neatness In Dress. Good taste in the matter of dress reflects good social training. No administrator can afford to overlook this quality. Of the total group responding, 24.8 per cent considered this qualification very important, 67.3 per cent considered it important, 3.7 per cent checked it as uncertain, .6 per cent considered it unimportant and .1 per cent considered it very unimportant.

(8) Attitude on Dancing. Some of our Michigan communities do not favor any form of dancing. Some Boards want a statement from the administrator on his viewpoint on dancing before he is elected. This item was included to discover how much significance is attached to this qualification. Of the total group responding, 2.3 per cent considered this qualification very important, 22 per cent considered it important, 35.9 per cent checked it as uncertain, 33.2 per cent considered it unimportant, and 2.8 per cent considered it very unimportant.

(9) Attitude on Social Drinking. This item was included because there are Michigan communities which do not look with favor on drinking of any kind on the part of the school administrator. Of the total group responding, 8.9

per cent considered this qualification very important, 36.6 per cent considered it important, 28.1 per cent checked it as uncertain, 20.9 per cent considered it unimportant and 1.1 per cent considered it very unimportant.

(10) Even-tempered Disposition. The administrator should so conduct himself that others will not get the impression that he is shy, arrogant, or easily irritated. He must be able to take "all the psychological bombardment that goes with the job with relative composure and equanimity."³ Of the total group responding, 32.1 per cent considered this qualification very important, 58.1 per cent considered it important, 5 per cent checked it as uncertain, 1.9 per cent considered it unimportant and .5 per cent considered it as very unimportant.

(11) Extra-Class Activities Participated In At College. This item was included because there has been much discussion regarding college participation in extra-class activities in relation to success in school administration. Of the total group responding, 4.9 per cent considered this qualification very important, 31.1 per cent considered it important, 28.8 per cent checked it as uncertain, 28.6 per cent considered it unimportant and 4.9 per cent considered it as very unimportant.

³M. J. Cohler, "Faculty Helps Select The Assistant Principal," American School Board Journal, 118:33, February, 1949.

(12) Freedom From Hearing Defects. This refers to the normal use of the hearing organs without congenital or acquired impediment. Of the total group responding, 22.9 per cent considered this qualification very important, 55 per cent considered it important, 15.9 per cent checked it as uncertain, 2.8 per cent considered it unimportant, and 1.2 per cent considered it as very unimportant.

(13) Freedom From Speech Defects. This refers to the normal use of the organs of speech without congenital or acquired impediment. Of the total group responding, 32.6 per cent considered this qualification very important, 55.1 per cent considered it important, 8.9 per cent checked it as uncertain, .5 per cent considered it unimportant and .4 per cent considered it as very unimportant.

(14) Initiative. Through imagination and as a result of training, the administrator may be able to plan a comprehensive educational program. Success for an effective program requires ability to initiate, implement and follow through. Of the total group responding, 59 per cent considered this qualification very important, 35.3 per cent considered it important, 2.6 per cent checked it as uncertain, .3 per cent considered it unimportant and none checked it as very unimportant.

(15) Integrity. The administrator should have and strive to develop in others a desire to seek the truth in all his efforts on behalf of those whose welfare he serves. When he is convinced that there are better ways and means of implementing the educational program, he should have the moral courage to stand for his convictions and fight hard for that which best meets the needs of the program. Of the total group responding, 73.5 per cent considered this qualification very important, 20.5 per cent considered it important, 2.3 per cent checked it as uncertain, .7 per cent considered it unimportant, and .4 per cent considered it very unimportant.

(16) Understanding Of Differences In Religion and Ability. Generally, communities are composed of people with different faiths and capacities for learning. School administrators should be free from religious and racial prejudice and must recognize the uniqueness and worth of each individual. His educational program should make provision for meeting the individual needs of his staff, community adults and the boys and girls served by his schools. Of the total group responding, 37.3 per cent considered this qualification very important, 51.9 per cent considered it important, 5.3 per cent checked it uncertain, 1.3 per cent considered it unimportant, and .3 per cent considered it as very unimportant.

(17) Leadership In Educational Matters. The administrator may neither delegate nor refuse his leadership responsibility but should personally provide and exercise educational leadership with insight and courage. Of the total group responding, 42.6 per cent considered this qualification very important, 47.6 per cent considered it important, 5 per cent checked it uncertain, .8 per cent considered it unimportant, and .5 per cent considered it very unimportant.

(18) Mastery Of A Foreign Language. There are some communities with large numbers of foreign born. It was decided to include this item to discover how important the mastery of a foreign language is when a new administrator is to be selected. Of the total group responding, 1.1 per cent considered this qualification very important, 3.3 per cent considered it important, 25.1 per cent checked it uncertain, 53 per cent considered it unimportant and 14.9 per cent considered it very unimportant.

(19) Good Personality. The successful administrator is a well adjusted person. This means that he has an adequate personal adjustment with normal interests and desires and that he possesses those social skills which reflect accepted social customs and manners. Of the total group responding, 53 per cent considered this qualification very

important, 41.4 per cent considered it important, 1.9 per cent checked it uncertain, .2 per cent considered it unimportant and none checked it as very unimportant.

(20) Democratic Philosophy Of Education. This refers to administrative understanding of the purposes and goals of education in its relationship to our democratic society. Of the total group responding, 25.8 per cent considered this qualification very important, 60.7 per cent considered it important, 8.2 per cent checked it as uncertain, 1.5 per cent considered it unimportant, and .3 per cent considered it very unimportant.

(21) Physical Appearance. The physical impression he creates is sometimes considered as the deciding factor in the selection of the school administrator. Of the total group responding, 13.4 per cent considered this qualification very important, 72.2 per cent considered it important, 9.5 per cent checked it as uncertain, 2.8 per cent considered it unimportant and .2 per cent considered it very unimportant.

(22) Political Affiliation. This item was included to discover whether the new administrator can join a political party of his own choice and vote according to his judgment. Of the total group responding, 1.1 per cent considered this qualification important, 3.3 per cent considered

this qualification important, 21.8 per cent checked it as uncertain, 57.1 per cent considered it unimportant, and 12.4 per cent checked it as very unimportant.

(23) Ability to Speak in Public. When talking to a group, the school administrator should be able to present his thoughts well. He should be familiar with and able to use good English. He should be able to carry on a pleasant and intelligent conversation. Of the total group responding, 30.8 per cent considered this qualification very important, 58.9 per cent considered it important, 4.6 per cent checked it as uncertain, 2.5 per cent considered it unimportant, and .4 per cent checked it very unimportant.

(24) Sense of Humor. The administrator should cultivate a cheerful and friendly attitude. A pleasant manner and ability to laugh at himself as well as with others often prepares the way for accomplishing a phase of his educational program. Of the total group responding, 23.1 per cent considered this qualification as very important, 67.5 per cent considered it important, 3.3 per cent checked it as uncertain, 2.3 per cent considered it unimportant, and none checked it as very unimportant.

(25) Tactfulness. The administrator should be able to carry on a democratic educational program with a minimum of

difficulty. He should be able to give and take constructive criticism. Cooke, Hamon and Proctor⁴ say, "He must be able to accept success without boasting and lose an issue without bitterness." Of the total group responding, 49.8 per cent considered this qualification very important, 40.5 per cent considered it important, 4.2 per cent checked it as uncertain, 1.9 per cent considered it unimportant, and .1 per cent checked it as very unimportant.

(26) Attitude on Smoking. This item was included at the request of several administrators. Of the total group responding, 4.4 per cent considered this qualification very important, 24.8 per cent considered it important, 25.7 per cent checked it as uncertain, 36.5 per cent considered it unimportant, and 5.2 per cent considered it very unimportant.

(27) Vision - Ability to Foresee Needs of the School and Community. There is a need for administrators who are resourceful in apprehending educational crises before they arise. Administrators must be able to plan long-range programs so as to avoid such crises. Of the total group responding, 66.2 per cent considered this qualification very important, 28.1 per cent considered it important, 1.3 per

⁴Dennis H. Cooke, Roy L. Hamon and Arthur M. Proctor, Principles of School Administration, Minneapolis: Educational Publishers, Inc., 1938, p. 87.

cent checked it uncertain, 1.8 per cent considered it unimportant, and .2 per cent checked it very unimportant.

Three personal qualifications were added to this list by the people responding to the questionnaires. These included Persistence, Observance of High Moral Standards, and a Genuine Interest in the Total Welfare of Boys and Girls.

SUMMARY

1. As far as the age range of the new administrator is concerned, there is a slight preference for the principal who is in the 30 - 35 year range. There seems to be some desire for the new superintendent to be in the 35 - 40 age group. Apparently, there is no clear-cut policy regarding the age factor in the selection of the new public high school superintendent or principal.

2. A study of the marriage requirements indicates that there is no policy in Michigan in regards to marriage being necessary for election to an administrative position in Michigan's public high schools.

3. In regards to other personal qualifications, it would seem desirable for persons aspiring to become public high school principals and superintendents to cultivate such qualities as the ability to work with people, integrity, ability to foresee needs of the school and community, ability to inspire faith in others, initiative, ability to make prompt and careful decisions, a good personality and the ability to handle controversial issues in communities.

Chapter VI

THE PROFESSIONAL QUALIFICATIONS CONSIDERED IN THE SELECTION OF MICHIGAN'S PUBLIC HIGH SCHOOL ADMINISTRATORS

Professional qualifications are generally considered to be those qualifications which are acquired as a result of professional training and experience. An attempt was made to discover the actual requirements specified by boards of education who employ school superintendents, and by superintendents who have such an important role in the selection of public high school principals. Such factors as the minimum academic training, the number of years of classroom teaching experience are presented in this chapter.

The degree requirement - According to Table XXXIV, page 86, all of the Boards of Education that are included in this study require that the new superintendent of schools has earned the Bachelor's degree. All of the 320 superintendents hold the same requirement for the new high school principal. In reference to the Master's degree, this is required by 88 per cent of the boards interviewed, 75.7 per cent of the boards responding to the questionnaire and 62.9 per cent of the superintendents responding. Only 8 per cent of the boards interviewed, 9.7 per cent of the boards responding and 1.5 per cent of the superintendents responding indicate that they require the new administrator to have earned the

Master's degree and to have additional graduate work. The Doctor's degree is required by .6 per cent of the superintendents responding to the questionnaire.

TABLE XXXIV
The Degree Requirement

Degree Required	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
The Bachelor's Degree	0	0	10	6.1	57	17.8
The Bachelor's Degree and Ad- ditional Grad- uate Work	1	4	12	7.3	55	17.2
The Master's Degree	22	88	124	75.7	201	62.9
The Master's Degree and Ad- ditional Grad- uate Work	2	8	16	9.7	5	1.5
The Doctor's Degree	0	0	1	.6	0	0
No Answer	0	0	1	.6	2	.6
Totals	25	100	164	100	320	100

Many who checked the Master's degree indicated that they did so because this degree is required by the North Central Association and that the training of the superintendent should at least equal and preferably exceed that of his staff. A few superintendents wrote that they could not hire a principal with a Master's degree because of their low salary scale. Other superintendents checked item two on the

table because they felt that the Master's should be obtained while the principal was on the job. A number of both boards and superintendents checked item four because they believe that work beyond the Master's shows a willingness to grow professionally; it is assurance that he's keeping up with the latest findings in educational research, and that the administrator thus proves his ability as a scholar and a leader in the teaching profession. One board member wrote that the reason he did not check any items was that he was interested in the man and not in his degree.

The teaching experience required - There is some difference of opinion as to how much classroom teaching experience administrators ought to have. Two years of classroom teaching experience is required of those principals and superintendents who are candidates for positions in schools which are accredited by the North Central Association of Colleges and Secondary Schools. According to Table XXXV, page 88, one year is required by 4 per cent of the boards interviewed, by 1.2 per cent of the boards responding to the questionnaires and by 2.8 per cent of the superintendents. Two years of experience are required by 4 per cent of the boards interviewed, by 4.9 per cent of the boards responding to the questionnaire, and by 8.4 per cent of the superintendents. Three years are required by 4 per cent of the boards interviewed, by 7.9 per cent of the boards responding, and by

12.2 per cent of the superintendents. Five years are required by 44 per cent of the boards interviewed, by 40.3 per cent of the boards responding and by 44.7 per cent of the superintendents. Six years are required by 16 per cent of the boards interviewed, 4.3 per cent of the boards responding and by 4.1 per cent of the superintendents. Seven years are required by 2.4 per cent of the boards responding and by .3 per cent of the superintendents. Eight years are required by 4 per cent of the boards interviewed, 2.4 per cent of the boards responding and .6 per cent of the superintendents. Ten years are required by 16 per cent of the boards interviewed, by 7.3 per cent of the boards responding and by 1.9 per cent of the superintendents. No requirement was checked by 8 per cent of the boards interviewed, 4.3 per cent of the boards responding and 14.6 per cent of the superintendents.

TABLE XXXV
Preference on Classroom Experience

	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
One Year	1	4	2	1.2	9	2.8
Two Years	1	4	8	4.9	27	8.4
Three Years	1	4	13	7.9	39	12.2
Four Years	0	0	8	4.9	20	6.3
Five Years	11	44	66	40.3	143	44.7
Six Years	4	16	7	4.3	13	4.1
Seven Years	0	0	4	2.4	1	.3
Eight Years	1	4	4	2.4	2	.6
Nine Years	0	0	0	0	0	0
Ten Years	4	16	12	7.3	6	1.9
No Requirement	2	8	7	4.3	47	14.6
No Answer	0	0	33	20.1	13	4.1
Totals	25	100	164	100	320	100

Several board members and superintendents thought that three years was the absolute minimum for any administrator. This would give him time to become fairly well acquainted with problems of teachers and fully appreciate such problems. Many who require five years of classroom teaching experience state that this insures the administrator's being well-seasoned. This means that he can better exercise leadership because he will better understand his responsibilities.

Previous administrative experience - There is some disagreement as to whether the new administrator should have had previous administrative experience. Only 16 per cent of the boards interviewed, according to Table XXXVI, page 90, and 6.7 per cent of the boards responding to the questionnaire require the new superintendent to have served as an elementary principal. Only .3 per cent of the superintendents require the new high school principal to have had experience as an elementary principal. Only 8 per cent of the boards interviewed and 7.3 per cent of the boards responding to the questionnaire require the new superintendent to have had experience as a junior high school principal, while 1.6 per cent of the superintendents require this experience for the new principal. The table shows that 4.4 per cent of the new superintendents require the new principal to have had previous experience as an assistant high school principal.

TABLE XXXVI

Previous Administrative Experience

Experience Required	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Elementary Principal	4	16	11	6.7	1	.3
Junior High Principal	2	8	12	7.3	5	1.6
Assistant High School Principal	0	0	0	0	14	4.4
High School Principal	10	40	71	43.3	72	22.5
Assistant Superintendent	7	28	27	16.4	0	0
Superintendent	17	68	73	44.5	0	0

It is shown that 40 per cent of the boards interviewed and 43.3 per cent of the boards responding require the new superintendent to have served as a high school principal, while 22.5 per cent of the superintendents require that the new principal has served as a high school principal previous to selection. Twenty-eight per cent of the boards interviewed and 16.4 per cent of the boards responding require that the new superintendent have previously served as an assistant superintendent, while 68 per cent of the boards interviewed and 44.5 per cent of the boards responding to the questionnaire require that the new superintendent have previously served as a superintendent of schools. It is recognized that the problem presented to the potential administrator is, "Where does one acquire this desired

experience?" Many educational leaders have advanced from a small administrative position to a position which offered more salary and professional prestige. Often the financial burden was great and the way itself discouraging. It seems that the alternative is the internship program which is presented on page 119. Such a program would enable the outstanding potential administrator to acquire the necessary experience while serving with a competent, successful, on-the-job superintendent of schools or high school principal. Perhaps much could be done to eliminate the fear of being "lost" in small administrative units through the implementation of the internship program.

Scholastic record - Many times people debate the matter of scholarship in relation to administrative success. According to Table XXXVII, page 92, 40 per cent of the boards interviewed, 50.6 per cent of the boards responding and 58.7 per cent of the superintendents show a preference for the administrative candidate who has achieved a high scholastic record in his academic training. The table also shows that 60 per cent of the boards interviewed, 48.8 per cent of the boards responding to the questionnaire and 34.1 per cent of the superintendents show a preference for the candidate with an average scholastic record.

TABLE XXXVII

Preference on Scholastic Record

Scholastic Preference	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Prefer Candidate With High Scholastic Record	10	40	83	50.6	188	58.7
Prefer Candidate With Average Scholastic Record	15	60	80	48.8	109	35.1
Prefer Candidate With Low Schol- astic Record	0	0	1	.6	0	0
No Answer	0	0	0	0	23	7.2
Totals	25	100	164	100	320	100

High intellectual capacity is not identified as such in this table. However, it is the belief of the writer that it is desirable that the new administrator be able to rely on a deep fund of knowledge. Knowledge and functional experience should be definite assets to the administrative applicant.

Many more comments were received on this particular item of the questionnaire than on any other. Comments favoring high scholarship included such representative ones as some of the following: "We want the person with the highest scholarship record because we want to raise the scholarship level in our school." "Schools should receive the benefit of the best intelligence that can be hired."

"We believe there is a correlation between achievement in training and success on the job." "The job requires quick perception and keen intelligence and we want a top notch administrator just like we want a top notch surgeon in our community." "Scholarship is necessary to educational leadership."

Representative comments favoring the candidate with the average scholastic record are also presented: "Our experience proves that the administrator with the average scholastic record is more practical and that he fits better into our community social life." "Such an administrator is a better adjusted person and happier in his job." "He knows better how to deal with people of average intelligence and can understand problems of all students." "High college grades do not preclude equal excellence in actual practice and job situations."

Certain other professional qualifications - In order to identify various professional qualifications and subject matter areas which ought to receive special emphasis in the preparation and training of school administrators, the item on professional qualifications was prepared for the consideration of Boards of Education and the item on subject matter areas was submitted to superintendents. The results in table form and a brief description of these qualifications are presented on the following pages.

The percentage scores for Table XXXVIII, page 95, were found by adding the results of the interviews with the twenty-five Boards of Education to the questionnaire results submitted by the boards responding to the questionnaire. The average was then found and these averages in terms of percentages are identified in column 5 of Tables VI, VII, VIII, IX, and X, Appendix A, Pages 176, 177, 178, 179, and 180.

TABLE XXXVIII

Professional Qualifications

	*VImp	Imp	Unc	UNImp	VUNImp	Answer	Total
1. Ability to Enlist Cooperation of Teachers	81.1	14.7	3.7	0	0	.5	100
2. Ability to Delegate Authority	46.4	44	6.6	0	0	3	100
3. Ability to Recruit and Select Teachers	76.7	16	4.3	0	0	3	100
4. Ability to Handle Budget	65.8	26.1	4.9	0	0	3.2	100
5. Ability to Assign Staff Members Well	40.6	48.6	7.2	0	0	3.6	100
6. Attitude on Teachers' Salaries	21.3	58.6	11.6	.3	0	8.2	100
7. Efficiency - Ability to Get Things Done on Time and Well	50.1	43.5	2.5	0	0	3.9	100
8. Knowledge of Curriculum	33.2	52.6	10.4	2.3	0	1.5	100
9. Knowledge of Methods of Instruction	31.2	58.5	7.5	0	0	2.8	100
10. Knowledge of School Construction	21.3	55	16.1	3.4	0	4.2	100
11. Knowledge of School Law	25.9	59.3	9.6	1.9	0	3.3	100
12. Knowledge of Vocational Education	16.9	58.8	18.5	3.7	.3	1.8	100
13. Knowledge of Supervision of Secondary Subjects	26.6	51.1	18.1	1.9	0	2.3	100
14. Loyalty to the Board	50.4	38.1	5.5	3.1	.3	2.6	100
15. Membership in Professional Organizations	13.7	50.6	28	4.9	.9	1.9	100
16. Observance of Professional Ethics	40.3	46.9	5.2	2.2	0	5.4	100
17. Use of Democratic Procedures	47.7	38.8	10.3	.6	0	2.6	100

*VImp - abbreviation for Very Important

Imp - abbreviation for Important

Unc - abbreviation for Uncertain

UNImp - abbreviation for Unimportant

VUNImp - abbreviation for Very Unimportant

1. Ability to Enlist Cooperation of Teachers. To provide this cooperation, the school staff should have faith and confidence in the administrator's leadership. To earn that faith, the administrator should respect the dignity of human personality and give teachers recognition for their services to both the school and community. Of the total number of boards responding, 81.1 per cent considered this qualification very important, 14.7 per cent considered it important, 3.7 per cent checked it as uncertain, and none checked it unimportant or very unimportant.

2. Ability to Delegate Authority. The administrator should know how to delegate both authority and responsibility. Should he fail in this qualification he may thwart the professional growth of his staff. Of the total number of boards responding, 46.4 per cent considered this qualification very important, 44 per cent considered it important, 6.6 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

3. Ability to Recruit and Select Teachers. Misner¹ writes, "The First obligation a superintendent has to the teaching profession is to help bring the right sort of

¹Paul J. Misner, "Paving the Way for Teachers," School Executive 70:54, January, 1951.

people into it." In order to carry out his responsibility to society the administrator should stimulate the staff he has recruited to their highest personal and professional growth. Of the total number of boards responding, 76.7 per cent considered this qualification very important, 16 per cent checked it important, 4.3 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

4. Ability to Handle the Budget. The school administrator should have a working knowledge of sound buying policies, sources of school revenue, economical personnel and plant operation and, in general, knowledge of sound management of school money. Of the total number of boards responding, 65.8 per cent checked this qualification as very important, 26.1 per cent considered it important, 4.9 per cent checked it as uncertain, and none considered it unimportant or very unimportant.

5. Ability to Assign Staff Members Well. Having recruited a thoroughly competent and well trained staff, the administrator should recognize their potentialities and assign them to positions where they will work most effectively. Of the total number of boards responding, 40.6 per cent considered this qualification very important, 48.6 per cent considered it important, 7.2 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

6. Attitude on Teachers' Salaries. Many feel that the school administrator should be interested in improving teachers' salaries to levels which will attract and hold competent teachers. He should have a working knowledge of salary schedules. Of the total number of boards responding, 21.3 per cent considered this qualification very important, 58.6 per cent considered it important, 11.6 per cent checked it as uncertain, .3 per cent considered it unimportant and none checked it as very unimportant.

7. Efficiency - Ability to Get Things Done on Time and Well. The school administrator should so organize his program that he is able to attend to an immediate problem without interrupting the normal operation of the school. The test of democratic school administration is his ability to achieve educational goals through the loyal cooperation and confidence of teachers and students. Of the total number of boards responding, 50.1 per cent considered this qualification very important, 43.5 per cent considered it important, 2.5 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

8. Knowledge of Curriculum. The school administrator should be able to implement an educational program which will meet the needs of individuals as well as the needs of society. In this study the curriculum will be considered as

including all the experiences which are afforded by the community through its schools. These experiences are provided for the children so that they can take their rightful place in the community and in the society in which they may live. Of the total number of boards responding, 33.2 per cent considered this qualification very important, 52.6 per cent considered it important, 10.4 per cent checked it as uncertain, 2.3 per cent considered it unimportant, and nobody checked it as very unimportant.

9. Knowledge of Methods of Instruction. The administrator should be acquainted with democratic ways and means of presenting the school curriculum which will facilitate learning. He should be familiar with provisions that can be made for the special needs and interests of children, for the cooperative planning of activities, for the teaching of necessary skills, and for meeting the needs of society. Of the total number of boards responding, 31.2 per cent considered this qualification very important, 58.5 per cent considered it important, 7.5 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

10. Knowledge of School House Construction. Such matters as selecting the building site, drawing plans and specifications for the building, and selection of materials and equipment are important phases of the process of building

schools. Of the total number of boards responding, 21.3 per cent considered this qualification very important, 55 per cent considered it important, 16.1 per cent checked it as uncertain, 3.4 per cent considered it unimportant and none checked it as very unimportant.

11. Knowledge of School Law. This item covers such areas as constitutional regulations, court decisions and other legal matters which affect education. Of the total number of boards responding, 25.9 per cent considered this qualification very important, 59.3 per cent considered it important, 9.6 per cent checked it as uncertain, 1.9 per cent considered it unimportant, and none checked it as very unimportant.

12. Knowledge of Vocational Education. The administration of vocational education programs often requires considerable attention and an understanding of such factors as the comprehensiveness of the program and the problems of state and federal aid. Of the total number of boards responding, 16.9 per cent considered this qualification very important, 58.8 per cent considered it important, 18.5 per cent checked it as uncertain, 3.7 per cent considered it unimportant, and .3 per cent considered it as very unimportant.

13. Knowledge of Supervision of Secondary Subjects.

This item refers to the administrator's ability to lead and direct the faculty in the implementation of the total program of studies offered by the schools. Of the total number of boards responding, 26.6 per cent considered this qualification very important, 51.1 per cent considered it important, 18.1 per cent checked it as uncertain, 1.9 per cent considered it unimportant, and none checked it as very unimportant.

14. Loyalty to the Board. There may be times when the administrator will have to accept a board ruling which can be considered somewhat adverse to his personal thinking. Administrators should be able to accept such decisions and understand that to be an effective leader he should be able to give full support to the board and the community they represent in addition to the profession he represents. It is assumed in this qualification that the policy and practice of the Board of Education is that of being faithful to truth in all its dealings and relationships with teachers, administrators, students and the lay public. Of the total number of boards responding, 50.4 per cent considered this qualification very important, 38.1 per cent considered it important, 5.5 per cent checked it as uncertain, 3.1 per cent considered it unimportant, and .3 per cent considered it very unimportant.

15. Membership in Professional Organizations. Administrators should evidence interest in and contribute to the activities of organizations which represent persons active in the educational profession. Of the total number of boards responding, 13.7 per cent considered this qualification very important, 50.6 per cent considered it important, 28 per cent checked this qualification as uncertain, 4.9 per cent considered it unimportant, .9 per cent considered it very unimportant.

16. Observance of Professional Ethics. School administrators should respect and practice procedures and standards which are established and accented as a result of professional study by other individuals or groups. Of the total number of boards responding, 40.3 per cent considered this qualification very important, 46.9 per cent considered it important, 5.2 per cent checked it as uncertain, 2.2 per cent considered it unimportant and none checked it as very unimportant.

17. Use of Democratic Procedures. Educational administrators should master the skills involved in using democratic procedures and organization in the planning and implementing of the total program of education. Of the total number of boards responding, 47.7 per cent considered this qualification very important, 38.8 per cent considered it

important, 10.3 per cent checked it as uncertain, .6 per cent considered this qualification unimportant, and none checked it as very unimportant.

Certain subject matter areas - In reference to the subject matter areas which are generally included in the academic program for the preparation of school administrators, Table XXXIX, page 104, shows the results of the thinking of superintendents about these subject matter areas when they consider a candidate for election to the high school principalship. Percentage scores for Table XXXIX are taken from Tables XI, XII, XIII, XIV and XV in Appendix A on pages 181, 182, 183, 184 and 185.

TABLE XXXIX
Subject Matter Areas

	*VImp	Imp	Unc	UNImp	VUNImp	Answer	Total
1. Construction and Use of Standardized Test	14.1	61.3	15.3	5	.9	3.4	100
2. Curriculum Construction	61	31.8	1.6	.6	.6	4.4	100
3. Diagnostic and Remedial Teaching	17.2	54.8	19	3.7	.9	4.4	100
4. Educational Leadership	59.1	35.7	.9	.6	0	3.7	100
5. Psychology of Education	26.2	59.8	8.1	1.6	.6	3.7	100
6. Guidance Techniques and Services	53.5	37.2	5	.3	.3	3.7	100
7. History of Education	3.1	32.9	45.6	12.8	2.5	3.1	100
8. Methods of Instruction	39.1	53.8	3.4	.3	0	3.4	100
9. Public Relations	71	22.8	1.6	0	.6	4	100
10. Personnel Management	57.2	34.7	3.1	0	.3	4.7	100
11. Philosophy of Education	28.3	54.8	10	1.6	.9	4.4	100
12. Research Techniques	6.9	50.6	29.7	7.2	.9	4.7	100
13. Statistics	2.5	44.3	34.4	12.2	1.9	4.7	100
14. School Finance	10.9	52.8	22.8	9.1	.6	4.1	100
15. Mental Hygiene of Adolescence	33.7	49.4	9.7	2.5	0	4.7	100
16. School Law	9.4	55.3	21.3	9.1	0	4.9	100
17. School Construction	1.3	32.8	42.2	15.9	2.8	5	100
18. School Plant Management	8.4	51.2	24.4	9.1	2.2	4.7	100
19. Supervision of Secondary Subjects	61	31.8	2.5	.3	0	4.4	100
20. Supervision of Extra-Curricular Activities	60.3	32.5	3.1	0	0	4.1	100
21. Teaching of Vocational Subjects	5.6	51.9	27.5	6.3	3.5	5.2	100
22. Textbook Analysis	15.6	60	15	4.7	.3	4.4	100

*VImp - abbreviation for Very Important
 Imp - abbreviation for Important
 Unc - abbreviation for Uncertain
 UNImp - abbreviation for Unimportant
 VUNImp - abbreviation for Very Unimportant

An interpretation of the data in Table XXXIX is presented.

1. Construction and Use of Standardized Tests.

Achievement testing has become an important part of the educational program. Administrators should have a knowledge of the basic principles of test construction and the use which can be made of the results of such testing in the improving of the learning process. Of the total number of superintendents responding to the questionnaire, 14.1 per cent considered this subject matter area very important, 61.3 per cent considered it important, 15.3 per cent checked it as uncertain, 5 per cent considered it unimportant, and .9 per cent considered it very unimportant.

2. Curriculum Construction. Many feel that administrators should be familiar with the nature of curriculum problems and the principles of curriculum development. Of the total number of superintendents responding, 61 per cent considered this subject matter area very important, 31.8 per cent considered it important, 1.6 per cent checked it as uncertain, .6 per cent checked it unimportant, and .6 per cent considered it very unimportant.

3. Diagnostic and Remedial Teaching. Many believe that school administrators should have a knowledge of diagnostic and remedial procedures which can be used in subject

matter areas. Of the total number of superintendents responding to this questionnaire, 17.2 per cent considered it very important, 54.8 per cent considered it important, 19 per cent checked it as uncertain, 3.7 per cent considered it unimportant, and .9 per cent considered it very unimportant.

4. Educational Leadership. Many feel that administrators should understand the role and qualifications of the leader in education. Of the total number of superintendents responding, 59.1 per cent considered this area very important, 35.7 per cent considered it important, .9 per cent checked it as uncertain, .6 per cent considered it unimportant, and none checked it as very unimportant.

5. Psychology of Education. Many feel that administrators should have a knowledge of those psychological principles which bear a relationship to growth and learning in the school. Of the total number of superintendents responding, 26.2 per cent considered this subject matter area very important, 59.8 per cent considered it important, 8.1 per cent checked it as uncertain, 1.6 per cent considered it unimportant and .6 per cent considered it very unimportant.

6. Guidance Techniques and Services. The administrator should understand the role of the guidance services

as an integral part of his educational program. He should understand it in terms of services rendered individuals, groups, classroom teachers, administrators and its research responsibilities. Of the total number of superintendents responding, 53.5 per cent considered this subject matter area very important, 37.2 per cent considered it important, 5 per cent checked it as uncertain, .3 per cent considered it unimportant, and .3 per cent considered it very unimportant.

7. History of Education. School administrators should understand the development of present educational ideas and those social, political and economic changes which have and are influencing educational programs. Of the total number of superintendents responding, 3.1 per cent considered this subject matter area very important, 32.9 per cent considered it important, 45.6 per cent checked it as uncertain, 12.8 per cent considered it unimportant, and 2.5 per cent considered it very unimportant.

8. Methods of Instruction. Administrators should be acquainted with past and present methods in education and have the ability to help his faculty use methodologies consistent with democratic principles and with those methodologies suggested as a result of educational research. Of the total number of superintendents responding, 39.1 per cent considered this subject matter area very important,

53.8 per cent considered it important, 3.4 per cent checked it as uncertain, .3 per cent considered it unimportant, and none checked it very unimportant.

9. Public Relations. There should be an understanding of the home, school and community relationships. Moehlman² writes, "The ultimate objective shall be the development of complete understanding by the people of the conditions and needs of the schools to provide for their intelligent support so that public education may ever serve the needs of democracy more effectively." Of the total number of superintendents responding, 71 per cent considered this subject matter area very important, 22.8 per cent consider it important, 1.6 per cent checked it as uncertain, none checked it unimportant, and .6 per cent considered it very unimportant.

10. Personnel Management. Administrators should be able to understand and deal with such problems as salary schedules, promotions, teacher certification, sick leave, retirement, teacher ratings, teachers' organizations, and tenure. Of the total number of superintendents responding, 57.2 per cent considered this subject matter area very important, 34.7 per cent considered it important, 3.1 per cent

²Arthur B. Moehlman, School Administration, New York: Houghton Mifflin Company, 1940, p. 504.

checked it as uncertain, none checked it as unimportant, and .3 per cent considered it very unimportant.

11. Philosophy of Education. The administrator should have an understanding of the various fields of educational thought and be able to present a philosophy of education which will meet the individual and social needs of his school and community. Of the total number of superintendents responding, 28.3 per cent considered this subject matter area very important, 54.8 per cent considered it important, 10 per cent checked it as uncertain, 1.6 per cent considered it unimportant, and .9 per cent considered it very unimportant.

12. Research Techniques. Often administrators conduct surveys and studies which require an understanding of these techniques. Of the total number of superintendents responding, 6.9 per cent considered this subject matter area very important, 50.6 per cent considered it important, 29.7 per cent checked it as uncertain, 7.2 per cent considered it unimportant, and .9 per cent considered it very unimportant.

13. Statistics. This item refers to an understanding of the sources, methods, and interpretation of statistical data which have significance in relation to education. Of the total number of superintendents responding, 2.5 per cent

considered this subject matter area very important, 44.3 per cent considered it important, 34.4 per cent checked it as uncertain, 12.2 per cent considered it unimportant, and 1.9 per cent considered it very unimportant.

14. School Finance. This refers to an understanding of the sources of school money as well as the wise management of and accounting for such monies as society may appropriate for the support of its schools. Of the total number of superintendents responding, 10.9 per cent considered this subject matter area very important, 52.8 per cent considered it important, 22.5 per cent checked it as uncertain, 9.1 per cent considered it unimportant, and .6 per cent considered it very unimportant.

15. Mental Hygiene of Adolescence. Administrators should be acquainted with the problems involved in the ethical, emotional, social, intellectual and personal adjustments of individuals and have an understanding of the factors which contribute to individual mental health. Of the total number of superintendents responding, 33.7 per cent considered this subject matter area very important, 49.4 per cent considered it important, 9.7 per cent checked it as uncertain, 2.5 per cent considered it unimportant, and one considered it very unimportant.

16. School Law. This refers to an understanding of statute laws affecting education. Of the total number of superintendents responding, 9.4 per cent considered this subject matter area very important, 55.3 per cent considered it important, 2.13 per cent checked it as uncertain, 9.1 per cent considered it unimportant, and none checked it as very unimportant.

17. School Construction. This item includes an understanding of the factors involved in building schools. Such factors as choosing and acquiring the building site, drawing the plans, contractual services, plant heating, plant lighting, plant ventilation, and selecting equipment for the school are often considered in courses in school construction. Of the total number of superintendents responding, 1.3 per cent considered this subject matter area very important, 32.3 per cent considered it important, 42.2 per cent checked it as uncertain, 15.9 per cent considered it unimportant, and 2.3 per cent considered it very unimportant.

18. School Plant Management. This item refers to the wise and maximum use of the total school plant. Of the total number of superintendents responding, 3.4 per cent considered this subject matter area very important, 51.2 per cent considered it important, 24.4 per cent checked it

as uncertain, 9.1 per cent considered it unimportant, and 2.2 per cent considered it very unimportant.

19. Supervision of Secondary Subjects. Administrators are often regarded as leaders in the program of improvement of teachers and teaching. For example, the administrator should know how to offer leadership for developing and implementing the in-service training of teachers. Of the total number of superintendents responding, 61 per cent considered this subject matter area very important, 31.8 per cent considered it important, 2.5 per cent checked it as uncertain, .3 per cent considered it unimportant, and none checked it as very unimportant.

20. Supervision of Extra-Curricular Activities. Administrators should have an understanding of the educational values inherent in the extra-curricular program and administer the program in such a way that it meets the needs and interests of the school youth. Of the total number of superintendents responding, 60.3 per cent considered this subject matter area very important, 32.5 per cent considered it important, 3.1 per cent checked it as uncertain, and none checked it as unimportant or very unimportant.

21. Teaching of Vocational Subjects. In the administration and teaching of vocational subjects there are problems regarding federal and state aid for training both in

and out-of-school youth. Administrators should be able to identify the place of and the contributions to be made by vocational courses to the total educational program. Of the total number of administrators responding, 5.6 per cent considered this subject matter area very important, 51.9 per cent considered it important, 27.5 per cent checked it as uncertain, 6.3 per cent considered it unimportant, and 3.5 per cent considered it very unimportant.

22. Textbook Analysis. One of the administrator's responsibilities is to recommend textbooks for purchase by the Board of Education. This requires a knowledge of the factors which should be considered when texts are recommended. Of the total number of superintendents responding, 15.6 per cent considered this subject matter area very important, 60 per cent considered it important, 15 per cent checked it as uncertain, 4.7 per cent considered it unimportant, and .3 per cent considered it very unimportant.

The board members suggested that emphasis be placed on Public Relations but added no other professional qualification. The superintendents added Child Accounting, Transportation Management, Lunchroom Management, and High School Accounting to the subject matter courses listed on the principal's questionnaire.

SUMMARY

1. Regarding the minimum degree required of both the new public high school superintendent and principal, there is a definite requirement that they have earned the Master's degree. For superintendents, there seems to be some movement towards work beyond the Master's.

2. Approximately five years of classroom teaching experience is required of both the public high school superintendent and principal. There seems to be some preference for the new superintendent who has previously served both as a principal and superintendent. There is a slight preference for the administrative candidate who has achieved a high scholastic record in college.

3. It is evident that the prospective public high school superintendent would do well to cultivate such professional qualifications as the Ability to Enlist The Cooperation of Teachers, Ability to Recruit and Select Teachers, The Ability to Handle the School Budget, Loyalty to the Board, and Efficiency. Subject matter areas which should be emphasized in the training and preparation of public high school principals include Public Relations, Curriculum Construction, Supervision of Extra-Curricular Activities, Educational Leadership, Personnel Management, and Guidance Techniques and Services.

Chapter VII

PRESENT THINKING REGARDING THE ADMINISTRATIVE CERTIFICATE AND THE INTERNSHIP PROGRAM IN MICHIGAN

For some time leaders in the field have been considering ways and means of elevating standards of school administration. Many have advocated the use of the administrative certificate. Others have recommended the internship and the in-service training program. On the regional level, such accrediting agencies as the North Central Association of Colleges and Secondary Schools have been influential in modifying and raising local administrative standards.

In general, the certification requirements for school administrators in Michigan are the same as the certification requirements of classroom teachers. In those schools which are accredited by the North Central Association, the administrator must have earned a Master's degree from a college belonging to the Association or one qualified to offer work on the graduate level. In addition, he must have completed two years of professional experience as a classroom teacher or administrator.

The diversity and disagreement on administrative certificates can be illustrated by quoting figures from Ruff's article on Eikenberry's study. Ruff writes,¹

¹John Ruff, "What Training and Experience Standards for Secondary School Principals?" Bulletin of the National Association of Secondary School Principals, 35:64, April, 1951.

"Forty-seven states now have certification programs for their secondary school principals and these states issue a total of 108 types of certificates. Eighteen states require a special principal's certificate; eleven seek to insure proficiency through general administrative certificates; five states require teachers' certificates plus some other training while thirteen merely expect the principal to possess credentials for teaching."

Characteristics of the administrative certificate - Usually such administrative certificates have one or more of the following characteristics: (1) Administrators must meet state requirements for the teachers' certificate; (2) The Master's is the minimum academic degree; (3) Administrators must have completed some classroom teaching experience; (4) The certificate is limited and may be renewed provided certain stipulations are met; (5) A certain number of hours on the graduate level must be earned in education and specifically in school administration; (6) Regarding the principal's certificate, there is a tendency to spell out the certificate in terms of high school and elementary administration; and (7) Regarding the superintendent's certificate, there are degrees of certification depending largely on whether the administrator holds the Doctorate or the Master's, and the years of successful administrative experience.

An attempt was made to discover present thinking in Michigan among those who select Michigan's administrators regarding the administrative certificate. Table XL shows that 44 per cent of the boards interviewed, 53.7 per cent of the boards responding to the questionnaire and 55.7 per cent of the superintendents responding believe that Michigan might well consider the administrative certificate as a means of raising administrative standards. On the other hand, 56 per cent of the boards interviewed, 42 per cent of the boards responding, and 38.7 per cent of the superintendents do not think that the administrative certificate is necessary in Michigan.

TABLE XL
Present Thinking in Michigan Regarding
the Administrative Certificate

	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Administrators Ought to have a Certificate in Administra- tion	11	44	88	53.7	178	55.7
The Adminis- trative Cer- tificate is NOT Necessary	14	56	69	42	124	38.7
No Answer	0	0	7	4.3	18	5.6
Totals	25	100	164	100	320	100

Board comments favoring the administrative certificate included: "Having this certificate would insure considerable course work in school administration." "This would insure the candidate's having a knowledge of both the professional and business aspects of school administration." "Too many poorly prepared persons are after administrative jobs." "The certificate would raise the standards of training for school administrators."

The superintendents favoring the administrative certificate wrote: "The trial and error method of learning school administration is too costly." "Administration is a technical job and specific training should be given for this position." "Meeting certificate requirements insures a broad perspective rather than complete training in one subject area." "The certificate would be a guarantee that future principals would not resort to an 'ignorance is bliss' attitude."

Board comments opposing the administrative certificate included the following: "It would be better to provide on-the-job training." "If such a certificate freezes out a desirable candidate, we do not want it." Superintendents opposing the certificate wrote: "We question the advisability of having too many special certificates in Michigan." "Practical experience is more important than the degree."

Lund is completing a study of the certification requirements for administrators in each of the 48 states. It is interesting to note his comments on the position of some of Michigan's educators. He writes,² "There is some doubt that a requirement for certification of school administrators would result in a stratification of school personnel, a trend which it is not desirable to accelerate. There is no desire to restrict too closely the ability of local boards of education to employ the best man for the position nor a desire to set up a competitive situation which would result in many people taking a graduate program which could not be used effectively at a later date. It is felt that the present program does make for a very fluid situation and unrestricted selection by boards of education." It is the opinion of the author that the administrative certificate should be accented in Michigan as basic to the raising of standards in school administration.

The internship program - Another device which many education leaders are recommending for the preparation of school administrators is the administrative internship. The internship has been defined in many ways. In general, it

²John Lund, Certification Requirements for Administrators, United States Office of Education, Federal Security Agency, Washington, D. C., p. 39.

refers to the actual, on-the-job training of the administrative candidate following or concurrent with his academic training. Its purpose is to promote the personal and professional growth of the intern by relating classroom theory to methods and procedures actually practiced in the field. It provides opportunity for the intern to deal effectively with the human factor which so often means success or failure for the new administrator.

The local school system which presents the laboratory situation for the intern should benefit from ideas and suggestions contributed by the intern. Through this program he may become a member of the school community and profit from first-hand contacts with board members, teachers, pupils and parents. He may gain confidence in his ability to make decisions and cope with school problems.

Table XLI, page 121, shows that the people responsible for the selection of Michigan's public high school administrators definitely feel such an internship program for training school administrators should be established in Michigan. In fact, 68 per cent of the boards interviewed, 61 per cent of the boards responding to the questionnaire, and 80 per cent of the superintendents favor such a program. Only 32 per cent of the boards interviewed, 28.7 per cent of the boards responding, and 14.4 per cent of the superintendents do not feel that such a program is necessary. The

implication, therefore, seems to be that Michigan is ready for an organized internship training program for school administrators.

TABLE XLI
Present Thinking in Michigan
Regarding Internship Training

	The 25 Boards		The 164 Boards		The 320 Superin- tendents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Internship Training Programs Should be Established	17	68	100	61	256	80
It is Not Necessary to Establish Internship Training Programs	8	32	47	28.7	46	14.4
No Answer	0	0	17	10.3	18	5.6
Totals	25	100	164	100	320	100

Board comments favoring the internship included:

"The candidate should be exposed to the full load of duties before accepting the superintendency." "Many authorities should help in selecting high calibered people for such a program." "Such a program should help the superintendent learn how to avoid embarrassing mistakes."

The boards not favoring such a program felt that the superintendent ought to come up through the ranks and that experience on a job is more important than internship training.

The superintendents favoring the internship wrote: "The candidates should be carefully screened and have at least two years of teaching experience." "Our only concern is that we do not want the candidate to be indoctrinated by a paternalistic type of program." Superintendents not favoring the internship wrote: "In-service training as an assistant principal would be more satisfactory." "We would not want those who finish such a program to feel that they have a principalship coming to them." "We prefer to pick our own man and give him in-service training in our own school." "Such a program should never be made mandatory."

The comments seem to point out the necessity for much creative thinking and planning on the part of those who participate in the internship program. Great concern is expressed as to the selection of the intern as well as the administrator who will be responsible for the intern's training. Those who are hesitant about accepting the program may not completely understand the possible advantages for the school and community or the benefits for the intern and the profession of school administration.

In-service training - During the interviews, the opportunity presented itself to find what Michigan administrators are doing in the area of in-service training. The most frequently mentioned examples included the taking of graduate work

during the summer sessions or during the school year, professional reading, attending school conferences, travel, doing classroom teaching, and consulting with board members, and members of the community. Many emphasized that real insight into administrative problems and their solution was acquired only after actually working on the job. Many said that the education and training of public high school administrators is never quite completed and it is necessary that one continue to learn, grow and improve his competencies as long as he accepts the challenge and responsibility of an educational leader.

On the regional level, much thinking is being done regarding the improvement of school leaders. Recently, the Middle Atlantic Cooperative Program in Educational Administration presented a ten point program towards realizing this objective. These points included: "(1) Finding out the best features of curriculum facilities and student selection in the universities and making this information available as a pool; (2) Discovering best practices of school administrators and making these practices known to universities and to working administrators; (3) Improving and increasing the use of the internship as on-the-job training for students; (4) Sponsoring problem clinics to enable superintendents to cooperate in solving their everyday problems and to learn from each other; (5) Further developing the cooperation of

and pooling of the resources of state departments of education and state superintendents' associations; (6) Learning a better method of selecting and recruiting students and others for training as school administrators; (7) Maintaining and strengthening cooperation among Middle Atlantic Members of the Cooperative Program in Educational Administration; (8) Reorganizing university departments of educational administration in light of discoveries concerning the teaching and practices of school administration; (9) Finding out how to make the best use of research findings by member universities; and (10) Determining how other fields of education can help superintendents to meet some of the serious problems they face today."³

It is not the intent of this study to cover the field of preparation of school administrators. It is believed, however, that it would be appropriate to include in this chapter the four provisions presented by the National Conference of Professors of Educational Administration. They believe that a program which would prepare persons to become school administrators should provide for: "(1) The development of a belief in the importance of public education and school administration; (2) The acquiring of the knowledge and

³Editors, "Ten Point Program Adopted for Improving School Leaders," *School Executive*, 70:69, August, 1951.

skills, or the 'knowhow' of educational administration; (3) The art of working with people and getting people to work together in a democratic manner; (4) The cooperative effort of field representatives and additional staff members in developing an educational program."⁴

This study would seem to show that Michigan is concerned with and interested in working towards the raising of standards in educational administration. Persons capable of becoming dynamic educational leaders should be discovered. Lay citizens, school boards, present administrators, members of the State Department of Education, members of college faculties, and placement officers should ever be alert to find and develop such potential leaders.

⁴Emerging Programs for Improving Educational Leadership, A Report of the Third Work Conference of Professors of Educational Administration, Clear Lake Camp, Battle Creek, Michigan, August 28--September 3, 1949, p. 424.

SUMMARY

1. There is a reluctance on the part of those who select public high school administrators to look with favor on an administrative certificate for Michigan's public high school superintendents and principals. The feeling is that such a certificate might prevent a Board of Education from selecting the administrative candidate which it feels is best qualified for the job. There is some concern about on-the-job performance of those who would complete requirements for such a certificate.

2. Those who are responsible for selecting public high school superintendents and principals indicate a readiness for the school administration internship in Michigan. Some concern is expressed regarding the selection of those who would be accepted as administrative interns. In general, they favor such a program for its opportunity for practical application of theories and practices learned in classrooms. More extensive use of the judgment of school board members and school administrators can be used in training administrative candidates.

3. Michigan's school board members and public high school administrators are interested in in-service programs. An opportunity and a challenge exist for some organization to offer leadership for a more comprehensive in-service program.

CHAPTER VIII

IMPLICATIONS OF THE STUDY

This chapter is devoted to an examination of the implications of this dissertation study for certain phases of education. The material is presented in reference to its present and future relationship to these phases.

A plan of action in the selection of school administrators -

This study shows the need for implementing a plan of action in the selection of Michigan's superintendents and high school principals. The author herewith presents such a plan in ten steps.

First, the Board of Education should recognize that an administrative vacancy exists. This fact should be recorded in the minutes of the board.

Second, there should be a public announcement to the effect that an administrative vacancy exists. Teachers, students and the lay public should be advised that they will be invited to participate in the selection of the new administrator.

Third, the personal and professional qualifications desired of the new administrator should be determined. The board should invite the assistance of teachers, students and lay groups. When these have been established, the qualifications, together with a statement on local educational

conditions, should be prepared. Such lists and statements should be made available to applicants and to those who are asked to recommend candidates.

Fourth, certain considerations and methods of procedure should be established. The salary should be determined. The deadline for receiving applications should be set. Also, the person or persons who are to receive applications should be identified. Applicants should be informed regarding the person or persons with whom they are to communicate in reference to their application.

Fifth, an active search should be conducted. Citizens and teachers should be invited to submit names and teachers should be invited to apply. The retiring superintendent or principal, neighboring administrators, placement officers, college training personnel, members of the State Department of Public Instruction, and professional educational organizations should be asked for suggestions. There should be a satisfactory number of applicants representing a cross section of undergraduate and graduate training schools.

Sixth, when the deadline for receiving applications has been reached, applications should be evaluated and candidates eliminated. The help of lay advisory committees and teacher committees should be invited. Those candidates who do not meet the minimum personal and professional qualifications

should be eliminated first. Further elimination should be on the basis of credentials, personal data sheets, autobiographies, confidential reports submitted by undergraduate and graduate training personnel and information received from confidential inquiries of other appropriate sources.

Seventh, final interviews should be held. From three to six of the best qualified candidates should be sent letters of invitation with suggestions as to the time and place for the interviews. Such an invitation should not imply an obligation to either the candidate or the board. Lay committee members and teacher committee members could well greet the candidates and seek clarification on questions. The full board membership should be present and interviewing should be the only scheduled business. Consideration of candidates should be withheld until the teacher and lay recommendations are available and all invited candidates have been interviewed.

Eighth, a thorough investigation should be conducted of the two or three best qualified candidates. A committee of the board or the entire board, with the assistance of representatives of teachers and lay citizens, should visit communities where the applicants have worked or are working. These two or three candidates should be observed at work. Their program of lay participation will want to be investigated. Nothing, however, should be done which will cause embarrassment for the candidates in their present positions.

Ninth, the board should select the candidate. It should review the recommendations of lay and teacher committees. The full board should be present and the election should be unanimous. The successful candidate should be notified as soon as possible.

Tenth, as soon as the candidate has accepted, the board should make a public announcement concerning the name and the outstanding qualifications of the person selected. All the other applicants should be notified, as well as those who were asked to recommend candidates.

The entire procedure should be a learning experience for board members, the administrator who is selected, the unsuccessful candidates, teachers, students and the citizens of the community. This plan can be used in the selection of both the superintendent and the principal. When the principal is to be employed, the superintendent will serve in his capacity as the executive head of the Board of Education.

The in-service growth of board members - The question arises as to how board members can prepare themselves for the responsibilities involved in selecting school administrators. How can we be sure that in the future only those procedures will be used which meet certain criteria for the selection of administrators? Little research has been done in this field. It would seem that this presents a challenge to

colleges and universities to work cooperatively with local Boards of Education, the State Department of Public Instruction, and the Michigan Association of School Boards to provide effective in-service training for board members. Workshops, conferences and field service programs might well be used for this purpose. In this way, members of Boards of Education can be helped to perform their most important function more effectively.

An evaluation of the thinking relating to the personal and professional qualifications - In general, the author is in agreement with the ranking of the requirements concerning the personal and professional qualifications of school administrators as revealed in this study. There are, however, certain areas in which the author is in disagreement with the thinking of members of Boards of Education and the superintendents.

In reference to Table XI, Appendix A, page 181, and Table I, page 171, it would seem that the philosophy of education and the philosophy of school administration merit a higher rating. It was stated in Chapter III that philosophy deals with purposes and objectives as well as other components. The administrative candidate's understanding of the purposes and responsibilities of education should be of genuine concern to those who employ superintendents of schools and high school principals. One of the main purposes

of education is to meet the individual and common needs of those who participate in, or are affected by, the total educational program of a community. Meeting these needs can be considered desirable objectives of democratic education. Those who employ school administrators should be familiar with, and in agreement with, the means and methods the administrative candidate proposes to use to meet these needs and achieve these objectives. Only when there is such agreement can the Board of Education give its complete support to the new administrator's efforts in developing the educational program.

Notice is also taken of the rank given the use of democratic procedures in Table VI, Appendix A, page 176. The democratic process should ever be observed when dealing with those who are concerned with or affected by the educational program. Only participatory action and cooperative effort will provide an educational program which will enable learners to develop those knowledges, skills, habits, attitudes and ideals so desirable for life in a democracy.

Another disagreement is with the rank given the supervision of instruction as revealed in Table VI, Appendix A, page 176. Board members ranked this qualification 12th. Superintendents ranked it second with curriculum construction according to Table XI, Appendix A, page 181. It is believed that Boards of Education should be helped to see the school

administrator as one who contributes to and provides for an effective learning environment. Board members should know whether the administrative candidate can offer leadership in adapting curriculum content and methodology to the changing needs and interests of people and the changing needs of a changing society. The Board of Education should be satisfied that the administrative applicant knows how to examine the effectiveness of the instructional program and to offer leadership for improving it. In the immediate future, such means as conferences, publications, workshops and public meetings should be used to inform board members of the vital importance of this qualification. This responsibility might well be shared by college and university personnel, the Michigan Department of Public Instruction, and the Michigan Association of School Boards.

Chapter IX

MAJOR RECOMMENDATIONS FOR THE CONSIDERATION OF BOARD MEMBERS

In many respects, this study points out that the selection of school administrators in Michigan is in a confused state. Superintendents of schools and high school principals are being selected by employers who are not quite sure in their own minds what kind of person they are seeking. Many Boards of Education are not informed as to the functional procedures that board members may follow to assist them in developing effective criteria for selecting educational leaders.

In this chapter, the writer wishes to present two major recommendations which may help resolve much of the confusion which now exists in reference to the selection of school administrators. In the first place, the writer recommends that Michigan's Boards of Education earnestly study the functions and responsibilities of school administrators. In the second place, the writer recommends that Michigan's Boards of Education make a thorough study of the desirability of adopting the administrative certificate in Michigan.

Major Recommendation I

It is recommended that Boards of Education, the local professional staff, and local lay citizens should cooperatively

study the duties and responsibilities of school administrators. Following such study, Boards of Education will be better able to make decisions as to the kind of administrator that is needed to operate a good school. One of the factors that is causing confusion in the minds of those who select administrators is that they have not invited professional and public participation in determining what kind of an educational leader is needed. As a result, there is a lack of staff and community interest, appreciation, and support for the community's school and its school administrators.

It seems to the writer that in order to be able to determine the duties and responsibilities of school administrators, Boards of Education must comprehend their own responsibilities. It is agreed that they have responsibilities to the state under whose authority they were established. On the other hand, since they are selected and function locally, they have direct responsibilities to the people of the local community. One of these local responsibilities is the solicitation of professional and public participation in educational study and planning. Such study should assist in developing the point of view that the school administrator is considered as the leader of one of the most vital organs in the community - the community's schools. When such a point of view prevails, the writer believes that

the background has been set for conducting a vigorous search for the school administrator who can encourage and obtain the constructive thinking and participation of the professional staff and the lay public in educational study and planning for better schools. The school administrator will be regarded as the key person in securing the participation of the professional staff and the lay public in the formulation of educational policy.

The writer does not mean to imply that persons other than board members should usurp powers of the duly constituted Board of Education in adopting educational policy. Rather, there is definite need for clarifying the function of the educational leader in the formulation of educational policy before the search for the new administrator is begun.

A second factor which may contribute to the existing confusion in selecting school administrators is that board members are not quite sure of what the community's schools are supposed to accomplish. Board members may be aware of their so-called "housekeeping duties" such as adopting school budgets, paying bills, and many more responsibilities of like nature. But they are equally responsible for understanding the manner in which schools are achieving the objectives for which they are established. Boards of Education should study and understand the changes, improvements, and advances that may be necessary and desirable to be certain that the

schools are meeting the individual and common needs of the community. Such study and understanding of what actually goes on in the school does not mean that members of Boards of Education should interfere with the functions of school administrators. But, the writer wishes to state that such matters as program development, evaluation of educational practice, and the means and methods of improving the community's schools should be studied constantly and cooperatively. It is only as a result of such study and understanding that the characteristics and qualifications that are being sought in school administrators can be determined wisely.

A third factor which may contribute to the existing confusion in the selection of school administrators is that many Boards of Education are not informed as to the functional procedures to be used in selection. In some instances, the selection practices are not educationally sound. The writer is convinced that in some cases school administrators are being employed because of their personality, because they have friends in communities, or for various other reasons. It would seem that in addition to thinking through on selection with local professional people, Boards of Education might well invite professional people from the State Department of Public Instruction and from institutions of higher learning, to help them determine sound practices

and procedures to fit the local situation in the employment of competent school administrators.

Major Recommendation II

It is recommended that Boards of Education make a thorough study of the desirability of adopting the administrative certificate in Michigan. At present, the only certification requirement for school administrators is that they earn a teaching certificate. This means that they must complete a certain number of courses, but little consideration is given to the educational leader's competence or ability.

It seems to the writer that Michigan's Boards of Education should seriously consider the certification of administrators as a means of raising administrative standards. Members of Boards of Education are the key personnel in such a program for they will have to decide whether they are going to employ only those administrators who have qualified for administrative certification.

Regarding this matter, the writer wishes to present a number of ideas for the consideration of board members. These ideas attempt to illustrate certain characteristics of the administrative certificate, which have been presented in Chapter VII, page 115.

First, it is agreed that school administrators should meet Michigan requirements for the teaching certificate. However, more study should be given to determine those courses which are most appropriate in the undergraduate education of secondary administrators. Members of the State Department of Public Instruction, representatives of institutions of higher learning, and members of Boards of Education should study together the matter of identifying a wholesome balance between subject matter, cultural, and education courses.

Second, the Master's in Public School Administration should be the minimum academic degree. This is already one of the requirements which is successfully being met by those Michigan administrators who hold positions in schools which are accredited by the North Central Association of Colleges and Secondary Schools. There is also some justification for the feeling that superintendents of schools should have their Doctorate.

Third, administrators should have completed at least two years of successful classroom teaching experience to qualify for the initial secondary administrative certificate. It would be desirable that these two years have been completed on the secondary level. The administrative certificate itself should authorize the bearer to serve in any size or type of secondary school.

Fourth, after the completion of a minimum of three years of successful administrative experience on the secondary level, the certificate should be renewed for a period of from five to ten years. Certain evidences of continued growth and satisfactory service should be used as a basis for the continued renewal of secondary administrative certificates. Such evidences might include: (1) Advanced graduate study in school administration; (2) Cooperation and participation in administration workshops sponsored by the State Department of Public Instruction or institutions of higher learning; (3) Attendance at professional conferences; (4) Travel and visitation of other school systems; (5) Cooperation with related educational agencies; and (6) Certain other evidences of growth-on-the-job which could be verified within the local community.

Fifth, a certain number of courses on the graduate level should be earned in education and specifically in school administration. This study has identified specific professional courses which might be included in the high school principal's graduate program. These courses include: (1) Public Relations; (2) Curriculum Construction; (3) Courses in Supervision; (4) Philosophy of Education; (5) Educational Leadership; (6) Personnel Management; (7) Guidance Techniques and Services; and (8) Methods of Instruction. (See Table XI, Appendix A, page 181.)

Sixth, certification requirements should include consideration of the personal and professional qualifications which are identified in this study. Those items rated highest should be considered among those used for measurement of eligibility for certification. Included among the personal qualifications might be: (1) The administrator's ability to work well with others; (2) His personal integrity; (3) His ability to foresee the needs of both the school and the community in which it is located; (4) His ability to inspire faith in educational goals; (5) His personal initiative; (6) His ability to make prompt and careful decisions; and (7) His personality. (See Table I, Appendix A, page 171.) Included among the professional qualifications might be: (1) The administrator's ability to enlist the cooperation of teachers; (2) His ability to recruit and select teachers; (3) His ability to handle a school budget; and (4) His ability to get things done on time and well. (See Table VI, Appendix A, page 176.)

Seventh, in their cooperative study, Boards of Education might well give considerable consideration to the establishing of a State Examining Board. The duties of such a board might include: (1) Consideration and approval of applications for the administrative certificate; (2) Consideration of administrative certificates issued in other states; and (3) Service as a court of last resort in cases

where there is thought of revoking some administrator's certificate.

Such a State Examining Board might be composed of:

(1) The president of one of Michigan's State Teachers Colleges; (2) The president of one of the non-state-supported colleges; (3) A professor of education of each Graduate School of Education in Michigan; (4) A high school principal; (5) A superintendent of schools; (6) An elementary principal; (7) A county superintendent of schools; (8) One or more representatives of Boards of Education; and (9) The State Superintendent of Public Instruction. The latter would serve on the board ex-officio. The college presidents and the representatives from the graduate schools might be appointed by the State Superintendent of Public Instruction. The high school principal, the elementary principal, and the superintendent of schools might be elected through the Michigan Education Association. The county superintendents might elect their own representative, while the Michigan Association of School Boards might choose their representatives to such a State Examining Board.

In summary these are the two major recommendations:

(1) That Boards of Education should invite the help of others in determining the qualifications, duties and responsibilities of the educational leader before employing him; and

(2) That the administrative certificate be adopted in Michigan as a means of raising standards in the profession of school administration.

Chapter X

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present the general conclusions and recommendations reached as a result of this study. The conclusions are presented in terms of: (1) The mechanics of selection; (2) The personal qualifications required of new public high school administrators; (3) The professional qualifications required of new public high school administrators; and (4) Related findings.

The Mechanics of Selection

1. In general, it is the practice of Michigan's Boards of Education to officially record an administrative vacancy in the minutes of the board. Thus, candidates for administrative jobs in Michigan can apply with the full assurance that they are presenting their credentials in good faith and without violating professional ethics. This study shows that 80 per cent of the boards interviewed, 80 per cent of the boards responding and 70.6 per cent of the superintendents observe this procedure.
2. Apparently, it is not general practice in Michigan to draw up a list of the qualifications desired of new administrators. This study shows that 52 per cent of the boards interviewed, 37.2 per cent of the boards responding and 27.8 per cent of the superintendents do compile such a list of qualifications. Candidates are usually given such information verbally either before or during the official interview.
3. In most instances, the Board of Education alone determines what qualifications will be

required of the new superintendent of schools. Only 8 per cent of the boards interviewed, and 18.9 per cent of the boards responding indicate that the retiring superintendent helps determine these qualifications. In regard to the new principal, the school board and the superintendent of schools determine what qualifications are desired.

4. At the present time it is not general practice in Michigan to prepare a letter or statement of information concerning present community and school conditions for the best of applicants for administrative positions. Only 12.2 per cent of the superintendents prepare such a statement for applicants for the principalship. Information regarding the nature of the job, current school conditions, community trends and qualifications desired must be obtained from previous annual reports, through a private letter, or by a personal interview, or some indirect means.
5. Regarding the first contract for public high school administrators, present policy seems to favor a one-year contract. Such is the policy established by 60 per cent of the boards interviewed, 61.6 per cent of the boards responding, and 89.4 per cent of the superintendents. After the first successful year on the job, administrative contracts may be offered for two or more years.
6. This study shows that the tendency in Michigan is to give preference to applicants who are already on the staff. However, the local applicant's personal and professional qualifications must be equal to those of other applicants. As supporting evidence, 84 per cent of the boards interviewed, 75.6 per cent of the boards responding to the questionnaire, and 84 per cent of the superintendents say that the local applicant is given preference when administrative positions are to be filled.
7. In regards to releasing information on the progress made in the selection of school administrators, the present policy seems to favor

keeping such progress confidential. This procedure is followed by 96 per cent of the boards interviewed, 81.7 per cent of the boards responding, and 83.4 per cent of the superintendents. The public is informed when the board has chosen the successful candidate and notified him that he has been selected.

8. It is not customary to set time limits for receiving applications and considering candidates for administrative positions. Only 44 per cent of the boards interviewed, 42 per cent of the boards responding and 19.4 per cent of the superintendents state that a definite time limit is set for receiving applications of candidates for administrative positions.
9. In general, expenses are not paid for administrative applicants who are invited for interviews by Boards of Education. This study shows that 64 per cent of the boards interviewed, 69.6 per cent of the boards responding and 74.1 per cent of the superintendents do not pay such expenses. Applicants should expect, therefore, to pay the expenses which may be involved in being interviewed by school boards even when an invitation to come is extended by the board.
10. Sometimes qualified persons do not apply for administrative jobs. Most of Michigan's boards believe that a positive search should be conducted for the new administrator. This conclusion is supported by the fact that 72 per cent of the boards interviewed and 61 per cent of the boards responding indicate that this should be board policy.
11. This study shows that 88 per cent of the boards interviewed, 80 per cent of the boards replying to the questionnaire, and 81.3 per cent of the superintendents use the services of college and university placement bureaus in seeking new school administrators. This places a great responsibility on placement officers. College Departments of Education are contacted by 40 per cent of the boards interviewed, 43.8 per

cent of the boards responding, and 40.9 per cent of the superintendents, while 24 per cent of the boards interviewed, 46.3 per cent of the boards answering the questionnaire and 25.3 per cent of the superintendents contact the State Department of Education for assistance in locating new public high school administrators.

12. The present policy in regard to the final procedure used in the selection of the high school principal is to have the superintendent recommend the candidate to the board for its approval. This procedure is employed by 95 per cent of the superintendents responding to the questionnaire. The superintendent conducts investigations and sifts the candidates until he finds the best qualified man to recommend to the board.
13. Most Michigan boards prefer to have the entire board participate in the preliminary investigation of applicants for the superintendency. This is the policy of 88 per cent of the boards interviewed and 65.4 per cent of the boards responding to the questionnaire. Only 12 per cent of the boards interviewed and 30.4 per cent of the boards responding use a special committee to evaluate candidates.
14. In selecting the superintendent of schools, most Michigan boards like to examine the credentials of all of the applicants. When a desired minimum number of the top candidates remain, the boards prefer to use the interview in addition to the credentials as a basis for selecting the best qualified person. This procedure is used by 64 per cent of the boards interviewed and 61 per cent of the boards responding.
15. In regards to the work of the special committee, which is used by some of Michigan's boards, this committee does have the authority to interview candidates. The committee correspondence is limited to the selection of the new superintendent and is filed with the secretary of the board. The special committee reports

to the board as a committee of the whole before taking any action and the entire board reviews the files of the special committee.

16. Generally, school boards which use the special committee desire that the special committee recommend three candidates for the consideration of the entire board. If more than five candidates are recommended by the special committee, then, many feel that it might be just as well not to use the special committee on selection in the first place.
17. Michigan's boards use the informal method of conducting interviews when the entire board interviews an administrative applicant. This type of procedure is used by all of the boards interviewed and by 87.8 per cent of those responding. The formal type of meeting where one member asks all the questions, does not appeal to Michigan's boards.
18. This study indicates that, in Michigan, the final responsibility for electing the new superintendent rests in the full board alone. This policy is followed by all of the boards interviewed and 96.4 per cent of the boards responding. Board members state that this policy insures a good working relationship between the board and new superintendent.
19. Regarding the final selection, policy in Michigan favors the election of the new superintendent with a unanimous vote. This study shows that 72 per cent of the boards interviewed and 75.7 per cent of the boards responding follow this practice.

The Personal Qualifications

20. Board members show some preference for the new superintendent of schools who is between 35 and 40 years of age. Of the boards interviewed, 24 per cent showed preference for one in the 30 to 35 year range, 56 per cent preferred one in the 35 to 40 year range, and

20 per cent preferred one who is in the 40 to 45 year range. Of the board members responding, 18.9 per cent prefer that the superintendent be in the 30 to 35 year range, 42.7 prefer him to be in the 35 to 40 year range and 23.8 per cent prefer him to be in the 40 to 45 year range.

21. There is some preference for the new high school principal to be somewhere between 30 to 35 years. Tabulation of the superintendents' questionnaires show that 19.7 per cent prefer that he be in the 25 to 30 year range, 59.1 per cent prefer that he be in the 30 to 35 year range, and 14.4 per cent prefer that the new principal be in the 35 to 40 year range.
22. In general, to be elected, it is not necessary that the new administrator be married. Only 28 per cent of the boards interviewed, 36.6 per cent of the boards responding, and 11.2 per cent of the superintendents require that he be married.
23. Certain personal qualifications are considered very important in the selection of the new public high school administrator. Regarding these personal qualifications, 80.1 per cent of the total group consider the ability to work with people from all walks of life very important, 73.5 per cent consider his integrity very important, 66.2 per cent consider his vision and ability to foresee needs of the school and community very important, 60.9 per cent consider his ability to inspire faith in others very important, 59 per cent consider initiative very important, 53.5 per cent consider his ability to make careful and prompt decisions very important, 53 per cent consider his personality very important, and 50.8 per cent consider his ability to handle controversial issues very important.
24. It is interesting to note that only 8.9 per cent of the total group consider his attitude on social drinking as very important in the selection of the new administrator. Only 4.4

per cent consider his attitude on smoking very important. Likewise, only 4.3 per cent consider club membership and other social contacts very important. His attitude on dancing and his political affiliation are considered very important by only 2.3 per cent and 1.1 per cent, respectively. This evidence would seem to indicate that the new school administrator is able to enjoy a normal private life.

The Professional Qualifications

25. At the present time, it is desirable that an administrative applicant have earned the Master's degree. This degree is required by 88 per cent of the boards interviewed, 75.7 per cent of the boards responding and 62.9 per cent of the superintendents. Schools which desire accreditation by the North Central Association require the new administrator to have earned his Master's.
26. This study shows that 44 per cent of the boards interviewed, 40.3 per cent of the boards responding, and 44.7 per cent of the superintendents require the new administrator to have five years of classroom teaching experience. Although no definite statement of policy can be made, it would seem that from two to five years of classroom teaching experience are desirable. The North Central Association requires two years of successful classroom teaching experience for schools which desire accreditation.
27. In general, there is no evidence to indicate a pattern of desirable previous administrative experience for administrative applicants. Regarding the new superintendent, 40 per cent of the boards interviewed and 43.3 per cent of the boards responding require him to have had experience as a high school principal, while 68 per cent of the boards interviewed and 44.5 per cent of the boards responding require him to have had previous experience as a superintendent. In reference to the new principal, 22.5 per cent of the superintendents require him to have had previous experience as a high school principal.

28. This study shows that there is a preference for the administrative applicant who has achieved a high scholastic record while he was in college. The results reveal that 40 per cent of the boards interviewed, 50.6 per cent of the boards responding, and 58.7 per cent of the superintendents indicate this preference.
29. In regards to other professional qualifications desired of the new superintendent, 81 per cent of the boards considered his ability to enlist cooperation of teachers very important, 76.7 per cent considered his ability to recruit and select teachers very important, 65.8 per cent considered his ability to handle the budget very important, 50.4 per cent considered loyalty to the board very important, and 50.1 per cent considered his ability to get things done well and on time very important. His knowledge of vocational education was considered very important by only 16.9 per cent of the boards, while his membership in professional organizations was considered important by 13.7 per cent of the boards.
30. Public relations was the subject matter area checked very important by more superintendents than any of the other subject matter areas. This study shows that in reference to subject matter areas, when the new principal is to be selected, 71 per cent of the superintendents consider public relations very important, 61 per cent consider supervision of extra-class activities very important, 59.1 per cent consider educational leadership very important, 57.2 per cent consider personnel management very important, and 53.5 per cent consider guidance services and techniques very important.

Related Findings

31. This study shows that Michigan is not completely favorable to accepting the administrative certificate as a prerequisite to election as a public high school administrator. Regarding this issue, 44 per cent of the boards interviewed, 53.7 per cent of the boards responding

and 55.7 per cent of the superintendents believe that Michigan might well adopt the administrative certificate. On the other hand, 56 per cent of the boards interviewed, 42 per cent of the boards responding, and 38.7 per cent of the superintendents do not think it necessary to have the administrative certificate in Michigan.

32. There is reason to believe that Michigan would look with favor on the establishing of administrative internship programs in the state. As evidence, 68 per cent of the boards interviewed, 61 per cent of the boards responding, and 80 per cent of the superintendents think that internship programs for administrators should be established.

Recommended Course of Action

Recommendation I

Since it is not present policy in Michigan to prepare statements on educational conditions in the school and community, it is recommended that such written statements be prepared and that the personal and professional qualifications desired of the new public high school administrator be included. The statement should be made available soon after the official vacancy is recorded in the minutes of the board of education.

The release of such a statement on conditions and desired qualifications should save valuable time in dealing with applicants who do not meet the desired standards. It should relieve the board from pressure involved in considering popular but not qualified candidates.

Recommendation II

It is recommended that greater participation be offered the classroom teacher in the selection of the public school administrator. Teachers should be informed in writing that they will be invited to participate. Here is an opportunity to live and practice functional democracy.

Including teachers should insure a spirit of co-operation. Their happiness and the effectiveness of their work depends largely on the administrator chosen. Boards of Education can continue to make the final decisions.

Recommendation III

Since this study reveals that the placement officer is consulted by more boards than any other source or person with reference to discovering the new public high school administrator, it is recommended that the role of the placement officer be defined. Spelling out the role of the placement officer should help the board in its function and not cause it to be too dependent on placement officers when an administrative selection is to be made.

Placement officers should work in harmony with democratic practices. Their efforts should be directed primarily towards meeting the needs and interests of boys and girls. The interests of administrative candidates can best be cared for when placement officers find the best possible candidates for each vacancy.

Placement officers can help raise standards of school administration by maintaining complete records of training and service in the field. Through cooperation with Boards of Education, present school administrators, college training personnel, and the State Department of Education, a comprehensive follow-up program should be implemented to assist the new school administrator in his growth on the job.

Recommendation IV

In the interest of raising standards in school administration, it is recommended that present school administrators, Boards of Education, the State Department of Education, and college training personnel, study the internship program with the object of organizing and implementing an effective internship training program in school administration. Such a program should include, among others, opportunity for becoming familiar with school records and reports, a study of plant construction and maintenance, budgeting and accounting, schedule making, teacher selection, pupil classification and promotion, supervision of instruction, administration of extra-class activities, in-service training, and the organization and administration of guidance services.

Those who are selected for admission to the internship program should have demonstrated their ability as a classroom

teacher. Successful classroom teaching identifies, to a degree, those who have potentialities for the profession of school administration.

Recommendation V

Since the school administrator's ability to work with others is considered very important by more boards than any of the other personal qualifications, and since public relations is the subject matter area considered very important by more superintendents than any of the subject matter areas, it is recommended that those who are responsible for the preparation and training of school administrators emphasize the importance of the public relations program in school administration. Evidence collected in this study reveals the importance attached to the leadership function of the school administrator in interpretation of the role of the public school in the community.

The potential administrator should be helped to understand the nature of change as well as its effect on the resources of a community. He should understand change in its relationship to the social organization of a community. As a result of such understanding, he should be helped to see the role of education in improving living within a community.

Recommendation VI

It is recommended that, in the preparation and training of school administrators, careful attention be given those personal and professional qualifications which were identified in this study as very important in the selection of the superintendent of schools and the high school principal. Opportunities should be provided so that training personnel can observe and candidates can cultivate such personal qualifications as integrity, ability to do long-range planning, ability to make prompt and careful decisions, a good personality, and the ability to deal effectively with the issues in education which are of a controversial nature. Also, careful attention should be given such professional competencies as working with others in the profession, the selection of teachers, budgeting, getting things done on time and well, and the subject of loyalty.

Recommendation VII

It is recommended that Michigan's Boards of Education give serious thought to the payment of expenses of those applicants who are invited for interviews with the board. The number of those who are invited for such interviews could be determined more or less in advance of a board meeting at which the interviewing of administrative applicants is the only scheduled business to come before the board.

Recommendation VIII

It is recommended that Michigan's Boards of Education consider making a practice of visiting communities where administrative candidates have been or are being employed. This is one of the best means which can be used to make a thorough investigation of the most promising candidates for positions of educational leadership. Such a practice would do much to detect any misrepresentation on the part of individual candidates or those who are using pressure to sell certain candidates.

Recommendation IX

It is recommended that Michigan's Boards of Education should employ school administrators only upon unanimous vote. Boards should keep interviewing candidates until they do get unanimity. It seems to the writer that it is a mistake for the high school principal or the superintendent of schools to accept a position offered by a split Board of Education.

Recommendations for Future Study

1. That a study be made of ways and means which could be used to determine objectively which classroom teachers should be encouraged to prepare for the profession of school administration. Such a study might include the identification of the personnel who should select such teachers.

2. That an investigation be made, over a period of years, of the background and training of those delegated by society with the responsibility of selecting school administrators. Such a study should reveal valuable information regarding relationships between the background and training of members of Boards of Education and the qualifications desired of school administrators.

3. That a study be made of the action that Boards of Education can take to lessen turnover among school administrators. Such a study might include an investigation of the desirability of maintaining a balance between that supply and demand of well trained and competent school administrators and ways and means of best achieving such a balance.

B I B L I O G R A P H Y

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APPENDIX A

Fifteen Tables are appended. These Tables furnish the basic data for Tables XXXIII, XXXVIII, and XXXIX, on Pages 71, 95, and 104 respectively, concerning personal and professional qualifications, and subject matter areas.

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TABLE I

The Personal Qualifications Considered Very Important
in the Selection of Public High School Administrators

The Personal Qualifications	The 25 Boards		The 164 Boards		The 320 Superintendents		Mean %	Rank
	No.	%	No.	%	No.	%		
Ability to Work With Others from All Walks of Life	18	72	131	80	283	88.4	80.1	1
Ability to Inspire Faith in Others	15	60	78	47.6	240	75	60.9	4
Ability to Make Prompt, Careful Decisions	8	32	85	51.8	246	76.9	53.5	6
Ability to Handle Controversial Issues	14	56	78	47.6	156	48.8	50.8	8
Club Membership and Other Social Contacts	1	4	7	4.3	15	4.7	4.3	24
Good Credit Standing in the Community	7	28	51	31	94	29.3	29.4	15
Neatness in Dress	6	24	32	19.5	99	30.9	24.8	17
Attitude on Dancing	0	0	3	1.8	17	5.2	2.3	25
Attitude on Social Drinking	2	8	15	9.2	31	9.7	8.9	21
Even Tempered Disposition	7	28	42	25.6	137	42.8	32.1	13
Extra-Class Activities in College	2	8	6	3.7	10	3.1	4.9	22
Freedom from Hearing Defects	5	20	30	18.3	89	27.6	22.9	19
Freedom from Speech Defects	9	36	43	26.2	112	35.6	32.6	12
Initiative	14	56	76	46.3	239	74.7	59	5
Integrity	19	76	106	64.8	255	79.8	73.5	2
Understanding of Differences in Religion and ability	15	60	37	22.6	94	29.4	37.3	11
Leadership in Educational Matters	12	48	64	39.1	130	40.7	42.6	10
Mastery of a Foreign Language	0	0	5	3.1	1	.3	1.1	26.5
Good Personality	11	44	75	45.8	222	69.4	53	7
Democratic Philosophy of Education	5	20	36	22	113	35.4	25.8	16
Physical Appearance	1	4	33	20.1	52	16.2	13.4	20
Political Affiliation	0	0	4	2.4	3	.9	1.1	26.5
Ability to Speak in Public	12	48	49	29.9	47	14.7	30.8	14
Sense of Humor	4	16	32	19.5	108	33.7	23.1	18
Tactfulness	11	44	62	37.8	217	67.8	49.8	9
Attitude on Smoking	0	0	6	3.7	31	9.7	4.4	23
Vision - Ability to Foresee Needs of School	21	84	97	59.2	178	55.6	66.2	3

TABLE II

The Personal Qualifications Considered Important in
the Selection of Public High School Administrators

The Personal Qualifications	The 25 Boards		The 164 Boards		The 320 Superin- tendents		Mean %	Rank
	No.	%	No.	%	No.	%		
Ability to Work With Others from All Walks of Life	7	28	21	12.8	26	8.1	16.3	25
Ability to Inspire Faith in Others	10	40	71	43.3	71	22.2	35.2	18
Ability to Make Prompt, Careful Decisions	17	68	60	36.6	60	18.7	41.1	14
Ability to Handle Controversial Issues	7	28	56	34.1	117	36.6	32.9	19
Club Membership and Other Social Contacts	12	48	78	47.5	210	65.6	53.7	10
Good Credit Standing in the Community	17	68	94	57.4	198	61.9	62.4	4
Neatness in Dress	17	68	114	69.6	206	64.4	67.3	3
Attitude on Dancing	4	16	39	23.8	84	26.2	22	23
Attitude on Social Drinking	7	28	56	34.2	152	47.6	36.6	16
Even Tempered Disposition	17	68	93	56.7	159	49.7	58.1	7
Extra-Class Activi- ties in College	6	24	34	20.7	155	48.5	31.1	20
Freedom from Hearing Defects	13	52	90	54.8	186	58.3	55	9
Freedom from Speech Defects	13	52	93	56.7	181	56.5	55.1	8
Initiative	10	40	73	44.5	68	21.3	35.3	17
Integrity	5	20	42	25.5	51	15.9	20.5	24
Understanding of Differences in Re- ligion and Ability	10	40	98	59.8	179	56	51.9	11
Leadership in Edu- cational Matters	12	48	73	44.5	161	50.3	47.6	12
Mastery of A Foreign Language	0	0	13	7.9	6	1.9	3.3	26.5
Good Personality	13	52	73	45.1	87	27.2	41.4	13
Democratic Philosophy of Education	18	72	92	56.1	173	54	60.7	5
Physical Appearance	21	84	102	62.2	225	70.3	72.2	1
Political Affiliation	0	0	9	5.5	14	4.4	3.3	26.5
Ability to Speak in Public	12	48	93	56.7	230	71.9	58.9	6
Sense of Humor	20	80	101	61.6	195	61	67.5	2
Tactfulness	12	48	78	47.6	83	26	40.5	15
Attitude on Smoking	6	24	42	25.6	79	24.7	24.8	22
Vision - Ability to Foresee Needs of School and Community	4	16	51	31	119	37.2	28.1	21

TABLE III

Personal Qualifications Checked Uncertain Regarding Their Importance in the Selection of Public High School Administrators

The Personal Qualifications	The 25 Boards		The 164 Boards		The 320 Superintendents		Mean %	Rank
	No.	%	No.	%	No.	%		
Ability to Work with Others From All Walks of Life	0	0	6	3.6	4	1.3	1.6	24
Ability to Inspire Faith in Others	0	0	4	2.4	1	.3	.9	27
Ability to Make Prompt, Careful Decisions	0	0	3	1.8	5	1.6	1.1	26
Ability to Handle Controversial Issues	2	8	19	11.6	26	8.1	9.2	10
Club Membership and Other Social Contacts	6	24	48	29.3	65	20.3	24.5	6
Good Credit Standing in the Community	1	4	7	4.3	13	4.1	4.1	18
Neatness in Dress	2	8	3	1.8	4	1.3	3.7	19
Attitude on Dancing	7	28	60	36.5	138	43.2	35.9	1
Attitude on Social Drinking	6	24	53	32.3	90	28.1	28.1	3
Even Tempered Disposition	1	4	13	7.9	10	3.1	5	14.5
Extra-Class Activities in College	6	24	49	29.9	104	32.5	28.8	2
Freedom from Hearing Defects	6	24	25	15.2	27	8.4	15.9	8
Freedom from Speech Defects	3	12	18	11	12	3.8	8.9	11
Initiative	1	4	5	3.1	2	.6	2.6	21
Integrity	1	4	4	2.4	2	.6	2.3	22
Understanding of Differences in Religion and Ability	0	0	13	7.9	26	8.1	5.3	13
Leadership in Educational Matters	1	4	13	7.9	10	3.1	5	14.5
Mastery of A Foreign Language	4	16	51	31.1	90	28.1	25.1	5
Good Personality	1	4	2	1.2	2	.6	1.9	23
Democratic Philosophy of Education	1	4	23	14	21	6.5	8.2	12
Physical Appearance	3	12	15	9.2	23	7.2	9.5	9
Political Affiliation	3	12	47	28.7	79	24.7	21.8	7
Ability to Speak in Public	0	0	10	6.1	25	7.8	4.6	16
Sense of Humor	0	0	12	7.3	8	2.5	3.3	20
Tactfulness	1	4	10	6.1	9	2.8	4.2	17
Attitude on Smoking	4	16	48	29.3	102	31.8	25.7	4
Vision - Ability to Foresee Needs of School and Community	0	0	1	.6	11	3.4	1.3	25

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TABLE IV

The Personal Qualifications Considered Unimportant
in the Selection of Public High School Administrators

The Personal Qualifications	The 25 Boards		The 164 Boards		The 320 Superin- tendents		Mean	Rank
	No.	%	No.	%	No.	%	%	
Ability to Work with Others from all Walks of Life	0	0	0	0	0	0	0	0
Ability to Inspire Faith in Others	0	0	0	0	0	0	0	0
Ability to Make Prompt, Careful Decisions	0	0	0	0	1	.3	.1	25
Ability to Handle Controversial Issues	1	4	6	3.7	8	2.5	3.4	8
Club Membership and Other Social Contacts	4	16	17	10.4	15	4.7	10.4	7
Good Credit Standing in the Community	0	0	3	1.8	5	1.6	1.1	17
Neatness in Dress	0	0	3	1.8	0	0	.6	21
Attitude on Dancing	14	56	46	28.1	50	15.6	33.2	4
Attitude on Social Drinking	10	40	24	14.6	26	8.1	20.9	6
Even Tempered Disposition	0	0	9	5.5	1	.3	1.9	13.5
Extra-Class Activi- ties in College	11	44	49	29.9	38	11.9	28.6	5
Freedom from Hearing Defects	1	4	5	3.1	4	1.3	2.8	9.5
Freedom from Speech Defects	0	0	2	1.2	1	.3	.5	22
Initiative	0	0	1	.6	1	.3	.3	23
Integrity	0	0	3	1.8	1	.3	.7	20
Understanding of Dif- ferences in Religion and Ability	0	0	2	1.2	9	2.8	1.3	18
Leadership in Edu- cational Matters	0	0	1	.6	6	1.9	.8	19
Mastery of A Foreign Language	20	80	60	35.6	136	42.5	53.6	2
Good Personality	0	0	1	.6	0	0	.2	24
Democratic Philosophy of Education	1	4	1	.6	0	0	1.5	16
Physical Appearance	0	0	10	6.1	7	2.2	2.8	9.5
Political Affiliation	22	88	70	42.6	131	40.9	57.1	1
Ability to Speak in Public	1	4	2	1.2	7	2.2	2.5	11
Sense of Humor	1	4	5	3	0	0	2.3	12
Tactfulness	1	4	3	1.8	0	0	1.9	13.5
Attitude on Smoking	15	60	46	28	69	21.6	36.5	3
Vision - Ability to Foresee Needs of School and Community	0	0	9	5.5	0	0	1.8	15

TABLE V

The Personal Qualifications Considered Very Unimportant
in the Selection of Public High School Administrators

The Personal Qualifications	The 25 Boards		The 164 Boards		The 320 Superintendents		Mean %	Rank
	No.	%	No.	%	No.	%		
Ability to Work With Others from All Walks of Life	0	0	0	0	0	0	0	0
Ability to Inspire Faith in Others	0	0	0	0	0	0	0	0
Ability to Make Prompt, Careful Decisions	0	0	0	0	0	0	0	0
Ability to Handle Controversial Issues	0	0	0	0	0	0	0	0
Club Membership and Other Social Contacts	2	8	2	1.2	2	.6	3.3	5
Good Credit Standing in the Community	0	0	0	0	0	0	0	0
Neatness in Dress	0	0	0	0	1	.3	.1	18.5
Attitude on Dancing	0	0	6	3.7	15	4.7	2.8	6
Attitude on Social Drinking	0	0	4	2.4	3	.9	1.1	8
Even Tempered Disposition	0	0	2	1.2	1	.3	.5	9.5
Extra-Class Activities in College	0	0	22	13.4	4	1.3	4.9	4
Freedom from Hearing Defects	0	0	6	3.7	0	0	1.2	7
Freedom from Speech Defects	0	0	2	1.2	0	0	.4	12
Initiative	0	0	0	0	0	0	0	0
Integrity	0	0	2	1.2	0	0	.4	12
Understanding of Differences in Religion and Ability	0	0	1	.6	1	.3	.3	14.5
Leadership in Educational Matters	0	0	1	.6	3	.9	.5	9.5
Mastery of A Foreign Language	1	4	30	18.3	72	22.5	14.9	1
Good Personality	0	0	0	0	0	0	0	0
Democratic Philosophy of Education	0	0	1	.6	1	.3	.3	14.5
Physical Appearance	0	0	1	.6	0	0	.2	16.5
Political Affiliation	0	0	20	12.2	80	25	12.4	2
Ability to Speak in Public	0	0	1	.6	2	.6	.4	12
Sense of Humor	0	0	0	0	0	0	0	0
Tactfulness	0	0	0	0	1	.3	.1	18.5
Attitude on Smoking	0	0	13	7.9	25	7.8	5.2	3
Vision - Ability to Foresee Needs of School and Community	0	0	1	.6	0	0	.2	16.5

TABLE VI

Professional Qualifications Considered Very Important
in the Selection of Public School Superintendents

	The 25 Boards		The 164 Boards		Mean %	Rank
	No.	%	No.	%		
1. Ability to Enlist Co-operation of Teachers	21	84	128	78.1	81.1	1
2. Ability to Delegate Authority	11	44	80	48.8	46.4	7
3. Ability to Recruit and Select Teachers	22	88	107	65.4	76.7	2
4. Ability to Handle Budget	20	80	85	51.5	65.8	3
5. Ability to Assign Staff Members	11	44	61	37.2	40.6	8
6. Attitude on Teachers' Salaries	7	28	24	14.6	21.3	14.5
7. Efficiency - Ability to Get Things Done on Time and Well	13	52	77	48.2	50.1	5
8. Knowledge of Curriculum	7	28	63	38.4	33.2	10
9. Knowledge of Methods of Instruction	8	32	48	29.3	31.2	11
10. Knowledge of School Construction	7	28	24	14.6	21.3	14.5
11. Knowledge of School Law	7	28	39	23.8	25.9	13
12. Knowledge of Vocational Education	6	24	16	9.8	16.9	16
13. Knowledge of Supervision of Secondary Subjects	9	36	28	17.1	26.6	12
14. Loyalty to the Board	13	52	80	48.8	50.4	4
15. Membership in Professional Organizations	5	20	12	7.3	13.7	17
16. Observance of Professional Ethics	11	44	60	36.5	40.3	9
17. Use of Democratic Procedures	15	60	58	35.4	47.7	6

TABLE VII

Professional Qualifications Considered Important in
the Selection of Public School Superintendents

	The 25 Boards		The 164 Boards		Mean %	Rank
	No.	%	No.	%		
1. Ability to Enlist Co-operation of Teachers	4	16	13	13.4	14.7	17
2. Ability to Delegate Authority	13	52	59	36	44	11
3. Ability to Recruit and Select Teachers	3	12	33	20	16	16
4. Ability to Handle Budget	5	20	52	32.1	26.1	15
5. Ability to Assign Staff Members Well	13	52	74	45.1	48.6	9
6. Attitude on Teachers' Salaries	16	64	87	53.1	58.6	3
7. Efficiency - Ability to Get Things Done on Time and Well	12	48	64	39	43.5	12
8. Knowledge of Curriculum	15	60	74	45.1	52.6	6
9. Knowledge of Methods of Instruction	16	64	87	53	58.5	4
10. Knowledge of School Construction	15	60	82	50	55	5
11. Knowledge of School Law	17	68	83	50.6	59.3	1
12. Knowledge of Vocational Education	16	64	88	53.6	58.8	2
13. Knowledge of Supervision of Secondary Subjects	12	48	89	54.2	51.1	7
14. Loyalty to the Board	12	48	46	28.1	38.1	14
15. Membership in Professional Organizations	14	56	74	45.1	50.6	8
16. Observance of Professional Ethics	14	56	62	37.8	46.9	10
17. Use of Democratic Procedures	9	36	68	41.5	38.8	13

TABLE VIII

Professional Qualifications Checked Uncertain in regards
to their Importance in the Selection of Public School
Superintendents.

	The 25 Boards		The 164 Boards		Mean %	Rank
	No.	%	No.	%		
1. Ability to Enlist Cooperation of Teachers	0	0	12	7.3	3.7	16
2. Ability to Delegate Authority	1	4	15	9.1	6.6	11
3. Ability to Recruit and Select Teachers	0	0	14	8.5	4.3	15
4. Ability to Handle Budget	0	0	16	9.7	4.9	14
5. Ability to Assign Staff Members Well	1	4	17	10.4	7.2	10
6. Attitude on Teachers' Salaries	2	8	25	15.2	11.6	5
7. Efficiency - Ability to Get Things Done on Time and Well	0	0	8	4.9	2.5	17
8. Knowledge of Curriculum	2	8	21	12.8	10.4	6
9. Knowledge of Methods of Instruction	1	4	18	11	7.5	9
10. Knowledge of School Construction	3	12	33	20.1	16.1	4
11. Knowledge of School Law	1	4	25	15.2	9.6	8
12. Knowledge of Vocational Education	3	12	41	25	18.5	2
13. Knowledge of Supervision of Secondary Subjects	4	16	33	20.1	18.1	3
14. Loyalty to the Board	0	0	18	11	5.5	12
15. Membership in Pro- fessional Organizations	5	20	59	36	28	1
16. Observance of Professional Ethics	0	0	17	10.4	5.2	13
17. Use of Democratic Procedures	1	4	27	16.5	10.3	7

TABLE IX

Professional Qualifications considered Unimportant in
the Selection of Public School Superintendents

	The 25 Boards		The 164 Boards		Mean %	Rank
	No.	%	No.	%		
1. Ability to Enlist Cooperation of Teachers	0	0	0	0	0	0
2. Ability to Delegate Authority	0	0	0	0	0	0
3. Ability to Recruit and Select Teachers	0	0	0	0	0	0
4. Ability to Handle Budget	0	0	0	0	0	0
5. Ability to Assign Staff Members Well	0	0	0	0	0	0
6. Attitude on Teachers' Salaries	0	0	1	.6	.3	10
7. Efficiency - Ability to Get Things Done On Time and Well	0	0	0	0	0	0
8. Knowledge of Curriculum	1	4	1	.6	2.3	5
9. Knowledge of Methods of Instruction	0	0	0	0	0	0
10. Knowledge of School Construction	0	0	11	6.7	3.4	3
11. Knowledge of School Law	0	0	6	3.7	1.9	7.5
12. Knowledge of Vocational Education	0	0	12	7.3	3.7	2
13. Knowledge of Supervision of Secondary Subjects	0	0	6	3.7	1.9	7.5
14. Loyalty to the Board	0	0	10	6.1	3.1	4
15. Membership in Pro- fessional Organizations	0	0	16	9.8	4.9	1
16. Observance of Professional Ethics	0	0	7	4.3	2.2	6
17. Use of Democratic Procedures	0	0	2	1.2	.6	9

TABLE X

Professional Qualifications Considered Very Unimportant
in the Selection of Public School Superintendents

	The 25 Boards		The 164 Boards		Mean %	Rank
	No.	%	No.	%		
1. Ability to Enlist Cooperation of Teachers	0	0	0	0	0	0
2. Ability to Delegate Authority	0	0	0	0	0	0
3. Ability to Recruit and Select Teachers	0	0	0	0	0	0
4. Ability to Handle Budget	0	0	0	0	0	0
5. Ability to Assign Staff Members Well	0	0	0	0	0	0
6. Attitude on Teachers' Salaries	0	0	0	0	0	0
7. Efficiency - Ability to Get Things Done on Time and Well	0	0	0	0	0	0
8. Knowledge of Curriculum	0	0	0	0	0	0
9. Knowledge of Methods of Instruction	0	0	0	0	0	0
10. Knowledge of School Construction	0	0	0	0	0	0
11. Knowledge of School Law	0	0	0	0	0	0
12. Knowledge of Vocational Education	0	0	1	.6	.3	2.5
13. Knowledge of Supervision of Secondary Subjects	0	0	0	0	0	0
14. Loyalty to the Board	0	0	1	.6	.3	2.5
15. Membership in Pro- fessional Organizations	0	0	3	1.8	.9	1
16. Observance of Professional Ethics	0	0	0	0	0	0
17. Use of Democratic Procedures	0	0	0	0	0	0

TABLE XI

Subject Matter Areas Considered Very Important in
the Selection of Public High School Principals

	The 320 Superin- tendents		Rank
	No.	%	
1. Construction and Use of Standardized Tests	45	14.1	14
2. Curriculum Construction	195	61	2.5
3. Diagnostic and Remedial Teaching	55	17.2	12
4. Educational Leadership	189	59.1	12
5. Psychology of Education	84	26.2	11
6. Guidance Techniques and Services	171	53.5	7
7. History of Education	10	3.1	20
8. Methods of Instruction	125	39.1	8
9. Public Relations	227	71	1
10. Personnel Management	183	57.2	6
11. Philosophy of Education	91	28.3	10
12. Research Techniques	22	6.9	18
13. Statistics	8	2.5	21
14. School Finance	35	10.9	15
15. Mental Hygiene of Adolescence	108	33.7	9
16. School Law	30	9.4	16
17. School Construction	4	1.3	22
18. School Plant Management	27	8.4	17
19. Supervision of Extra- Curricular Activities	193	60.3	4
20. Supervision of Secondary Subjects	195	61	2.5
21. Teaching of Vocational Subjects	18	5.6	19
22. Textbook Analysis	50	15.6	13

TABLE XII

Subject Matter Areas Considered Important in
the Selection of Public High School Principals

	The 320 Superin- tendents		Rank
	No.	%	
1. Construction and Use of Standardized Tests	196	61.3	1
2. Curriculum Construction	102	31.8	20
3. Diagnostic and Remedial Teaching	175	54.8	5.5
4. Educational Leadership	114	35.7	15
5. Psychology of Education	191	59.8	3
6. Guidance Techniques and Services	119	37.2	14
7. History of Education	105	32.9	17
8. Methods of Instruction	172	53.8	7
9. Public Relations	73	22.8	22
10. Personnel Management	101	34.7	16
11. Philosophy of Education	175	54.8	5.5
12. Research Techniques	162	50.6	11
13. Statistics	142	44.3	13
14. School Finance	169	52.8	8
15. Mental Hygiene of Adolescence	158	49.4	12
16. School Law	177	55.3	4
17. School Construction	105	32.8	18
18. School Plant Management	164	51.2	10
19. Supervision of Secondary Subjects	102	31.8	20
20. Supervision of Extra- Curricular Activities	104	32.5	19
21. Teaching of Vocational Subjects	166	51.9	9
22. Textbook Analysis	192	60	2

TABLE XIII

Subject Matter Areas Checked Uncertain in Regards to Their Importance in the Selection of Public High School Principals

	The 320 Superin- tendents		Rank
	No.	%	
1. Construction and Use of Standardized Tests	49	15.3	10
2. Curriculum Construction	5	1.6	20.5
3. Diagnostic and Remedial Teaching	61	19	9
4. Educational Leadership	3	.9	22
5. Psychology of Education	26	8.1	14
6. Guidance Techniques and Services	16	5	15
7. History of Education	146	45.6	1
8. Methods of Instruction	11	3.4	16
9. Public Relations	5	1.6	20.5
10. Personnel Management	10	3.1	17.5
11. Philosophy of Education	32	10	12
12. Research Techniques	95	29.7	4
13. Statistics	110	34.4	3
14. School Finance	72	22.5	7
15. Mental Hygiene of Adolescence	31	9.7	13
16. School Law	68	21.3	8
17. School Construction	135	42.2	2
18. School Plant Management	78	24.4	6
19. Supervision of Secondary Subjects	8	2.5	19
20. Supervision of Extra- Curricular Activities	10	3.1	17.5
21. Teaching of Vocational Subjects	88	27.5	5
22. Textbook Analysis	48	15	11

TABLE XIV

Subject Matter Areas Considered Unimportant in
the Selection of Public High School Principals

	The 320 Superin- tendents		Rank
	No.	%	
1. Construction and Use of Standardized Tests	16	5	9
2. Curriculum Construction	2	.6	15.5
3. Diagnostic and Remedial Teaching	12	3.7	11
4. Educational Leadership	2	.6	15.5
5. Psychology of Education	5	1.6	13.5
6. Guidance Techniques and Services	1	.3	18
7. History of Education	41	12.8	2
8. Methods of Instruction	1	.3	18
9. Public Relations	0	0	0
10. Personnel Management	0	0	0
11. Philosophy of Education	5	1.6	13.5
12. Research Techniques	23	7.2	7
13. Statistics	39	12.2	3
14. School Finance	29	9.1	5
15. Mental Hygiene of Adolescence	8	2.5	12
16. School Law	29	9.1	5
17. School Construction	51	15.9	1
18. School Plant Management	29	9.1	5
19. Supervision of Secondary Subjects	1	.3	18
20. Supervision of Extra- Curricular Activities	0	0	0
21. Teaching of Vocational Subjects	20	6.3	8
22. Textbook Analysis	15	4.7	10

TABLE XV

Subject Matter Areas Considered Very Unimportant
in the Selection of Public High School Principals

	The 320 Superin- tendents		Rank
	No.	%	
1. Construction and Use of Standardized Tests	3	.9	7.5
2. Curriculum Construction	2	.6	11.5
3. Diagnostic and Remedial Teaching	3	.9	7.5
4. Educational Leadership	0	0	0
5. Psychology of Education	2	.6	11.5
6. Guidance Techniques and Services	1	.3	15
7. History of Education	8	2.5	3
8. Methods of Instruction	0	0	0
9. Public Relations	2	.6	11.5
10. Personnel Management	1	.3	15
11. Philosophy of Education	3	.9	7.5
12. Research Techniques	3	.9	7.5
13. Statistics	6	1.9	5
14. School Finance	2	.6	11.5
15. Mental Hygiene of Adolescence	0	0	0
16. School Law	0	0	0
17. School Construction	9	2.8	2
18. School Plant Management	7	2.2	4
19. Supervision of Secondary Subjects	0	0	0
20. Supervision of Extra- Curricular Activities	0	0	0
21. Teaching of Vocational Subjects	11	3.5	1
22. Textbook Analysis	1	.3	15.

APPENDIX B

The letters and questionnaires used in this study are appended here. Also included are representative types of literature prepared for administrative candidates to better acquaint them with the community.

DEPARTMENT OF PUBLIC INSTRUCTION
Lee M. Thurston, Superintendent
LANSING 1, MICHIGAN

137

May 13, 1950

Dear Superintendent:

The enclosed questionnaires are an important part of a study which I believe will be of very great interest to superintendents, principals, members of boards of education, and likewise to our Department.

One questionnaire deals with the selection of a superintendent, so will you please give it to a board member to complete; the other deals with the selection of a high school principal to be completed by yourself.

The study is being made by Gerald Bosch, a graduate student at Michigan State College. The questionnaires have been approved by a committee consisting of: Dr. Cecil V. Millard, Head of the Division of Education, Michigan State College; Professors Clyde Campbell, Carl Gross and Albert J. Huggett, all of Michigan State College.

I sincerely hope that you will cooperate in supplying the information, which will be made available to us after the completion of the study.

Thanks for your cooperation.

Yours very truly,

C. L. Taylor
Deputy Superintendent

MICHIGAN STATE COLLEGE

East Lansing

188

May 13, 1950

My dear colleague:

This is a questionnaire that is being sent to board members and superintendents of schools in Michigan in order to determine some of the factors related to the employment of administrators. For the past four years professors of school administration have been studying rather diligently the problem of developing educational leaders. We feel that Mr. Gerald Bosch's study should throw some light on the problem of selection of education leaders in Michigan. If you can help him gather some material in this area, I am sure that he will be most grateful. I also feel that his study will be of great interest to our national association. It should make a definite contribution to findings in this area.

In my work with professors of school administration throughout the United States, it has been pleasing to note the great respect that is held for education in Michigan. Both Mr. Bosch and myself will appreciate your contribution.

Cordially yours,

Clyde M. Campbell
Director of Teacher Placement

CMC:cs

Dear School Board Member:

Many Board members feel that their most important job is the selection of the Superintendent of Schools. The Board, teachers and citizens of the community want a Superintendent who will provide the right kind of school and community leadership.

A study is being made by a former Michigan Public School Administrator in order to determine what the factors are, which you as a Board member feel are important in selecting the Superintendent. The attached questionnaire has been reviewed and approved by some of the members of the Michigan State College Faculty, Officers of the National School Board Association, Officers of the Michigan School Board Association, some of the members of the Michigan State Department of Public Instruction and a number of Michigan School Superintendents.

You, a Board member, are being asked to help in this study. Your reply, together with the replies of hundreds of other Board members, will be tabulated and the resulting valuable information on school board practice in Michigan will be made available to you.

You are being asked to give from ten to twenty minutes of your time to check (☒) the items in this questionnaire. You may check the items yourself or prefer to read the questions at your next Board meeting and check the answers agreed upon by the members then and there.

When you have finished, please return it in the self-addressed envelope. May I have your reply before June 30, 1950? Thanking you for your assistance and cooperation, I am

Sincerely yours,

Gerald Bosch

QUESTIONNAIRE ON SELECTING SUPERINTENDENTS

1. How many members do you have on your school board?
(check only one)

1-() three members

2-() five members

3-() seven members

4-() Other (specify)_____

2. How many times have you changed Superintendents in the last twenty years?_____

How many years has your present Superintendent been at your school as Superintendent?_____

3. Do the minutes of the Board show when an official vacancy exists in the Superintendency?

() Yes

() No

4. Sometimes school boards draw up a list of qualifications which they desire of the new Superintendent. Before seeking a new Superintendent, does your board draw up a list of such desired qualifications?

() Yes

() No

5. Who determines what qualifications are desired for the Superintendent's job? (check as many as apply)

1-() School Board only

2-() School Board and Community Groups

3-() School Board, Community Groups and Teachers

4-() School Board, Community Groups, Teachers and Pupils

5-() School Board and the retiring Superintendent

6-() The retiring Superintendent only

7-() Nobody

8-() Other (specify)_____

6. Some school board members believe that the Board should go out to interview candidates on the job rather than inviting a number of applicants to apply for the position. Do you agree with the idea that, "The job should seek the man; not the man the job?"

() Agree

() Disagree

7. What services or sources do you use to invite applicants for the Superintendency? (check as many as apply)

- 1-() College and University Placement Bureaus
 - 2-() College Education Departments
 - 3-() Commercial Placement agencies
 - 4-() The retiring Superintendent of Schools
 - 5-() The Superintendent of Schools of a neighboring town
 - 6-() Citizens of the community
 - 7-() Teachers
 - 8-() Principals
 - 9-() Radio and Press
 - 10-() County Superintendent of Schools
 - 11-() State Department of Public Instruction
 - 12-() Other (specify)_____
-
-

8. In general, how long is the first contract offered the new Superintendent?
(check only one)

- 1-() one year
 - 2-() two years
 - 3-() three years
 - 4-() four years
 - 5-() five years
 - 6-() Other (specify)_____
-
-

9. What do you consider to be a desirable age range for the new Superintendent?
(check only one)

- | | |
|-----------------------------|----------------------|
| 1-() 20 to 25 years | 5-() 40 to 45 years |
| 2-() 25 to 30 years | 6-() 45 to 50 years |
| 3-() 30 to 35 years | 7-() 50 to 55 years |
| 4-() 35 to 40 years | 8-() 55 to 60 years |
| 9-() Other (specify)_____ | |
-
-

10. Some states require a special certificate in Administration in addition to the Master's degree. In addition to qualifying for the Michigan Permanent Certificate, do you think the Superintendent should hold a special certificate in Administration?

- () Yes
- () No

11. What is the minimum degree which you require the Superintendent to have?
(check only one)

- 1-() The Bachelor's degree
- 2-() The Bachelor's degree and additional graduate work
- 3-() The Master's degree
- 4-() The Master's degree and additional graduate work
- 5-() The degree of Doctor of Philosophy or Doctor of Education
- 6-() Other (specify)_____

Why do you feel this way? _____

12. What is the minimum amount of classroom teaching experience required of the new Superintendent? (check only one)

- 1-() one year
- 2-() two years
- 3-() three years
- 4-() four years
- 5-() five years
- 6-() six years
- 7-() seven years
- 8-() eight years
- 9-() nine years
- 10-() ten years

11-() Other (specify)_____

13. Do you require the new Superintendent to have had previous experience as:

- | | | |
|---------------------------------|-------------|------------|
| 1. An Elementary Principal? | () Yes | () No |
| 2. A Junior High Principal? | () Yes | () No |
| 3. A High School Principal? | () Yes | () No |
| 4. An Assistant Superintendent? | () Yes | () No |
| 5. A Superintendent? | () Yes | () No |

14. Do you require that the person elected to the Superintendency be married?

- () Yes
- () No

15. If all other qualifications were equal, would you give preference to the candidate with a high, average or low scholastic record in college?
(check only one)

- 1-() prefer candidate with high scholastic record
- 2-() prefer candidate with average scholastic record
- 3-() prefer candidate with low scholastic record

Why do you feel this way about scholastic records?_____

16. Sometimes School Board Members draw up a list of desirable professional qualifications. They use these qualifications to evaluate the different candidates for the Superintendency. This page contains a number of such professional qualifications.

To the right of these qualifications is a five point scale. Abbreviations are used to save space. They represent points on the scale. Will you draw a circle around the point on the scale which best represents your thinking on each of these items?

	Considered <u>Very Important</u> in selecting Superintendents	Considered <u>Important</u> in selecting Superintendents	<u>Uncertain</u> as to importance in selecting Superintendents	Considered <u>Unimportant</u> in selecting Superintendents	Considered <u>Very</u> <u>Unimportant</u> in selecting Superintendents
	↓	↓	↓	↓	↓
	VImp	Imp	Unc	UNimp	VUNimp
1. ability to enlist cooperation of teachers	VImp	Imp	Unc	UNimp	VUNimp
2. ability to delegate authority	VImp	Imp	Unc	UNimp	VUNimp
3. ability to recruit and select teachers	VImp	Imp	Unc	UNimp	VUNimp
4. ability to handle budget	VImp	Imp	Unc	UNimp	VUNimp
5. ability to assign staff members well	VImp	Imp	Unc	UNimp	VUNimp
6. attitude on teachers' salaries	VImp	Imp	Unc	UNimp	VUNimp
7. efficiency - getting things done on time and well	VImp	Imp	Unc	UNimp	VUNimp
8. knowledge of curriculum - subjects taught	VImp	Imp	Unc	UNimp	VUNimp
9. knowledge of methods of instruction	VImp	Imp	Unc	UNimp	VUNimp
10. knowledge of school construction	VImp	Imp	Unc	UNimp	VUNimp
11. knowledge of school law	VImp	Imp	Unc	UNimp	VUNimp
12. knowledge of vocational education	VImp	Imp	Unc	UNimp	VUNimp
13. knowledge of supervision of secondary subjects	VImp	Imp	Unc	UNimp	VUNimp
14. loyalty to the Board	VImp	Imp	Unc	UNimp	VUNimp
15. membership in professional organizations	VImp	Imp	Unc	UNimp	VUNimp
16. observance of professional ethics	VImp	Imp	Unc	UNimp	VUNimp
17. use of democratic procedure - giving teachers and pupils an opportunity to express and carry out their ideas	VImp	Imp	Unc	UNimp	VUNimp
OTHER -					
18. _____	VImp	Imp	Unc	UNimp	VUNimp
19. _____	VImp	Imp	Unc	UNimp	VUNimp
20. _____	VImp	Imp	Unc	UNimp	VUNimp

17. Sometimes School Board Members feel that personal qualifications are the deciding factor in electing the new Superintendent of Schools. A number of such personal qualifications are listed on this page. Using the same scale as described on page 4, will you draw a circle around the point on the scale which best expresses your thinking on each of these qualifications?

1.	ability to work with others	VImp	Imp	Unc	UNimp	VUNimp
2.	ability to inspire faith in others	VImp	Imp	Unc	UNimp	VUNimp
3.	ability to make prompt, careful decisions	VImp	Imp	Unc	UNimp	VUNimp
4.	ability to handle controversial issues in the community	VImp	Imp	Unc	UNimp	VUNimp
5.	club membership and social contacts	VImp	Imp	Unc	UNimp	VUNimp
6.	good credit standing	VImp	Imp	Unc	UNimp	VUNimp
7.	neatness in dress	VImp	Imp	Unc	UNimp	VUNimp
8.	attitude on dancing	VImp	Imp	Unc	UNimp	VUNimp
9.	social drinking	VImp	Imp	Unc	UNimp	VUNimp
10.	even tempered disposition	VImp	Imp	Unc	UNimp	VUNimp
11.	extra-curricular activities in college such as football	VImp	Imp	Unc	UNimp	VUNimp
12.	freedom from hearing defects	VImp	Imp	Unc	UNimp	VUNimp
13.	freedom from speech defects	VImp	Imp	Unc	UNimp	VUNimp
14.	initiative	VImp	Imp	Unc	UNimp	VUNimp
15.	integrity	VImp	Imp	Unc	UNimp	VUNimp
16.	understanding of differences in religion and ability	VImp	Imp	Unc	UNimp	VUNimp
17.	leadership in educational matters	VImp	Imp	Unc	UNimp	VUNimp
18.	mastery of a foreign language	VImp	Imp	Unc	UNimp	VUNimp
19.	good personality	VImp	Imp	Unc	UNimp	VUNimp
20.	democratic philosophy of education	VImp	Imp	Unc	UNimp	VUNimp
21.	physical appearance	VImp	Imp	Unc	UNimp	VUNimp
22.	political affiliation	VImp	Imp	Unc	UNimp	VUNimp
23.	ability to speak in public	VImp	Imp	Unc	UNimp	VUNimp
24.	sense of humor	VImp	Imp	Unc	UNimp	VUNimp
25.	tactfulness	VImp	Imp	Unc	UNimp	VUNimp
26.	attitude on smoking	VImp	Imp	Unc	UNimp	VUNimp
27.	vision - ability to foresee needs of school and community	VImp	Imp	Unc	UNimp	VUNimp

OTHER

28.	_____	VImp	Imp	Unc	UNimp	VUNimp
29.	_____	VImp	Imp	Unc	UNimp	VUNimp
30.	_____	VImp	Imp	Unc	UNimp	VUNimp

18. If someone in your present school system possesses qualifications equal to those of other applicants, do you give preference to this person when selecting the new Superintendent?

- () Yes
() No

19. Is it a policy with your Board to set up a definite time limit for receiving applications for the Superintendency?

- () Yes
() No

20. How are candidates eliminated by your Board? (check only one)

- 1-() examination of credentials only
- 2-() use of both interviews and credentials with all candidates
- 3-() interviews only
- 4-() examination of credentials until a minimum number of desired applicants remain and then use both interviews and credentials as the basis of elimination
- 5-() Other (specify) _____

21. Who carries on the preliminary steps in the investigation of prospective candidates? (check only one)

- 1-() The entire Board
- 2-() A special committee on selection appointed by the board
- 3-() Other (specify) _____

22. If your district uses the Special Committee, does the committee have authority to interview candidates?

- () Yes
- () No

23. a. Is the correspondence of the Special Committee filed with and retained by the Secretary of the Board?

- () Yes
- () No

b. Is the correspondence of the special committee definitely limited to correspondence on the selection of the new Superintendent?

- () Yes
- () No

c. Does the special committee report to the entire board as a committee of the whole before taking action?

- () Yes
- () No

d. Does the entire Board review the files of the special committee?

- () Yes
- () No

e. How many candidates do you find it desirable for the special committee to recommend to the Board for its consideration? (check only one)

- | | |
|------------------------------|-------------|
| 1-() one | 6-() six |
| 2-() two | 7-() seven |
| 3-() three | 8-() eight |
| 4-() four | 9-() nine |
| 5-() five | 10-() ten |
| 11-() Other (specify) _____ | |
-
- _____

24. Do you permit candidates to make appointments for personal interviews with individual members of the Board of Education?
- () Yes
() No
25. Is it a practice in your system to conduct the final interviews informally or are questions prepared beforehand? (check only one)
- 1-() Final interviews are informal
2-() Questions are prepared beforehand
26. Is the progress of the Board in the selection of the Superintendent kept confidential or is the public kept informed of the various stages in the selection of candidates? (check only one)
- 1-() The progress of the Board is kept confidential
2-() The public is kept informed
- Why has your board adopted the policy you checked? _____

27. Does the final responsibility for electing the new Superintendent reside in the full Board alone?
- () Yes
() No
28. Does the Board pay expenses of candidates who are invited for interviews?
- () Yes
() No
29. Is it a policy of the Board to elect the new Superintendent with a unanimous vote?
- () Yes
() No
30. Some Board members believe that colleges ought to develop training programs for prospective school Superintendents. This would allow them to serve an internship just as medical interns do. Do you think internship training programs should be developed for prospective school Superintendents?
- () Yes
() No
31. Do you have a set formula which you use to determine the salary of the new Superintendent?
- () Yes
() No

MICHIGAN STATE COLLEGE
East Lansing

193

May 13, 1950

My dear colleague:

This is a questionnaire that is being sent to board members and superintendents of schools in Michigan in order to determine some of the factors related to the employment of administrators. For the past four years professors of school administration have been studying rather diligently the problem of developing educational leaders. We feel that Mr. Gerald Bosch's study should throw some light on the problem of selection of education leaders in Michigan. If you can help him gather some material in this area, I am sure that he will be most grateful. I also feel that his study will be of great interest to our national association. It should make a definite contribution to findings in this area.

In my work with professors of school administration throughout the United States, it has been pleasing to note the great respect that is held for education in Michigan. Both Mr. Bosch and myself will appreciate your contribution.

Cordially yours,

Clyde M. Campbell
Director of Teacher Placement

CLC:cs

Dear Superintendent:

Many Superintendents feel that one of their most important jobs is the selection of the High School Principal. The school board, teachers, students and citizens of the community want a Principal who will provide the right kind of school and community leadership.

A study is being made by a former Michigan Public School Administrator in order to determine what Superintendents find are the most important factors in selecting the Principal. The attached questionnaire has been reviewed and approved by some of the faculty of Michigan State College, members of the Michigan State Department of Public Instruction and a number of Michigan Superintendents of Schools. Your responses, together with the responses of hundreds of other Superintendents, will be tabulated and the resulting valuable information on the practices of selecting High School Principals in Michigan will be made available to you.

You are being asked to give from ten to twenty minutes of your time to check (☒) the items on this questionnaire. When you have finished, please return it in the self-addressed envelope. May I have your response before June 30, 1950? Thanking you for your assistance and cooperation, I am,

Sincerely yours,

Gerald Bosch

QUESTIONNAIRE ON SELECTING HIGH SCHOOL PRINCIPALS

1. Under what type of school district are you organized?
(check only one)
 - 1-() Primary type of school district
 - 2-() Graded type of school district
 - 3-() Rural Agricultural type of school district
 - 4-() Township type of school district
 - 5-() School district of the third class
 - 6-() School district of the second class
 - 7-() School district of the first class
 - 8-() Special type of school district.

2. How many High School Principals do you employ in your school system?
 _____ Number of High School Principals

3. Do the minutes of the School Board show when an official vacancy exists in the Principal's office?
 () Yes
 () No

4. Sometimes a list of qualifications which are desired of the new Principal are drawn up. Before seeking a Principal, does your school system draw up such a list of desired qualifications?
 () Yes
 () No

5. Who determines what qualifications are desired of the new Principal?
 (check as many as apply)
 - 1-() Superintendent
 - 2-() Superintendent and retiring Principal
 - 3-() Superintendent and School Board
 - 4-() Teachers
 - 5-() Superintendent, School Board and Teachers
 - 6-() Community Groups
 - 7-() Students
 - 8-() Nobody
 - 9-() Other _____

6. Is a statement of information concerning the schools and community prepared for prospective candidates?
 () Yes If YES, will you please enclose a copy with this
 () No questionnaire?

7. What services or sources do you use to invite applicants for the Principal's position? (check as many as apply)

1-() College and University Placement Bureaus
 2-() College Education Departments
 3-() Commercial Placement agencies
 4-() The Retiring Principal
 5-() Teachers
 6-() Citizens of the community
 7-() County Superintendent of Schools
 8-() Radio and Press
 9-() State Departments of Public Instruction
 10-() Students
 11-() Other (specify)_____

8. In general, how long is the first contract offered the new Principal?
 (check only one)

1-() One year	6-() six years
2-() two years	7-() seven years
3-() three years	8-() eight years
4-() four years	9-() nine years
5-() five years	10-() ten years

11-() Other (specify)_____

9. What do you consider to be a desirable age range for the new Principal?
 (check only one)

1-() 20 to 25 years	6-() 45 to 50 years
2-() 25 to 30 years	7-() 50 to 55 years
3-() 30 to 35 years	8-() 55 to 60 years
4-() 35 to 40 years	9-() 60 to 65 years
5-() 40 to 45 years	

Why do you feel this way about the Principal's age range?_____

10. In addition to qualifying for the Michigan Permanent Secondary Certificate, do you think Principals ought to have a Special Certificate in Administration?

() Yes
 () No

If you have checked YES, why do you think the Principal should have such a certificate?_____

11. What degree do you require that the Principal have?
(check only one)

- 1-() The Bachelor's degree
- 2-() The Bachelor's degree and additional graduate work
- 3-() The Master's degree
- 4-() The Master's degree and additional graduate work
- 5-() The degree of Doctor of Philosophy or Doctor of Education
- 6-() Other (specify) _____

Why do you feel this way? _____

12. Are your Principals elected on the basis of competitive examinations?

- () Yes
- () No

13. How many years of classroom teaching experience do you require the Principal to have? (check only one)

- 1-() one year
- 2-() two years
- 3-() three years
- 4-() four years
- 5-() five years
- 6-() six years
- 7-() seven years
- 8-() eight years
- 9-() nine years
- 10-() ten years

11-() Other _____

Why do you feel this way about classroom experience? _____

14. Do you require that the person selected for the Principalship be married?

- () Yes
- () No

15. Do you require the High School Principal to have experience as:

- a. An Elementary Principal () Yes () No
- b. A Junior High Principal () Yes () No
- c. An Assistant High School () Yes () No
Principal
- d. A High School Principal () Yes () No
in another system

16. If you require the new Principal to have had previous experience as a Principal, where do you prefer he had this experience?
(check only one)

- 1-() In a smaller system
- 2-() In a larger school system
- 3-() In a system of comparable size

17. If someone in your present school system possesses qualifications equal to those of other applicants, do you give preference to this person when selecting the new Principal?

() Yes
() No

18. If all other qualifications are equal, do you give preference to the candidate with a high, average or low scholastic record in college?
(check only one)

1-() Prefer candidate with high scholastic record
2-() Prefer candidate with average scholastic record
3-() Prefer candidate with low scholastic record

Why do you feel this way about scholastic records?_____

19. Do you have a set formula which is used to determine the salary of the new Principal?

() Yes
() No

20. Is it a policy in your school system to set a definite time schedule during which applications for the Principalship will be received?

() Yes
() No

21. Does the School Board pay expenses of candidates who are invited for interviews?

() Yes
() No

22. How is the final selection of the new Principal made?
(check only one)

1-() Recommended by the Superintendent and approved by the Board
2-() Recommended by committee of teachers and approved by the Superintendent
3-() Recommended by a committee of teachers and approved by both the Superintendent and Board of Education
4-() Automatic promotion from job as Assistant Principal
5-() Other (specify)_____

23. Is there a line of advancement in your school system from Elementary, to the Junior High, to the High School Principalship?

() Yes
() No

24. There is much discussion as to subjects which Principals ought to study in college or graduate school. This page contains a number of such subjects. To the right of these subjects is a five point scale. Abbreviations are used to save space. They represent points on the scale. Will you draw a circle around the point on the scale which best expresses your thinking on each of these subjects in regards to the selection of the Principal in your school?

Considered <u>Very Important</u> in selecting Principal	Considered <u>Important</u> in selecting Principal	<u>Uncertain</u> as to importance in selecting Principal	Considered <u>Unimportant</u> in selecting Principal	Considered <u>Very Unimportant</u> in selecting Principal
VImp	Imp	Unc	UNimp	VUNimp
1. Construction and Use of Standardized Tests	VImp	Imp	Unc	UNimp VUNimp
2. Curriculum construction	VImp	Imp	Unc	UNimp VUNimp
3. Diagnostic and Remedial teaching	VImp	Imp	Unc	UNimp VUNimp
4. Educational Leadership	VImp	Imp	Unc	UNimp VUNimp
5. Psychology of Education	VImp	Imp	Unc	UNimp VUNimp
6. Guidance Techniques and Services	VImp	Imp	Unc	UNimp VUNimp
7. History of Education	VImp	Imp	Unc	UNimp VUNimp
8. Methods of Instruction	VImp	Imp	Unc	UNimp VUNimp
9. Public Relations	VImp	Imp	Unc	UNimp VUNimp
10. Personnel Management	VImp	Imp	Unc	UNimp VUNimp
11. Philosophy of Education	VImp	Imp	Unc	UNimp VUNimp
12. Research Techniques	VImp	Imp	Unc	UNimp VUNimp
13. Statistics	VImp	Imp	Unc	UNimp VUNimp
14. School Finance	VImp	Imp	Unc	UNimp VUNimp
15. Mental Hygiene of Adolescence	VImp	Imp	Unc	UNimp VUNimp
16. School Law	VImp	Imp	Unc	UNimp VUNimp
17. School Construction	VImp	Imp	Unc	UNimp VUNimp
18. School Plant Management	VImp	Imp	Unc	UNimp VUNimp
19. Supervision of Secondary Subjects	VImp	Imp	Unc	UNimp VUNimp
20. Supervision of Extra Curricular activities	VImp	Imp	Unc	UNimp VUNimp
21. Teaching of Vocational Subjects	VImp	Imp	Unc	UNimp VUNimp
22. Textbook Analysis	VImp	Imp	Unc	UNimp VUNimp

OTHER

23. _____	VImp	Imp	Unc	UNimp VUNimp
24. _____	VImp	Imp	Unc	UNimp VUNimp
25. _____	VImp	Imp	Unc	UNimp VUNimp

25. Personal qualifications may sometimes be the deciding factor in selecting the new Principal. A number of personal qualifications are listed on this page. Using the same scale as identified above, will you draw a circle around the point on the scale which best expresses your thinking on each of these qualifications?

1. ability to work with people from all walks of life	VImp	Imp	Unc	UNimp VUNimp
2. ability to inspire faith in others	VImp	Imp	Unc	UNimp VUNimp
3. ability to make prompt, careful decisions	VImp	Imp	Unc	UNimp VUNimp

4.	ability to handle controversial issues in the community	VImp	Imp	Unc	UNimp	VUNimp
5.	club membership and social contacts	VImp	Imp	Unc	UNimp	VUNimp
6.	good credit standing	VImp	Imp	Unc	UNimp	VUNimp
7.	neatness in dress	VImp	Imp	Unc	UNimp	VUNimp
8.	attitude on dancing	VImp	Imp	Unc	UNimp	VUNimp
9.	attitude on social drinking	VImp	Imp	Unc	UNimp	VUNimp
10.	even tempered disposition	VImp	Imp	Unc	UNimp	VUNimp
11.	extra curricular activities in college	VImp	Imp	Unc	UNimp	VUNimp
12.	freedom from hearing defects	VImp	Imp	Unc	UNimp	VUNimp
13.	freedom from speech defects	VImp	Imp	Unc	UNimp	VUNimp
14.	initiative	VImp	Imp	Unc	UNimp	VUNimp
15.	integrity	VImp	Imp	Unc	UNimp	VUNimp
16.	understanding of differences in religion and ability	VImp	Imp	Unc	UNimp	VUNimp
17.	leadership in educational matters	VImp	Imp	Unc	UNimp	VUNimp
18.	mastery of a foreign language	VImp	Imp	Unc	UNimp	VUNimp
19.	good personality	VImp	Imp	Unc	UNimp	VUNimp
20.	democratic philosophy of education	VImp	Imp	Unc	UNimp	VUNimp
21.	physical appearance	VImp	Imp	Unc	UNimp	VUNimp
22.	political affiliation	VImp	Imp	Unc	UNimp	VUNimp
23.	ability to speak in public	VImp	Imp	Unc	UNimp	VUNimp
24.	sense of humor	VImp	Imp	Unc	UNimp	VUNimp
25.	tactfulness	VImp	Imp	Unc	UNimp	VUNimp
26.	attitude on smoking	VImp	Imp	Unc	UNimp	VUNimp
27.	vision — ability to foresee needs of school and community	VImp	Imp	Unc	UNimp	VUNimp

OTHER

28.	_____	VImp	Imp	Unc	UNimp	VUNimp
29.	_____	VImp	Imp	Unc	UNimp	VUNimp
30.	_____	VImp	Imp	Unc	UNimp	VUNimp

26. Is the progress made in the selection of Principals kept confidential or is the Public kept informed of the various stages in the selection of the Principal?

- 1-() Progress is kept confidential
 2-() Public is kept informed of all stages in the selection of
 the Principal

27. Many people believe that it would be desirable to develop training programs for prospective Michigan Principals. Such programs would enable them to learn the nature of the duties and responsibilities of the Principalship under the guidance of a competent Administrator. Do you think our Michigan colleges should develop Internship training programs for prospective Principals?

- () Yes
 () No

BOARD OF EDUCATION

DOUGLAS WELCH, President
J. CLYDE SPENCER, Secretary
JAMES HILTON, Treasurer
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CHANDLER HAIGHT, JR., Trustee
NELS STRAND, Trustee

SCHOOL DISTRICT

— OF THE —

City of Ionia, Michigan
Ionia, Michigan

ADMINISTRATIVE STAFF 197

A. A. RATHER, Superintendent
L. T. SMITH, Principal Senior H. S.
VERNE A. PRENTICE, Principal Jefferson
WILHELMINA HODGKINS, Principal Emerson

May 23, 1950

Mr. Gerald Bosch
Box 548
East Lansing, Michigan

Dear Mr. Bosch:

I have just reviewed your questionnaire relative to the employment of a principal and superintendent. Since this community has not selected either in a period of thirty years we have not had to do what the questionnaire implies. For the reason given we suggest that we not turn in a reply. We hope this meets with your approval.

Very sincerely,



AAR:N

ADMINISTRATIVE DIVISION
U. S. DEPARTMENT OF JUSTICE
WASHINGTON, D. C. 20535

SCHOOL DISTRICT
City of Detroit, Michigan
Detroit, Michigan

DEPARTMENT OF EDUCATION
U. S. DEPARTMENT OF JUSTICE
WASHINGTON, D. C. 20535

May 22, 1950

Mr. Gerald Bosch
Box 548
East Lansing, Michigan

Dear Mr. Bosch:

I have just reviewed the information relative to the situation of a technical and engineering school which is being established in a series of buildings in a new area of the city of Detroit. The school is being established in a new area of the city of Detroit. The school is being established in a new area of the city of Detroit.

Sincerely,


ROCHESTER

MICHIGAN

IN THE HEART OF THE HILLS

11. 11. 11

11. 11. 11

11. 11. 11

This portfolio of information about Rochester, Michigan, its schools and its community resources, has been prepared in the hope that teachers considering a position in the community might find answers to their questions, easily, concisely, and completely.

1. The first step is to identify the problem or question that needs to be addressed. This involves understanding the context and the specific requirements of the task.

2. Next, it is important to gather relevant information and resources. This may include researching existing solutions, consulting with experts, or collecting data.

3. Once the information is gathered, the next step is to analyze it and develop a plan. This involves breaking down the problem into smaller, manageable parts and determining the best approach to solve each part.

4. After the plan is developed, the next step is to implement it. This involves putting the plan into action and monitoring the progress.

5. Finally, it is important to evaluate the results and make adjustments as needed. This involves comparing the actual results with the expected outcomes and identifying any areas for improvement.

LOCATION

In the lower Penninsula of Michigan, in Oakland County, Avon Township. In what is called the Metropolitan Area of Michigan.

Rochester is 28 miles north of the City Hall in Detroit; 10 miles east of Pontiac; 90 miles southeast of Lansing; Flint is 40 miles north-west; Ann Arbor is 55 miles southwest. The Army Air Field, Selfridge Field, is 20 miles east, Battle Creek, Fort Custer, 150 miles west. The famous Cranbrook schools lie 12 miles southwest.

SIZE

The 1940 census gives the population for Rochester as 3,753. A steady growth has been shown in each census; 3,554 in 1930, and 2,549 in 1920.

Since 1940, it is estimated that the population has grown to 4,000 at least.

TRANSPORTATION

Two railroads; New York Central; Grand Trunk; Two bus lines; Martin Lines; Mt. Clemens Line.

N.Y.C.: South; Leave Rochester; 5:57 a.m. daily
3:34 p.m. daily

North; Leave Rochester; 9:32 a.m. daily

Martin Lines: To Detroit; Leave Rochester at quarter after the hour. Connects with Greyhound Lines at Royal Oak and Detroit.

Mt. Clemens Line: To Pontiac and Mt. Clemens; three buses each way each day.

Highways: Located on M 150 from Royal Oak, north. Also, connects with US 10 and M 59 by Pontiac Road and Walton Boulevard. All paved Highways.

LOCAL UTILITIES, BUSINESS, AND CULTURAL SERVICES

Electric power and light by Detroit Edison Co.
Artificial and Natural Gas, by Consumer's Power Co.
Flowing well water supply by gravity from municipal wells three miles west of town.
Modern Sewage Disposal plant; municipal cleaning of streets and garbage collection.

Rochester National Bank with assets of \$3,000,000.00

Usual stores, shops, modern postoffice, library.

LOCAL UTILITIES, BUSINESS, AND CULTURAL SERVICES Cont'd.

Congregational, Methodist, Roman Catholic, Baptist
Narasane, Lutheran, Christian Science churches.

Active Kiwanis and Lions Clubs, American Legion,
Veterans of Foreign Wars, Blue Star Mothers, Tuesday
Morning Woman's Club, Masonic and Odd Fellow lodges,
Boy Scouts, Girl Scouts, Cub Scouts, Brownies, as
well as many other social and civic clubs.

INDUSTRY

National Twist Drill and Tool Company. Employs
about 1,500. World's largest manufacturer of high
speed twist drills. Beautiful new office and modern
plants in carefully developed grounds.

Nation Manufacturing Company. Employs about 500.
Manufacturer of pyrotechnics for armed services, air-
craft, powdered metal products, and automobile polished,
waxes, and industrial grinding compounds.

Smaller plants; Rochester Machine Specialties, Yates
Machine Works, Rochester Gear Works, Oakland Foundry,
Production Planning Corporation, Rochester Tool and
Machine Shop.

Parke-Davis farm where all biologicals of this long
established company are located. All vaccines, serums
and other products are produced here.

Ferry-Morse Plant Breeding Station. The scientific
breeding and development of new and improved varieties
of seeds represents their activity.

RECREATION

A modern movie house showing late pictures and a
smaller house operating week-ends; The Hills and
The Avon.

A beautiful park on Paint Creek with natural swim-
ming pool, rustic pavilion where many events are
scheduled, picnic tables, shuffleboard and other
recreational facilities.

Bloomer State Park, one mile east of town on junction
of Paint Creek and the Clinton River. A beautiful
park on a high bluff and improved picnic areas beside
the streams. Toboggan slide and small ski jump in the
park.

A modern bowling alley where several faculty and other
teams find hours of pleasure.

RECREATION Cont'd.

A natural salt water pool for swimming just south of town.

The Detroit Zoological Gardens are 15 miles south of the City of Royal Oak. Compares very favorably with Brookfield, Chicago, and other similar zoos.

EDUCATION

A school affiliated with the North Central Association of Secondary Schools and Colleges as well as with the University of Michigan.

An enrollment of 1,250 pupils and a staff of 51 teachers.

A group of four buildings on a central campus set in a beautifully terraced and shaded spot, comprise the Central-Harrison-High Schools, enrolling 1,150 from Kindergarten through the twelfth grade. A fine school building in the north part of the village with grades Kindergarten through grade three; the Woodward School.

A progressive philosophy underlies the work of the staff and student body. Innovations and improvements are constantly being experimented with and encouraged.

The student body is made up of children from the village itself and from the surrounding rural areas. Thirty rural school districts contribute students to the high school, while two schools are closed and send all of their pupils to Rochester.

Private concerns operate school buses within the greater school community area. The school district does not own or operate any buses.

The staff has an average age of about 30 with the tenure ranging from one to 25 years. All have bachelor degrees, several have master's degrees, and some have work beyond that. Opportunities for advanced study are presented in Detroit at Wayne University and the University of Detroit. Extension classes are conducted by the University of Michigan in the beautiful Horace Rackham Building in Detroit. Frequent extension classes are held in Pontiac, also.

A hardware dealer, a grocer, an accountant, a civil engineer, and a factory owner make up the board of education. They are an alert and intelligent group of men giving great support to an improved school and educational program.

1. The first part of the document is a summary of the situation in the country.

2. The second part of the document is a detailed report on the activities of the various groups and organizations in the country.

3. The third part of the document is a list of the names of the various groups and organizations mentioned in the report.

4. The fourth part of the document is a list of the names of the various individuals mentioned in the report.

5. The fifth part of the document is a list of the names of the various locations mentioned in the report.

6. The sixth part of the document is a list of the names of the various events mentioned in the report.

7. The seventh part of the document is a list of the names of the various documents mentioned in the report.

8. The eighth part of the document is a list of the names of the various sources mentioned in the report.

9. The ninth part of the document is a list of the names of the various organizations mentioned in the report.

10. The tenth part of the document is a list of the names of the various individuals mentioned in the report.

GENERAL ITEMS

The community is organized as a village.

In the surrounding area are located some of the fine estates of wealthy families. Among these are the VanHoosen Farms, Meadowbrook Farm, and Great Oak Farm. Many other fine homes of this type are to be found within the natural community area.

LIVING CONDITIONS FOR TEACHERS

The rapid expansion of industry within the community has produced a serious shortage of desirable housing facilities. However, rooms and apartments are usually available at quite reasonable prices.

Rooms rent from \$4.00 to \$6.00 a week, with breakfast, usually.

Apartments are sometimes located from \$30.-\$40. per month.

Restaurant facilities are below average at the present time. One fair restaurant provides a place for some teachers. Others find their meals where they live, some cook for themselves in apartments. A group of perhaps a dozen have cooked their meals in the foods room at school where the board of education installed a special refrigerator for their use. The school cafeteria provide meals for all who wish to eat there, during the entire school year, at noon.

SALARIES

Rochester Public Schools (official name is Avon Township, District No.5, Oakland County, Michigan) operate under a unique and modern single salary schedule. A copy is attached for your inspection.

Teachers are paid each two weeks during the school year or every two weeks for the entire which ever they choose.

Information About the Community

Bloomfield Hills is a city of 2000 population 20 miles north of Detroit. The school system consists of a high school and three elementary schools. Enrollment in the high school is about 150. Elementary enrollment, about 200.

The salary guide here is based both upon training and experience. The present range is from \$2800 to \$4500. Living in private homes costs about \$20.00 a week for board and room. Most teachers live in Pontiac or Birmingham. Some have homes in Detroit and elsewhere within reasonable driving distance of Bloomfield Hills. Teachers are not required to live in the community. The school office will be glad to help teachers in their efforts to find suitable living quarters.

Person to contact _____

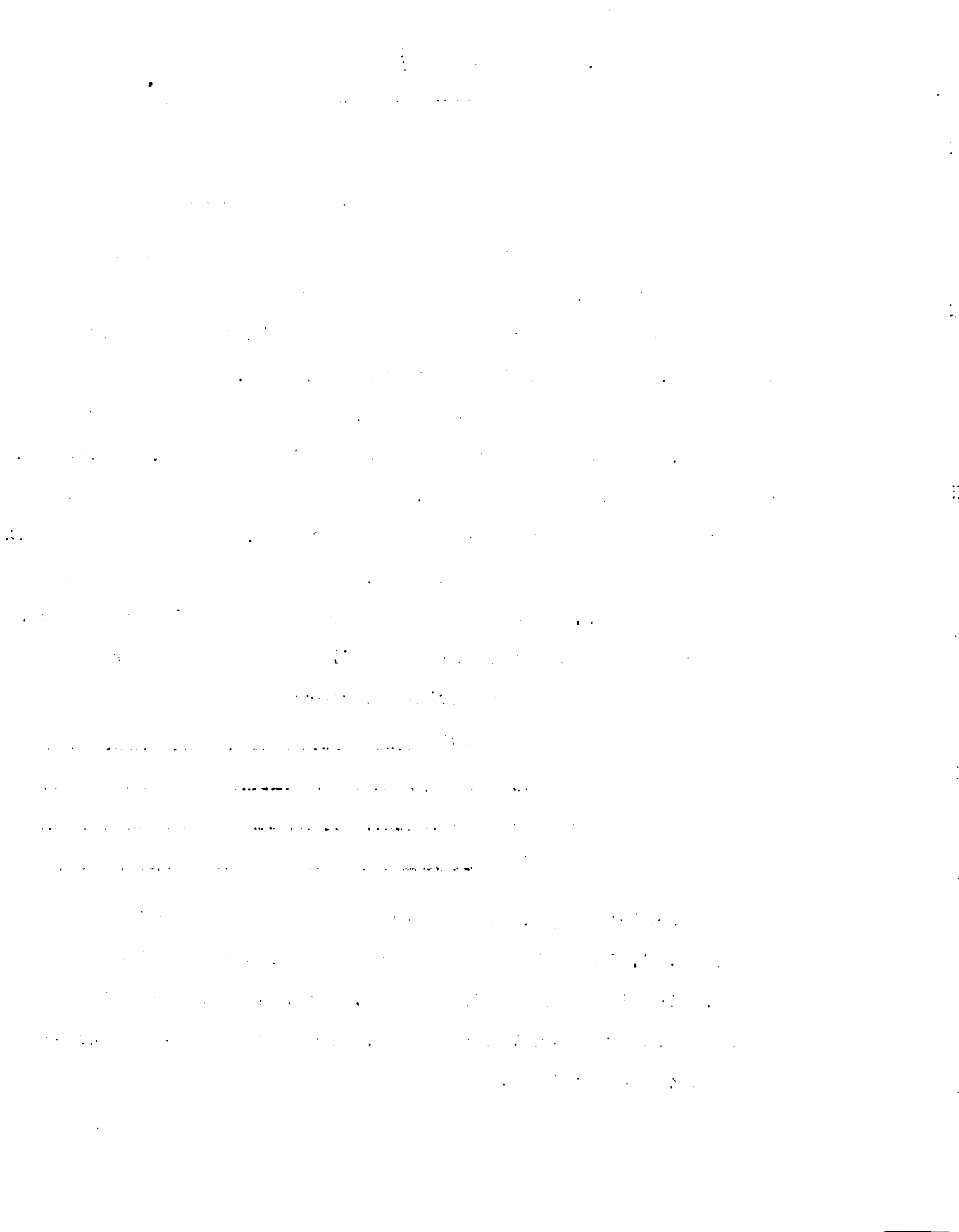
Address _____

Telephone Number _____

Office Hours _____

Easiest way to reach this address from Detroit:

Follow U. S. 10, which is Woodward Avenue, North to Long Lake Road (which is about 19 Mile Road). Turn left at Long Lake Road. Left again on Vaughan Road. The school is about one-half mile down Vaughan Road.



WEXFORD COUNTY
ABOUT
MESICK CONSOLIDATED SCHOOL

LOCATION:

The school is located in the village of Mesick, in Wexford County, midway between Cadillac and Traversa City and 16 miles West of Manton. Highways M-42, M-37 and M-113 as well as the Ann Arbor Railroad and two bus lines provide transportation facilities for the community.

ORGANIZATION:

The school district is a bi-township unit, however, the consolidation covers districts in seven townships. The original consolidation and organization took place in 1921. Many districts have been added in recent years. An area of about 270 sq. miles included in the district and a total area of approx. 500 sq. miles is served by the school.

SIZE

The enrollment during the past few years has been about 500 pupils. Our peak was 590 last year. We will continue at that level. The enrollment is about equally divided between grades and high school.

STAFF:

a staff of 22 teachers handle the teaching load. Several on the staff are local married teachers who have made their homes in the community for a period of years. In normal times an equal balance between men and women teacher is maintained.

TECHNICAL:

Teachers have had rather long periods of tenure in our system. This applies to outside teachers as well as local.

SALARY:

Our salary schedule is relatively high when compared to many schools of equal size. We try to maintain a single salary standard for equal work, training and responsibility. Our range is from \$2,400.00 to \$3,000.00 for non voc. teachers.

TRANSPORTATION:

Our children are transported by 11 school buses. (about 90% being transported from the 12 townships served.)

LIVING COSTS:

Living costs are normal. Rent , \$15.00 to \$30.00 per month. Board and room reasonable.

APPENDIX C

Selected paragraphs on the legal aspects and responsibilities of school administrators are appended. Also presented are a copy of the North Central Association Bulletin on "Policies, Regulations, and Criteria for the Approval of Secondary Schools," and a copy of the salary scale proposed by the Michigan Association of School Administrators.

First Class School Districts

"The superintendent of schools is appointed by the board for a three year term, his qualifications, duties and compensation being determined by the board."¹

Second Class School Districts

"The superintendent of schools who is responsible for the executive management and control of the educational department of the school system is appointed by the board for a term not exceeding three years, his qualifications being determined by the board. The board may appoint a business manager for a term not exceeding three years and delegate to him the management and control of purchases, contracts, and other business matters to such an extent as the board may determine. Both the superintendent of schools and the business manager may be removed from office before the expiration of their contracts by a 2/3 vote of the board of education."²

Third Class School Districts

"The superintendent, appointed for a term not to exceed five years, is responsible for putting into practice the educational policies of the state and of the board of education, and assisting the board in all matters pertaining to the general welfare of the school in accordance with the board direction. The superintendent must be a college graduate or have equivalent educational qualifications."³

Rural Agricultural School

"The superintendent, appointed by the board, has the responsibility of putting into practice the general educational policies of the state and of the board in accordance with board directions. He must hold at least a state life certificate or state normal diploma, or possess equivalent educational qualifications."⁴

¹Eugene B. Elliott, "Michigan's System of Public Instruction," Bulletin No. 407, Office of the Superintendent of Public Instruction, Lansing, Michigan, 1944, p. 17.

²Ibid, p. 18

³Ibid, p. 19

⁴Ibid, p. 20

Township School District

"The board of education employs the superintendent of schools who is the holder of at least a state life certificate or normal school diploma, or has equivalent educational qualifications and is a graduate of a college or university of recognized standing. It is the duty of the superintendent to assist the board in all matters pertaining to the general welfare of the school and to perform such other duties as the board may direct."⁵

Graded School District

"If the board employs six or more teachers, it must employ a superintendent who is the holder of at least a state life certificate, a normal school diploma, or has equivalent educational qualifications."⁶

Primary School District

"The school board of the primary district has no authority to employ a superintendent."

"The Educational duties of a Graded School Superintendent are:

1. To recommend in writing all teachers necessary for the schools and to suspend any teachers for cause until the board of education may consider such suspension.
2. To classify and control the promotion of pupils.
3. To recommend to the board the best methods of arranging the course of study and the proper textbooks to be used.
4. To make reports in writing to the board of education and to the Superintendent of Public Instruction annually or oftener if required, in regard to all matters pertaining to the educational interests of the district.

⁵Ibid, p. 21.

⁶Ibid, p. 21.

⁷Ibid, p. 22.

5. To supervise and direct the work of the teachers and other employees of the board of education.
6. To assist the board in all matters pertaining to the general welfare of the school and to perform such other duties as the board may determine."⁸

Extra-Legal Requirements

"The administrative head of the schools is the chief executive officer of the board of education. Subject to the approval of the board of education, the administrative head is responsible for the selection and assignment of all school employees, the business management of the schools including school plant and equipment, the administration and supervision of the educational program, and the program of public relations. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school - the development of its pupils. Success should be measured in terms of results, not of machinery."⁹

"The administration of the school is such as to insure a well-organized and well-managed school, effectively and intelligently supervised, and meeting the needs and interests of the pupils and of the community. Effectiveness of organization, permanency of tenure of all staff members, as shown by the history of the school, and the attitude and support of the community are matters which will be taken into consideration in determining whether the school is eligible for accrediting.

"Interference with the administration of the high school by organized groups of teachers or pupils, by the board of education, or by organized groups outside the school, when such interference is likely to result in a lowering of the effectiveness of the educational program, will be considered sufficient grounds for an official visit and inquiry into the condition of the school."¹⁰

⁸Ibid, p. 38.

⁹Policies, Regulations, and Criteria for the Approval of Secondary Schools, The North Central Association of Colleges and Secondary Schools, Officers of the Commission on Secondary Schools, 1950-1951, pp. 17-18.

¹⁰Ibid, p. 19.

"The principal (or the administrative head of the secondary school) has had at least two years of teaching experience and possesses as a minimum a Master's degree from an institution of higher education qualified to offer graduate work. His preparation in school administration and supervision includes an appropriate distribution of graduate work covering those phases of the school administrator's work which are professional in character, such as secondary school administration, curriculum making, the supervision of instruction, methods of teaching, philosophy of education, history of education, pupil activities, guidance, health and safety, vocational education, personnel records and reports, and school finance. Anyone who holds the title of principal meets the foregoing requirements.

"The superintendent of the schools or the administrative head of the school system has the teaching experience and professional preparation described in Regulation 4A."¹¹

¹¹Ibid, p. 11.

**The North Central Association
of
Colleges and Secondary Schools**

Founded in 1895

*Policies, Regulations, and Criteria
for the Approval of
Secondary Schools*



**OFFICERS OF THE COMMISSION ON
SECONDARY SCHOOLS, 1950-1951**

Chairman—EARL R. SIFERT, Proviso Township High School,
Maywood, Illinois.

Secretary—EDGAR G. JOHNSTON, Wayne University, Detroit 1,
Michigan.



**OFFICERS OF THE ASSOCIATION
1950-1951**

President—MATT L. ELLIS, Hendrix College, Conway,
Arkansas

Secretary—G. W. ROSENLOF, University of Nebraska,
Lincoln, Nebraska

Treasurer—WILLIAM E. McVEY, DePaul University,
Chicago, Illinois

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Tucson, Arizona

Arkansas—M. R. Owens, State Department of Education,
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Colorado—Stephen A. Romine, University of Colorado,
Boulder, Colorado

Illinois—L. B. Fisher, University of Illinois,
Urbana, Illinois

Indiana—C. G. F. Franzen, Indiana University,
Bloomington, Indiana

Iowa—L. A. Van Dyke, State University of Iowa,
Iowa City, Iowa

Kansas—Ralph Stinson, State Department of Education,
Topeka, Kansas

Michigan—Lawrence E. Vredevoe, University of Michigan,
Ann Arbor, Michigan

Minnesota—E. M. Weltzin, State Department of Education,
St. Paul, Minnesota

Missouri—John Ruff, University of Missouri,
Columbia, Missouri

Montana—William King, State Department of Public
Instruction, Helena, Montana

Nebraska—Floyd A. Miller, State Department of Public
Instruction, Lincoln, Nebraska

New Mexico—E. H. Fixley, University of New Mexico,
Albuquerque, New Mexico

North Dakota—Richard K. Klein, State Department of
Public Instruction, Bismarck, North Dakota

Ohio—R. M. Garrison, State Department of Education,
Columbus, Ohio

Oklahoma—J. Standifer Keas, State Department of Education,
Oklahoma City, Oklahoma

South Dakota—W. Marvin Kemp, State Department of Public
Instruction, Pierre, South Dakota

West Virginia—A. J. Gibson, State Department of
Education, Charleston, West Virginia

Wisconsin—R. F. Lewis, State Department of Public Instruction,
Madison, Wisconsin

Wyoming—L. R. Kilzer, University of Wyoming,
Laramie, Wyoming

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Aims of the Association

"The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies."

GUIDING PRINCIPLES

1. An institution should be judged upon the total pattern it presents as an institution. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the success achieved.
2. It should be accepted as a principle of compensation that a deficiency in one field may be compensated by strength in other fields—no school should be denied accreditation because it fails to meet a standard, if its total pattern of achievement is satisfactory.
3. A school should be judged, in so far as it is possible, in terms of its own philosophy and the purposes it serves in its own community. The fact that individual differences exist among schools and among communities should be recognized.
4. Criteria should be flexible, and of a type that readily adjust themselves to changing conditions.
5. Objective criteria should be based upon the amount of research and experimentation that can be given their validity as measuring instruments.
6. While it seems desirable that criteria recognize certain characteristics, such as faculty, the intellectual and moral tone of a school, the school plant, the adequacy of equipment, supplies, the quality of the school library, the service, the condition of the records, the board of education, the financial status, the load, and the educational program, it should be recognized that considerable divergence from these standards may occur in one of these characteristics without greatly detracting from the educational institution. Uniformity in every detail of educational experimentation and is not only not desirable but undesirable.
7. Criteria, to be of maximum value, should be designed to be inspiring and conducive to educational growth. They should be instruments for continuous self-evaluation and should provide the incentive to strive for higher goals of achievement.

POLICIES OF THE COMMISSION ON SECONDARY SCHOOLS

POLICY 1.

A school which has submitted its annual report to the State Committee, which is in the highest class of schools as officially listed by the properly constituted educational authorities of the state and which has been approved continuously for five years shall not be dropped without a year's warning except by a three-fourths vote of the members of the Commission present. A school which has not been approved continuously for five years may be dropped without warning.

POLICY 2.

It is the policy of the Commission to recommend the removal from the approved list of the Association of any school which, after a year's warning, continues to violate the same Regulation or Criterion which was violated the previous year. Upon the recommendation of the State Committee, however, this policy may be waived by a three-fourths vote of the Commission members present.

State Committees are encouraged to advise a school which has been warned for violation of a Regulation or a Criterion to submit to an evaluation, using the *Evaluative Criteria*. This evaluation is to be carried out when, in the opinion of the State Committee, it will assist in improving the condition for which the school was warned, or in explaining the extenuating circumstances which may justify a second warning, or even the discontinuance of the warning.

POLICY 3.

Secondary schools are approved for an indefinite period. All schools on the approved list, however, shall submit such reports as the Commission may require. The certificate showing that a school is approved by the Association is valid as long as the school meets the conditions for approval as defined by the Commission on Secondary Schools and approved by the Association.

POLICY 4.

Credits acquired through summer session work, extension courses, correspondence courses, or state examinations will be accepted by the Association as counting toward the preparation of the teacher, if such credits are accepted by an approved institution of higher education.

The Association recognizes that credit established in accordance with the recommendations in *A Guide to the Evaluation of Educational Experiences in the Armed Services* is sound. Such credit may be counted as a part of the preparation of the teacher, when accepted by an approved institution of higher education.

POLICY 5.

The Chairman of the State Committee agent of communication between the schools of the state and the Secretary mission on Secondary Schools. He is to the Commission for the distribution and filing of all reports, and for such as the Association may direct.

The Chairman of the State Committee either the Committee representative University or of the State Department and shall be selected by majority vote Committee, subject to the approval of Committee. He shall be elected for a years, and shall be eligible to succeed may continue in office only so long as ber of the State Committee.

In the event of a vacancy in the chairmanship, the term of office of an incumbent, the committee shall elect a chairman to complete the term. The meeting for this purpose shall be called by the second vice chairman.

POLICY 6.

The interim authority for interpreting Regulations, and Criteria for the Appraisal of Secondary Schools is the Secretary of the Department on Secondary Schools.

POLICY 7.

It is the policy of the Association schools for violation of the condition to the approved list of the Association from this list any high school who same Regulation or Criterion during years. High schools may also be waived whenever it becomes evident that violate conditions for eligibility to list. In the case of a minor violation may instruct the State Committee school concerned. It is the policy not to take an action which is that recommended by the State Committee first notifying the committee of the State Committee.

State Committees are encouraged which has been warned for violation of a Criterion to submit to an evaluative Criteria. (See Policy 2)

POLICY 8.

In the case of individual schools, reasonable deviations from Regulations may be accepted by the Commission by the Association when recommended by the Committee. Such recommendations

ported by substantial evidence showing that these deviations are justifiable.

No school should be denied approval if it fails to meet fully all Criteria and Regulations, provided its total educational pattern is good, as revealed by the results of a competent survey or other evidence. Policy 8 also applies to new schools seeking admission. State Committees are justified in expecting closer adherence to published regulations and criteria in the case of new schools. Special attention should be given to the reports of State Committees which have used the *Evaluative Criteria* as one of the steps to be taken by new schools in making their application for admission. It is recommended that State Committees ask each prospective new school to carry out at least a self evaluation using the *Evaluative Criteria*. Such schools should be encouraged to use the full Cooperative Study procedure, supplemented by a review of the self evaluation by a visiting committee or by the State Committee.

The conditions for eligibility to the approved list of the Association are included under two separate classifications:

A. Regulations.

B. Criteria for the Evaluation of Secondary Schools.

Write for the *Evaluative Criteria* to: Cooperative Study of Secondary School Standards, 714 Jackson Place, Washington, D. C.

For *Earning Secondary-School Credit in The Armed Forces*, write to the National Association of Secondary-School Principals, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

REGULATIONS

Regulations are those yardsticks which serve to assist schools which are members of the Association with definite guidance as to the necessary minima to be observed. In other words, regulations are floors below which there seems to be agreement that schools may not fall and still be of the type that should be considered good schools according to the Association's Criteria.

REGULATION 1. *The Annual Report Blank.* The Association is under no obligation to consider a school for unqualified approval unless the annual report blanks

have been properly and completely filled out and on file with the State Chairman on the dates determined by the Commission.

REGULATION 2. Organization of the School.
A secondary school shall base its report on all grades included in its organization.¹

REGULATION 3. Qualifications of Staff Members.

(A) Instructional Staff.

(1) General Preparation. All members of the instructional staff possess a Bachelor's degree from an institution of higher education approved by the North Central Association of Colleges and Secondary Schools, or from an institution of equal standing. (Exceptions may be made when recommended by the State Committee. In the case of teachers of trades, if these teachers are legally qualified to teach in the state and have had the apprenticeship training required in their respective trades.)

Graduates of colleges not recognized by the North Central Association or by any other regional accrediting agency may become eligible to teach in a secondary school accredited by the Association by being admitted to graduate standing in an institution of higher education accredited by the Association or by any other regional accrediting agency, and by completing successfully not less than six semester hours of graduate work. This part of the Regulation is not to apply to graduates of non-accredited colleges who desire to teach in the state in which they were graduated, when approved individually in accordance with the policy of the State Committee.

Teachers in school systems having two or more high schools, who are transferred by the administrative officer from one school to another, and who, though not fully qualified, have been accepted previously by the Association, when they teach the same subjects in a new school as they were teaching in their former position, shall be accepted by the Association as properly qualified teachers, provided that the system encourages teachers who are not fully qualified to continue their educational preparation, and that evidence exists that progress is being made.²

¹A six-year high school may, with the approval of the State Committee, report upon the upper three years of the school.

²Except where specifically stated (as in the case of library personnel), requirements pertaining to staff preparation are not retroactive and do not invalidate the qualification of a staff member who was fully qualified under the standards applicable at the time of his appointment to his present position.

³In the case of church schools, "school system" is taken to mean a group of schools under the central administrative control of a particular religious order.

(2) *Professional Preparation.* The minimum professional preparation of individual members of the instructional staff is fifteen semester hours of education. In the case of a teacher whose professional preparation consists of less than fifteen semester hours, the State Committee shall have power to waive this Regulation if, in its judgment, the teacher is otherwise highly qualified and is doing clearly superior work.

(3) *Preparation in Teaching Areas.* Adequate preparation in teaching fields and areas is defined as that which meets the legal requirements of the state in which the school is located and also any special requirements set up by legally constituted educational authorities of the state, provided, however, that the minimum preparation is fifteen semester hours at the college level in any one of the following areas: language arts, a foreign language, social studies, science, mathematics, business, health and physical education, music, art, home economics, agriculture, and industrial arts, and adequate preparation in each subject taught.⁴ In the case of a teacher who devotes a minor fraction of his time to the teaching of a particular subject, a reasonable deviation from the minimum preparation may be accepted when approved by the State Committee.

In the case of unified courses which draw their subject matter from two or more teaching fields, the minimum preparation expected will be twenty semester hours on the college level, appropriately distributed among the teaching fields concerned.

Each State Committee will submit to the Secretary of the Commission on Secondary Schools the requirements of the properly constituted educational authorities of the state pertaining to the preparation of teachers in subject fields and areas.

(4) *Records of Teachers' Preparation.* An official transcript or a certified copy of the college preparation of each teacher is kept on file in the office of the administrative head of the school or school system. All information which pertains to the preparation of teachers is secured from such official records. An official transcript is the institutional credit record signed by the registering officer of the higher institution certifying the credits. Its submission to the State Chairman for evaluation may be required. A certified copy of the transcript may be accepted.

⁴Deductions in mathematics or in any one foreign language may be allowed to the extent of two semester hours for each unit earned in high school, not to exceed a total deduction of six semester hours.

(B) *Library Staff*⁵.

(1) *The Librarian.* In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. In schools with an enrollment of 200 or more pupils, the librarian may be a full-time librarian, a half-time librarian, or a teacher-librarian; at least half the time of a teacher-librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, the teacher-librarian is devoted to the library at least two periods a day of the teacher-librarian's time.

(2) *Professional Preparation.* The librarian meets the requirements of Regulation 3A (1) (2). In a school with an enrollment of 500 or more pupils, the librarian has completed a minimum of 16 semester hours of library science. In a school with an enrollment of 200-499 pupils, the librarian has completed a minimum of 16 semester hours of library science. In a school with an enrollment of less than 200 pupils, the librarian has completed a minimum of 6 semester hours in library science.

The work in library science includes such courses as the following: school library organization and administration, cataloging and classification, book selection and acquisition with emphasis on the reading and needs of adolescents, reference material, and general bibliography.

(3) *Assistants.* Provision is made for an adequate number of assistants to the librarian, either as assistant-librarians or as pupil-librarians.

(C) *Other Professional Staff* (physician, dentist, nurse, psychiatrist, psychologist). Members of the non-instructional professional staff meet the requirements of the state in which the school is located.

(D) *Clerical Staff.* Adequate clerical assistance is provided. The qualifications of such personnel include, as a minimum, high school graduation and preparation in office practice.

(E) *Custodial Staff.* The members of the custodial staff meet the state requirements pertaining to their training and employment.

REGULATION 4. *Administrative Staff.*

(A) *Principal.* The principal (or the administrative head of the secondary school) has had at least two years of teaching experience and possesses as a minimum a Master's degree from an institution of higher education.

⁵Regulation 3(B) shall be in force upon adoption, but exceptions may be made by the State Committee until the school year 1955-56.

education qualified to offer graduate work. His preparation in school administration and supervision includes an appropriate distribution of graduate work covering those phases of the school administrator's work which are professional in character, such as secondary school administration, curriculum making, the supervision of instruction, methods of teaching, philosophy of education, history of education, pupil activities, guidance, health and safety, vocational education, personnel records and reports, and school finance. Anyone who holds the title of principal meets the foregoing requirements.

(B) *Superintendent.* The superintendent of schools or the administrative head of the school system has the teaching experience and professional preparation described in Regulation 4A.

(C) *Supervisory and Guidance Assistants.* Any member of the faculty who assists the administrative head of the school in the supervision of instruction possesses, as a minimum, the requirements specified in Regulation 3A (1) and (2), and, in addition, an appropriate distribution of graduate work in such fields as the supervision of instruction in the secondary school, personnel and guidance, methods of teaching, educational psychology, and philosophy of education.

REGULATION 5. *Length of School Year.* The minimum length of the school year is thirty-six weeks, 180 days, with a minimum of 172 days of classes actually in session.

REGULATION 6. *Length of Class Period.*

(A) A school may elect to conduct classes on the short period basis, the long period basis, or a combination of the two. The minimum length of the short class period for one unit of credit is defined as 40 minutes, exclusive of all time used in the changing of classes or teachers, five times a week for thirty-six weeks, or 180 days. Under this plan, two class periods necessitating little or no preparation outside of class are considered as equivalent to one period of prepared class work.

(B) The length of the laboratory or long class period, for one unit of credit and for the purposes of this Regulation, is defined as a minimum of 55 minutes exclusive of all time used for the changing of classes or teachers. Under the long period plan, directed study may be substituted for the outside preparation required for the short period class. Under the short or the long period plan, however, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

REGULATION 7. Requirements for Graduation.

(A) A three-year senior high school requires a minimum of twelve units, or 120 semester hours, for graduation. Four-year senior high schools require a minimum of sixteen units, or 160 semester hours, for graduation. Six-year high schools require a minimum of twelve units, or 120 semester hours, earned in the upper three years. (See Regulation 2.)

(B) A semester hour is defined as the amount of credit granted for the completion of a course covering one semester and consisting of one class period weekly, as defined in Regulation 6.

(C) In order to permit variation from the foregoing definitions of a quantitative unit of credit based upon time element and to stimulate improved standards of scholarship, the school may elect to grant credit on a qualitative basis. School authorities, therefore, are encouraged to determine credit through the use of approved end-of-course tests. These tests measure the achievement ordinarily required for credit in a one or two semester course. Any supplementary evidence which may be considered necessary or desirable to establish the validity of such credit may be required.

(D) State Committees are empowered to approve this plan for those schools wishing to adopt it, provided the school has personnel trained for the administration of such testing program. The scores of such tests may be used for the transfer of credit to other schools and to colleges.

(E) Tests may be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs.

REGULATION 8. Size of School. An approved school employs, as a minimum, a number of teachers whose full-time equivalency is one in excess of the number of years in the organization of the school.

REGULATION 9. Pupil Load. In order to protect the social as well as the intellectual maturity of the pupil, it is advisable that he have four years experience in a four-year high school or three years experience in a three-year high school in order to graduate.⁶ In exceptional cases, pupils may be allowed to graduate in less than the time specified above, provided that adequate guidance procedures have been followed.

⁶If the school has a summer session, the time spent may be counted as a proportionate part of the school year.

REGULATION 10. *Teaching Load.* In determining the teaching load, consideration is given to the following components: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, the demands made in the way of any guidance and supervisory activities, and the duties involved in the sponsorship of pupil activities. Due allowance is made in computing the teacher load for special assignments to committee work whose purpose is to improve any phase of the school program. The desirable maximum equivalency of a combination of such duties is six periods daily for the short period schedule, and five periods daily for the lengthened period schedule. A teaching load in excess of seven periods daily, including study hall assignments, for the short period schedule and six periods daily, including study hall assignments, for the lengthened period schedule is considered a violation of this Regulation. The total teaching load is not excessive and is distributed equitably among the teaching staff.⁷

REGULATION 11. *Library Expenditures.*

(A) That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school; the smaller the school, the greater the pupil per capita expenditure. A minimum amount of \$200.00 is expended annually in each secondary school for the purchase of library books, periodicals, newspapers, pamphlets, vertical file materials, and supplies.

(B) The budget is planned in accordance with the library needs as shown by the annual library inventory and in accordance with the school's objectives for library service. The following scale of annual expenditures is recommended as a guide.

Schools with an enrollment of 1000 or more pupils expend approximately 50 cents per pupil.

Schools with an enrollment of 500 to 999 pupils expend approximately 75 cents per pupil.

Schools with an enrollment of 200 to 499 pupils expend approximately \$1.00 per pupil.

Schools with an enrollment of less than 200 pupils expend not less than \$200.00.

REGULATION 12. *Financial Support.* The financial condition of the school district or governing body is such that it is possible for the school to meet the conditions for accreditation and to maintain reasonably well standards of excellence as indicated in the Criteria.

⁷An average enrollment in the school in excess of thirty pupils per teacher is considered as a violation of this Regulation. For the purpose of interpreting this Regulation, the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school.

CRITERIA

The standards of excellence which a school holding membership in the North Central Association is expected to maintain are based on statements in the *Evaluative Criteria*, as developed by the Cooperative Study of Secondary School Standards.

CRITERION 1. *Philosophy and Objectives.*

(A) *Pupil Population and School Community.*

Since the school exists for the educational needs of its constituency, it should be familiar with the distinctive characteristics of the community, such as its sociological composition, its social, economic, religious, recreational and educational institutions and agencies, and the educational needs of both youth and adults. Since the local community is also a part of the state, nation, and world, the school must also be concerned with an understanding of the social, political, economic, and other forces of these larger communities and with the development of the ability of all peoples to live together in one world. A school, therefore, should develop its philosophy and objectives from an analysis of such social factors.

(B) *Philosophy of the School.* Each school should be free to determine its philosophy to the extent that it promotes the principles and spirit of American democracy. The statement of philosophy should be written, implemented by a specific statement of objectives, and manifested in the educational program of the school.

CRITERION 2. *Educational Program.* The educational program of the school is concerned with more than the accumulation of knowledge, development of skills, and improvement of understandings. The development of interests, tastes, appreciations, ideals, and attitudes, and the functioning of all these elements in a democratic society should be included in the educational program.

An educational program which is concerned only with preparation for college can no longer be considered an adequate offering for a school, although preparation for college should continue to be one function of secondary education. The program should provide for the interests, needs, and abilities of all pupils as well as for the requirements of the community and the public supporting the school.

The evaluation of an educational program should be made in terms of the curriculum and courses of study, pupil activities, the library, guidance, instruction, and outcomes.

(A) *Curriculum.* The curriculum should be chiefly concerned with the orientation, guidance, in-

struction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions.

Constant adaptation and development of the curriculum should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is desirable.

(B) *Pupil Activity Program.* The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth. Special importance should be attached to provision for pupil participation through student councils or similar organizations in the administration of those school functions which especially concern the interest and welfare of pupils. The activity program should not only provide opportunity for developing leadership ability but should stimulate active participation of all pupils in appropriate school organizations and community activities.

(C) *Library Service.* The library is easily accessible to pupils, adequate in size, and attractive in appearance.

Adequate provisions for the school library should include the following: (1) a well-educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully catalogued and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value; (6) continuous and systematic use of the library by teachers.

(D) *Guidance Service.* Guidance, as applied to the secondary school, should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—*educational, vocational, health, moral, social, civic and personal.* Guidance activities should be organized into a definite program in which each staff member is a responsible participant. Where counselors are available, they should be responsible not only for specific activities but for stimulating and assisting teachers in their guidance activities.

(E) *Instruction.* In the instructional program evidence should be found of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning

materials and experiences; (3) the adjustment of the school to conditions and needs of the group and as individuals; (4) the use of every means available in the evaluation of progress of learning; (5) a personal relationship of respect, and helpfulness between teachers and pupils resulting in similar relationships between schools and community; (6) provision for all desirable types of learning; (7) definite and adequate learning by pupils and the outcome.

The efficiency of instruction, the habits of thought and study, the general intellectual and moral tone of a school, and the cooperative attitude of the school community are paramount factors. Only schools that rank well in these particulars are considered eligible for inclusion in the list of schools approved by the Association.

(F) *Evaluation of Outcomes.* In the evaluation of a good secondary school, major concern should be given to attaining desirable outcomes in the various kinds of evidence indicating that such outcomes are being realized.

The results of the learning process should include: (1) factual information or knowledge; (2) meaning and understanding; (3) abilities to do—knowledge and understanding combined with skill; (4) desirable attitudes—scientific, social, moral, and other; (5) worthy ideals, purposes, appreciations, and interests; and (6) resultant intelligent participation in general activities.

CRITERION 3. *School Staff.*

(A) *Instructional Staff.* The staff should be a group of individually competent persons, organized into a cooperative body, having common purposes and motivated by the philosophy and objectives of the school. Diversity of preparation and viewpoints is desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous professional growth.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils and the community. The teaching load and the total working load should be such as not to endanger the special needs of pupils.

Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development. In the selection of individual staff members,

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attention should be given to teaching ability, personality,
health, and character. In evaluating the adequacy of the
general preparation of the instructional staff, State Com-
mittees will take into consideration the extent to which
the staff as a whole has completed work beyond the
Bachelor's degree, the kind and distribution of college
courses taken, the recency of their completion, and other
evidences of professional growth.

Teachers should receive salaries adequate
to insure a living standard comparable with the social de-
mands on the profession and the worth of their service,
as well as to provide security for old age.

(B) *Librarian.* The library staff has a broad,
general education, a good understanding of the
school's philosophy of education and of its educational
program, and some successful teaching experience. The
staff has the ability to work effectively with teachers in
finding and using suitable library materials and aids in
teaching and learning, to work agreeably and effectively
with pupils, and to teach them to find and use library
material readily and effectively.

(C) *Other Professional Staff.* The services of
such personnel as physician, dentist, nurse, psychiatrist,
psychologist are desirable and should be adequate to the
needs of the school.

(D) *Clerical Staff.* The clerical assistance
necessary for an effective program of instruction, admin-
istration, and supervision should be provided.

(E) *Custodial Staff.* The number of custodial
staff members should be adequate to keep the school plant
in sanitary and efficient operation. They should be trust-
worthy, resourceful, and cooperative.

(F) *Health Examination.* It is recommended
that a health examination be given to every new employee
and periodically to every staff employee.

CRITERION 4. *Administration and Supervision.*³

(A) *The Board of Education.* Responsibility
for determining the general policies of the school system
is entrusted to a governing board, hereafter designated as
the board of education. The administrative head of the
schools is the chief executive officer of the board of edu-
cation. Subject to the approval of the board of educa-
tion, the administrative head is responsible for the selec-
tion and assignment of all school employees, the business

³In the case of private schools or church schools, by "Board of Edu-
cation" is to be understood the individual or group performing
the functions of the board of education which are considered in
Criterion 4.

management of the schools including school equipment, the administration and supervision of the educational program, and the program of public relations. These duties necessitate organization of resources, material and personal; delegation of duties and responsibilities; and supervision of all delegated tasks and individuals to whom authority and responsibility are delegated. The better the administrative personnel, the more probable will be the organization and management and the greater the probability of the successful attainment of the school objectives, provided the personnel is always mindful of the primary function of the school—the development of its pupils. Success should be measured in terms of results, not of machinery.

(B) Policies of the Board of Education.

(1) The policies of the board of education are such as to encourage a maximum of educational growth and development. The board of education publishes a statement of policy.

(2) The policies of the board of education are such as to attract and retain the services of qualified and competent staff members and a well-trained school administrator who is capable of providing effective educational leadership. It is the policy of the board under which an accredited high school operates to employ, promote, demote, and discharge staff members and other employees only upon the recommendation of the administrative head of the school system.

(3) No employee is dismissed during the term of a contract or refused reemployment except at an official meeting of the board of education. The minutes of such a meeting clearly indicate all actions taken by the board. Employees who are to be dismissed or refused reemployment are given reasons for the action taken by the board of education and are given an opportunity for a hearing before official action is taken.

(4) The administrative head of the school system attends all meetings of the board of education except that part of a meeting when his own employment is under consideration.

(5) The board of education deals with staff members and other school employees only through the administrative head of the school system.

(6) The administrative head of the school system is held responsible by the board of education for submitting a carefully planned budget and for the expenditure of money in accordance with the budget adopted. He keeps those members of the staff who have responsibility for the proper expenditure of school funds informed as to the balances remaining in that part of the budget which relates to their departments.

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(7) The administrative head of the school system should share with the controlling board responsibility for establishing and maintaining desirable relations with the school's public. Therefore the supporting public should be informed regarding the policies, program, objectives, activities, and plans for the future of the school so that the support of the public be assured for the school's undertakings. There should always be a sympathetic and understanding relationship between the school and its administration on the one hand and its public on the other.

(C) *Cooperative Relationships.* The working relationships between the board of education and the administrative head of the system, between the administrative head of the system and the principal of the secondary school, and between principal and staff are such as to insure successful and effective administration. Administrative procedures should be carried on by democratic processes which recognize the abilities and contributions of staff members.

(D) *Administration.* The administration of the school is such as to insure a well-organized and well-managed school, effectively and intelligently supervised, and meeting the needs and interests of the pupils and of the community. Effectiveness of organization, permanency of tenure of all staff members, as shown by the history of the school, and the attitude and support of the community are matters which will be taken into consideration in determining whether the school is eligible for accrediting.

Interference with the administration of the high school by organized groups of teachers or pupils, by the board of education, or by organized groups outside the school, when such interference is likely to result in a lowering of the effectiveness of the educational program, will be considered sufficient grounds for an official visit and inquiry into the condition of the school.

(E) *Supervision.* Supervision includes the improvement of every phase of the educational program, such as the organization of programs of studies, the revision of curricula, the instructional procedures, the pupil activity program, and the non-instructional activities of staff members. The administrator directly in charge of a secondary school should have ample time during the school day for the administration and supervision of his school.

(F) *Administration of the Activity Program.* A secondary school should not participate in any district, state, interstate, or regional athletic, music, commercial, speech, or other contest, tournament, congress, or assemblage involving the participation of more than two

schools, except those approved by the State Committee, or by that organization recognized by the State Committee as constituting the highest authority for the regulation and control of such activities. It should be the responsibility of the State Committee to furnish member schools with a list of approved contests, tournaments, congresses, and assemblages. The State Committee should give prompt action on requests for the approval of activities.

(G) *System of Records and Reports.* A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the Criteria.

CRITERION 5.

(A) *School Plant.* The school plant should be flexible, adequate in size, and so planned as to facilitate the offering of a modern program of secondary education that is suited to the needs and interests of the pupils and of the community. When a new plant is being planned, or an existing building is to be enlarged or remodeled, plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.

(B) *Library.*

(1) *Materials.*

The library should be conceived of as a communications center. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.

(2) *Location and Equipment.*

(a) The library room, or combination library-study hall, should be easily accessible, should accommodate approximately ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment, such as: reading tables, desks or desk-chairs, chairs, librarian's desk, cabinets for card catalogs, magazine and newspaper racks, dictionary stands, and filing cabinets. In judging the adequacy of library space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.

(b) The record system should include a shelf list, alphabetically arranged card catalogs, an

⁹Quality of service and adequacy may be measured by the use of Section F, Library Service, of the *Evaluative Criteria*.

the State Committee, the State Committee for the regulation should be the responsibility of member schools. Elements, congresses, committee should give approval of activities.

Reports. A school and record system of the data asked

plant should be used as to facilitate secondary education of the pupils and is being planned, and or remodeled, as well as preservative and appropriateness and health care enough to be attractive.

conceived of as and kind of newspapers, materials, and the number of courses offered.

combination should account, should contain, tables, cabinets, dictionaries, adequacy to modify to which

and include analogs, and the use of

accession record, and should be classified by the Dewey Decimal system or other classification system acceptable to the State Committee. The central library may be supplemented by departmental or classroom libraries of frequently changed materials appropriate to the work of individual classes.

(C) *Sanitation.* Janitorial service, lighting, heating, ventilation, water supply and drinking fountains, lavatories and toilets, wardrobes and lockers, school furniture, and location of the classrooms, shops, laboratory, and library should be such as to insure hygienic conditions for pupils and teachers.

(D) *Safety.* Proper steps for protecting pupils against injuries should be taken in laboratories, shops, gymnasiums, transportation facilities, and in all parts of the building or grounds where accidents are likely to occur. The school plant should be adequately protected against fire and should have fire exits.

(E) *Instructional Equipment and Supplies.* Instructional equipment and supplies, such as: science apparatus, laboratory tables and demonstration desks; shop tools and machinery; gymnasium equipment and supplies; equipment for home economics and agricultural laboratories; equipment and supplies for commercial, art, and music rooms; audio-visual aids equipment; maps and charts; library books, text books, and supplies should be adequate and used in such a way as to meet the needs of instruction for all courses and activities offered.

(F) *Special Services.* Adequate provision should be made according to the individual needs of each school for such special services as rest rooms, cafeteria, dining rooms, kitchens, clinics, infirmary facilities, and study and sleeping quarters.

(G) *Protection of Pupil Records; Care and Storage of Equipment and Supplies.* Ample provision should be made for the safekeeping, systematic arrangement, and care of all materials, supplies, and apparatus used in the instructional and activity program, and the storage of all financial and personnel records and reports. An annual inventory is made of all equipment and supplies. A fireproof vault should be provided, or a safe which meets underwriters' specifications.



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Formula

for

*Fixing the Salary
of the
Superintendent
of
Schools*

Endorsed and Published

by

*The Michigan Association
of
School Administrators*

1949

FOREWORD

SCHOOL BOARD MEMBERS raise the question, "What should be the salary of our Superintendent be?"

A formula has been worked out which has been of assistance to Boards of Education in answering this question. *

This formula is based on the principle that there should be a definite relationship between the salary of the Superintendent and the salary of the teacher. In developing this formula, effort has been made to determine a fair relationship.

There are six factors involved in the formula. The first of these factors creates a relationship between the Superintendent and the teacher with a status equal to that of the teacher.

Factors 2, 3, 4, and 5 represent the relative measures of the magnitude of the Superintendent's responsibilities as the chief executive officer of the school system. These four factors are subject to arithmetical computation.

The sixth factor is based on the quality of the services of the Superintendent as determined by the Board of Education. No effort is made to influence the individual Board in how it should determine the salary. Each Board will have its own standards for judging and it will apply these standards to its own thinking and standards. These factors will include length of service.

It is assumed that any individual Superintendent is entrusted with the management of a school system has better qualifications for functioning in that position.

The weighting of the personal factor should be looked upon, therefore, as ranging from good to very excellent. The weightings in the formula represent a scale running up to 1, as representing the best individual school board might consider.

The six factors that go to make up the formula are each given a weighting. These weightings constitute the index for the Superintendent. These six factors are listed on the opposite page.

* American School Board Journal, May

ELEMENTS OF FORMULA SHOWING RANGE OF WEIGHTINGS

I. Base Index Number Credited to Every Superintendent

Use 1. The number 1. is the base index and represents the salary of the teacher at the maximum on regular salary schedule with a degree comparable to that of the Superintendent.

II. Pupil Membership

Use the following table to arrive at the weight to be given for this factor:

Up to 1,000 pupils in school system	.4
1,000 to 2,000 pupils enrolled	.6
2,000 to 4,000 pupils enrolled	.8
4,000 to 8,000 pupils enrolled	1.
8,000 to 24,000 pupils enrolled	1.2
24,000 to 100,000 pupils enrolled	1.4
100,000 and up	1.6

III. Number of Teachers Employed

Use the following table to weight this factor:

15 to 125 teachers	.2
125 to 600 teachers	.3
600 teachers and more	.4

The lower limit for teachers employed is here placed at 15 because there has been inadequate testing of the formula in small school districts.

IV. Wealth of Community

Weight according to the following table:

For each 1 million dollars of assessed valuation up to ten million dollars	.005
For each million dollars in addition thereto up to 400 million dollars	.001

V. State and Federal Money Received by Local School District

Weight according to the following table:

For each \$25,000 or portion thereof, up to \$200,000 which is received from such aid	.005
For each \$100,000 thereafter or portion thereof, up to a total of 1 million dollars	.005
For each 1 million dollars of the next 10 million dollars	.02

VI. Personal Equation

This calls for an evaluation of the Superintendent by the Board of Education according to such criteria as a Board cares to use. The range of this factor is placed from .05 to 1—good to very excellent—representing the Board's judgment of personal and professional competencies in the Superintendent.

APPLICATION OF FORMULA

Add the results of the six computations to secure the index number of the Superintendent as compared with the index number of 1, that of the teacher at normal maximum according to salary schedule. This index number of the Superintendent as against 1 represents leadership, responsibility assumed by, and time demands on the Superintendent beyond what is normally demanded of the teacher.

The following is an example of the application of the formula to a city with a population of 18,000, having an enrollment of 3,100 pupils, 120 teachers, property evaluation of \$18,000,000 and receiving State Aid of \$177,000.

- I. 1.0 Base index number
- II. .8 Credit for 3100 pupils
- III. .2 Credit for 120 teachers
- IV. .058 Credit for property valuation
\$18,000,000
- V. .04 Credit for State Aid of \$177,000
- VI. .2 Assume this to be the credit for
personal equation

2.298 INDEX NUMBER FOR
SUPERINTENDENT
\$3,400.00 MAXIMUM SALARY OF
TEACHERS

$\$3400 \times 2.298 = \$7,813.00$ — Reasonable maximum salary of Superintendent on basis of rating of .2 (Item VI—Personal equation) given to Superintendent by Board of Education and the prevailing salary schedule in the community served by the Superintendent.

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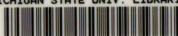
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