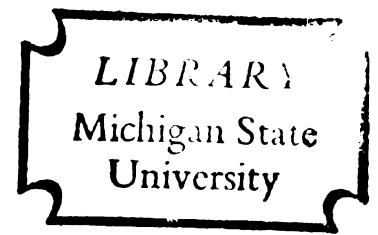


THE IDENTIFICATION OF A HUMANISTIC ADMINISTRATIVE
STYLE

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JOSEPH C. FIELDS
1976



This is to certify that the

thesis entitled
THE IDENTIFICATION
OF A HUMANISTIC
ADMINISTRATIVE STYLE

presented by

JOSEPH CLAUDE FIELDS

has been accepted towards fulfillment
of the requirements for

Ed. D. _____ Curriculum
_____ degree in _____

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October 1, 1976
Date _____

ABSTRACT

THE IDENTIFICATION OF A HUMANISTIC ADMINISTRATIVE STYLE

By

Joseph C. Fields

Problem

Secondary school principals perform in many administrative roles. The singular role of instructional leader affects how teachers teach and how and what people learn. There may be some belief that indicates that particular teaching and learning styles are supported by certain administrative styles. A humanistic administrative style may be a support agent among these styles.

The purpose of this study is to identify the characteristics of a humanistic secondary principal.

Secondary principals, teachers and students may benefit from this study, if they believe that humanistic learning environments require humanistic leaders. Students interested in various educational leadership styles may be interested in learning the traits of an ideal humanistic secondary administrator.

Procedure

A list of characteristics of humanistic administrators was developed from the literature of contemporary humanist educators, psychologists and philosophers. An instrument based upon these traits was invented and piloted. All items in the instrument involved administrative tasks of secondary administrators.

Analysis of Data

The instrument may be used to determine the degree of humanistic administrative style used by secondary principals. It may best be utilized in interviews with a principal, and a sample of his staff and students.

The data collected in the pilot sample was insufficient to be conclusive about the behavior of secondary administrators tested.

An administrative style has been defined by a list of over one hundred twenty traits; a humanistic administrative style has been defined.

Recommendations

The study findings may be useful if publicized to educators. The list of traits may be important to secondary administrators and those preparing for secondary administration. The instrument may be utilized in greater population samples than used in the study. Responses from these added samples could be collected and interpreted for respondents and educators.

**THE IDENTIFICATION OF A HUMANISTIC
ADMINISTRATIVE STYLE**

By
laude
Joseph C. Fields

A DISSERTATION

Submitted to
Michigan State University
In partial fulfillment of the requirements of

DOCTOR OF EDUCATION

Department of Education

1976

ACKNOWLEDGEMENTS

The writer is especially appreciative to his family for their patience during the research, writing, and compilation of this study. He gives special gratitude to Dale Alam, Ben Bohnhorst, Blair McClain, John Suehr and Van Johnson for their advice, support and constant concern. The Howell High School Staff of 1972 to 1976, and its administrative staff deserve special thanks for their input.

Most especially, a special thank you to Our Most High Lord who has made this study possible.

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STATEMENT OF THE STUDY

The purposes of this study are:

- 1) to define humanism for educational administrators,
- 2) to identify humanistic administrative behavior,
- 3) to identify characteristics of a humanistic educational administrator,
- 4) to invent and pilot an instrument based upon the identified characteristics.

The intent of the author is to begin a definite study of humanism in administrative behavior as well as complete requirements for doctoral program.

CHAPTER I: THE PROBLEM

NEED

CURRICULUM AND THE SECONDARY

This study is concerned with the relationship between the secondary school principal's behavior and the curriculum.

Educators who implement the public school curriculum are usually persuaded that they can make a difference in the educational lives of young people. Educators are aware today, for instance, that the curriculum in secondary schools can be changed, can be improved by their own efforts and those of their students. Educators believe that they not only can make pertinent decisions about their own personal lives, but can become facilitators in helping others make decisions about themselves. It appears that secondary curriculum improves as youngsters are given more freedom to create and guide their own destinies in schools. It appears that secondary teaching and curriculum improves as teachers become freer agents in serving young people. Furthermore, it appears that this curriculum change or lack of change, improvement or lack of improvement, is related to the characteristic practices of the secondary school principal.¹ By administrator beliefs and behavior many lives can be restricted or freed. It appears that the more "open" or "closed" an administrative style, the more or less will teachers

¹Edgar L. Morphet, Roe L. Johns, Theodore L. Rellers, Educational Organization and Administration, (Englewood Cliffs, N.J.; Prentice Hall, 1967) p. 361, 362.

and students be involved in curriculum. The more or less they are involved, the more or less the curriculum can change or improve.²

School curricula, teaching strategies, school decision making, school learning environments are generally the same as they were in the twenties. Teachers still write goals and objectives for students, lecture 80% of the time, and give tests on Friday. Generally, what was important in schools in the twenties is what is important today. There have been some innovations of the '60's which may be alive today . . . and are making some differences. Independent study, alternative schools, team teaching, open classrooms are a few apparently positive programs of delivery systems, alive and well and necessary today.³ If this is true it may follow that secondary principal administrative style (characteristic practices of the principal) has not changed.

THE PRINCIPAL AND MANAGEMENT STYLES

Historically, secondary principals have developed organizational hierarchies in order to control or better influence the conglomerate lives of young people.⁴ Administrators have often identified themselves, until recently, with traditional management styles which emphasize superior-subordinate relationships.⁵

²Ronald C. Doll, Curriculum Improvement, (Boston Mass., Allyn and Bacon 1970) p. 162-163.

³Charles Silberman; Crisis In The Classroom; (New York; Random House 1970) pp. 121-151.

⁴Llewelly Gross, "Hierarchical Authority in Educational Institutions" in Administering Human Resources, by Francis M. Trusty (Berkeley, California, McCuthaw Pub. Corp. 1971) pp. 186-188.

⁵Harwood F. Merrill, "Management Styles", in Classics in Management, by Harwood F. Merrill (New York, American Management Assn., 1970)

These management styles, classified as autocratic, democratic, bureaucratic, laissez faire, imply role descriptions to all persons within the organization. The practice of organizational theories such as this often label persons as "X" or "Y", and determine the success of each individual in the organization.⁶

Today's educators are identifying themselves with an age old term, Humanism. Teachers dispose a belief in humanistic education. Students "wish to be treated like human beings."

Classroom discussion centers around terms like "humanistic attitudes", "humanistic beliefs", "humanity", "humane", and "humanism." In the main these administrators seem to be saying that they respect individuals, value their opinions, and accord them dignity because they are people.

"Those administrators who identify themselves as humanistic fit a concept of irrationality. A true leader is an unreasonable man who persists in trying to adopt the world to himself while a reasonable man adopts himself to the world. The individual who administers an educational institution is the architect of each of the persons assigned to his organization. His power is commensurate with his responsibility."⁷

The lives of students, teachers, and himself are in their hands. Their behavior and beliefs is the curriculum.

"The role of the educational administrator is not unlike that of Plato's ruler of the state, because both are leaders of the human community. Many of the moral and social problems unresolved by the society are being delegated to the public school, i.e., integration, social justice, societal goals, educational equality, intellectual freedom, religious affairs, moral ideals, etc. The ultimate responsibilities for solutions

⁶Walter A. Dickenson, "A Humanistic Program for Change in a Large City School System", Journal of Humanistic Psychology, Vol. X, No. 2, Fall 1970, pp. 111-120.

⁷Harry Hartley, "Humanistic Existentialism and the School Administrator", in Toward Improved Urban Education, by Frank Lutz (Worthington, Ohio: Charles A. Jones Publishing Co. 1970).

to such problems frequently reside with the administrator, who being short of divinity, requires many of the intellectual qualities which were necessary for the philosopher-king."⁸

"Educational administrators are not philosophers. They are philosophizing persons of practical affairs who transform theoretical elements of their thinking into an operational context. Secondary principals are presently caught between preparing students with "specialized skills" for industrial employment"⁹

and preparing people to "live a life of optimal personal well being."¹⁰

As Hartley suggests . . . "it is fairly obvious that the present administrative era is one in which we venerate scientism while barely tolerating humanism".¹¹ Administrators appear on the horns of the usual dilemma, damned if the "focus on efficient means (such as program budgeting) rather than noble ends (such as human purposes) as they plan programs for children",¹² and damned if they don't. Because administrators are eclectic, they appear to emphasize saving or accomplishing.

THREE QUESTIONS ABOUT A HUMANISTIC STYLE

What is a humanistic administrative style? Can it be inclusive to the task as defined by Rogers?

"The task of the administrator is to so arrange the organizational conditions and methods of operation that people can best achieve their own goals by also furthering the jointly defined goals of the institution. The administrator finds that this work consists primarily of removing obstacles

⁸Harry Hartley, loc. cit.

⁹Ibid.

¹⁰George Feree, "Philosophy of Education", paper to Michigan State Extern Program, East Lansing, Michigan, May 1973. East Lansing, Michigan: Michigan State University, 1973.

¹¹Harry Hartley, loc. cit.

¹²Ibid.

such as "red tape", of creating opportunities where teachers and students and administrators can freely use their potential, of encouraging growth and change, and of creating a climate in which each person can believe that his potential is valued, his capacity for responsibility is trusted, his creative abilities prized."¹³

Can it be part of the goal of education? Kelly says,

"The goal of education in the modern world must be the production of increasing uniqueness. This cannot be achieved in an autocratic atmosphere where all decisions are made by teacher and administrators while students are reduced to passive followers of established patterns."¹⁴

What is humanism?

"Throughout history, the diverse Humanisms (those of Socrates, the Stoics, the Christians, Erasmus, the philosophers of the Enlightenment, Socialism, etc.) have always been based on respect for the human person, on confidence in man, his reason, and his possibilities of improvement. In opposition to these positive tendencies, the subjection of man, partisan passions, and divisive conflict may be considered to be anti-Humanistic."¹⁵

PURPOSE

The purpose of this study is to identify the characteristics of a humanistic administrative style. Chapter Two will contribute to this purpose by presenting a review of contemporary literature. A developmental scheme will be utilized in conducting the review: first the review will consider various definitions of humanism, then various definitions of what constitutes a humanistic administrator will be cited, and finally behavioral traits will be tested as extracted from the literature which various authors claim as characterizing a humanistic administrator.

¹³Carl Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Co. 1969) p. 208.

¹⁴Earl Kelly, The Significance of Being Unique; Etc., A Journal of General Semantics; Vol. 14, No. 3 1953.

¹⁵H.J. Broudy, "Humanism in Education", Aesthetic Education 7:67-77 April, 73.

A design will be invented which applies the traits of a humanistic administrator.

On the basis of the review presented in Chapter II, a design will be developed aimed at typing together empirical evidence as to the extent to which a humanistic style is or is not present currently among secondary school principals. For purposes of the present study, all that could be accomplished were some beginning efforts to develop an instrument, validated, and gather some pilot data from only a portion of a sample of Michigan secondary school administrators.

Chapter Three presents the instrument and the design for using the instrument.

Chapter Four reports the results of the pilot study. Only very tentative findings at best are possible for presentation in Chapter Four. This is because of scanty returns, among other things. The nature of the design itself also appears to have generated problems. Nevertheless the study represents an exploratory investigation into the issues of humanistic administrative behavior. The implications of this exploratory effort are presented in Chapter Five.

OVERVIEW

Chapter Two will contain excerpts from the writings of contemporary humanist psychologists, philosophers, and educators. These excerpts are indicative of the thinking of contemporary humanists, on the subjects of what is humanism, what is a humanist administrative style. These excerpts culminate in the writings of Rensis Libert, who has categorized administrative style. These areas of behavior are leadership, goal setting and goal achievement, motivation, communication, decision making and control, in organizations.

Chapter Three presents a design, patterned after Likert's areas of behavior which is organic to Likert's philosophy of management.

Chapter Four analyzes the data collected from the design and Chapter Five summarizes and concludes the study as well as it indicates recommendations and personal implications.

CHAPTER II: REVIEW OF THE LITERATURE

The author has reviewed literature in two veins. The first is that recent body of definitions of humanism by contemporary humanist psychologists and philosophers. The second is of contemporary literature concerning humanistic administrative styles. Contemporary writers do not involve themselves with the specifics of the humanities as topics of study. Work done prior to 1970 is often directed toward the classical studies rather than the present mode of humanistic temper demonstrated in terms of human interaction and behavior. Management theorists and students of administrative style generally do not admit the existence of such a humanistic administrative style prior to 1970. Of course, administrative style did not become alive until the study of management became a science some twenty years ago.

The present chapter is divided into three sections:

Toward a Definition of Contemporary Humanism

Toward Identification of Contemporary Humanistic

Administrator Behavior

Characteristics of a Humanistic Educational Administrative
Style

TOWARD A DEFINITION OF CONTEMPORARY HUMANISM

Humanist philosophers today tend not to define humanism because its essence is bound to individual personal emotion and evaluation. To most philosophers humanism appears to be a moral conviction rather than a theoretical speculation. Humanism is defined by each person as he lives.

Humanism becomes, as we decide, direct and determine our own lives in our time. Essential to these decisions, in humanistic terms is the reliance on reason and rationality, a concern for human values and human life and an abiding concern for the freedom and potential of all human beings living on this earth today.

Humanists more or less accept the following list of postulates of Van Praag.¹

"Humanists accept equality . . . the truth that men are of similar biological and mental structure, Secularity . . . men spring from the world of which they are a natural part, Liberty . . . as relatively indefinite beings men must shape their lives by deciding in freedom, Fraternity . . . men are designated for community; the community shapes the individual, Evaluation . . . men are evaluating human beings, Experience . . . the world can be experienced by identification and observation, Existence . . . in the world men exist in indissoluble coherence, Completeness . . . the world is complete, in principle a human world, Evaluation . . . the world is dynamic in its evolutionary and casual structure, Contingency . . . the world does not by itself reveal meaning."²

These traits appear threaded throughout the literature. Many kinds of humanism have been known to exist historically such as "scientific," "ethical," "democratic," "religious," and "Marxist" humanism. Free thought atheism, agnosticism, skepticism, deism, rationalism, ethical culture, naturalism all claim their roots in the humanist tradition. To clarify definition further, we might cite the persons who signed the Humanist Manifesto II.³

¹J. P. Van Praag, "What Is Humanism" in The Humanist Alternative, by Paul Kurtz, ed. (Buffalo: Prometheus Books 1973) p. 43.

²Paul Kurtz and Edwin Wilson; Humanist Manifesto II, Humanist Manifesto I and II by Paul Kurtz ed., (Buffalo: Prometheus Books, 1973) p. 16.

³Paul Kurtz and Edwin Wilson, op. cit.

These persons (among them Isaac Asimov, Joseph Blair, John Ciardi, Albert Ellis, Herbert Feigl, Sidney Hook, Lester Kirkendall, Corliss Lamont, and B.F. Skinner) have also affirmed a set of common principles of humanism. These seventeen fundamental beliefs are in precis: that religions do a disservice to the human species, that promises of immortal salvation or fear of eternal damnation distract human beings from present concerns and from self-actualization, that moral values derive their source from human experience, that reason and intelligence are the most effective instruments that mankind possesses, that the preciousness and dignity of the individual person is a central humanist value, that short of harming others individuals should be permitted to express their sexual proclivities and pursue their life styles as they desire, that to enhance freedom and dignity the individual must experience a full range of civil liberties in all societies, that they are committed to an open democratic society, that the separation of church and state and the separation of ideology and state are imperatives, that humane economic systems should increase economic well being, that moral equality must be furthered, that the best option is to transcend the limits of national sovereignty, that the world community must renounce resorting to violence and force, as a method of solving international disputes, that the world community must engage in cooperative planning, that the problems of economic growth and development are worldwide in scope, that technology is the key to human progress and development and that we must expand communication and transportation across frontiers. These prominent characteristics of humanism of Van Praag and Kurtz and Wilson appear in many other thinkers.

Corliss Lamont, among many others, believes in

"the self-sufficiency of the human world, evolution, human reason, freedom of choice, all human values, rejection of dualism, the good life through personal satisfaction, aesthetic experiences, appreciation of nature, belief in democracy, international peace and a high standard of living."⁴

Roy Wood Sellars looks at humanism historically and defines characteristics of each movement as contributors to a definition. Sellars suggests that

"humanism is naturalistic but does accept the love and communal feeling of Christianity. Cartesian rationalism, Marxist humanism both contained ingredients of scientific thought with little charity. The agnosticism of the nineteenth century postulated an unnecessary God."⁵

Conte added religiousness to humanism. Sellars published "A Humanist Manifesto"⁶ in the 1930's which encompassed these principles:

"completeness of man, evolution, godlessness, fraternity, existence without deity, the ineffectiveness of deism, secularity, self-actualization, cooperation, experience, and evaluation, social-cooperative-economics and the positive potential of humanism."

Sellars "Manifesto I" preceded Kurtz' "Manifesto II" which further enhanced Sellars' work in the modern era. Of great import in Sellars' recent thinking is the statement concerning man . . . "he increasingly recognized that his destiny is in his own hands"⁷ . . . a statement which you will see later on appears in concert with Rogers, Combs, and others.

⁴Corliss Lamont, "Naturalistic Humanism" in The Humanist Alternative by Paul Kurtz ed. (Buffalo: Prometheus Books, 1973) p. 129.

⁵Roy Sellars, "The Humanist Outlook" in The Humanist Alternative by Paul Kurtz ed. (Buffalo: Prometheus Books, 1973) p. 133.

⁶Roy Sellars, "Humanist Manifesto I" in Humanist Manifestos I and II by Paul Kurtz Ed. (Buffalo: Prometheus Books 1973) p. 7.

⁷Roy Sellars, op. cit., p. 139

These additional definitions may clarify our attempt at defining humanism:

"Humanism is a moral conviction characterized by the attempt to understand life and the world and to act in it by appealing exclusively to human faculties; and it is directed toward everyone's self-determination in a common humanity."⁸

"An ethical humanist today is one who relies on the arts of intelligence to defend, enlarge and enhance the areas of human freedom in the world."⁹

"Humanism is a concept of man . . . having a sensitive regard for each man as his own end and for man as responsible for man . . . characterized by a reasonable faith in intelligent action."¹⁰

"Humanism involves some scientific views of nature and man . . . without theistic interpretation . . . and is open to alternative metaphysical explanations . . . a moral point of view toward nature and life. Humanism is an effort to . . . create authentic life in a measure of enjoyment . . . emphasizing self-preservation, creative self-realization and happiness. Intrinsic is the desire to allow individuals as free agents to create and guide their own destinies as they see fit. It values the autonomy of free agents not only in their intellectual beliefs but in their aesthetic experience, their romantic or sexual proclivities, their moral tastes and values. All men as free persons, should be accorded some measure of respect, some dignity and value as individuals. Humanists recognize equality and the globalness of humanity . . . and are committed to a method of free inquiry and to the use of critical intelligence."¹¹

⁸J. P. VanPraag, op. cit., p. 45.

⁹Sidney Hook, "The Snare of Definitions" in The Humanist Alternative by Paul Kurtz, ed. (Buffalo: Prometheus Books, 1973) p. 34.

¹⁰H. J. Blackham, "A Definition of Humanism" in The Humanist Alternative by Paul Kurtz, ed. (Buffalo: Prometheus Books, 1973) pp. 35-37.

¹¹Paul Kurtz, "Epilogue: Is Everyone A Humanist?" in The Humanist Alternative by Paul Kurtz, ed. (Buffalo: Prometheus Books, 1973) p. 173.

Possibly a presentation of terms at this time, which appear frequently in the literature might be helpful toward our definition. These words and phrases seem prevalent in the literature. I group them for commonality.

Concerning human intellect . . .	Concerning freedom . . .
evaluation	liberation
reason	human freedom
rationality	free agents
critical intelligence	autonomy
intelligence	liberty
free inquiry	Concerning human traits . . .
thinking	human dignity
scientific view	value
experience	responsibility
Concerning God . . .	dignity and value as individuals
rejection of dualism	Concerning Self
spirituality, theism	Self-sufficiency
deism	self-determination
Concerning each other . . .	man, himself
common	Self-actualization
equality	self-unfolding
globalness of humanity	creative self-realization
fraternity	self-preservation
democracy	happiness
Concerning commitment . . .	
moral point of view	

moral conviction

nature and life

evaluation

secularity

existence

Christianity

A workable definition of humanism which might become a functional definition for educational administrators might entail components of all the preceding. We propose this definition: "Humanism is a moral conviction characterized by responsible regard for developing man in his scientific world, by a belief in self-destinies directed through God by man's intelligence and experience in a spirit of equality, fraternity, and freedom."

TOWARD IDENTIFICATION OF CONTEMPORARY HUMANISTIC ADMINISTRATOR BEHAVIOR

Within the realms of educational administration we might also accept the difficulty of defining a humanistic educational administrator. We cannot presume humanistically to be able to define the moral convictions for each administrator. But we might presume to identify those characteristic administrative principles which appear humanistic. We might presume to apply our definition of humanism to those administrative behaviors which appear humanistic.

Ideally, administrative behavior which would apply within the confines of our definition of humanism, could be termed within a "humanistic administrative style." If we change some nouns for emphasis for the educational environment, our definition would state: "A principal whose moral commitment is characterized by responsible regard for developing

learners in their scientific world, and who demonstrates belief in all self-destinies directed by God by man's inventive intelligence and experience with equality, fraternity, and freedom, is a humanistic administrator." We do not reject the possibility of a humanistic administrator being classified as a manager. The management of human equality, freedom, fraternity, self-actualization is a self-management process and may appear incongruous as an organizational process within humanistic convictions. We must accept that one person may manage others through direction, manipulation or implementation of the management theories. One might accept any application of management theories. One might accept any application of management style as humanistic if those involved in it are intellectually, experientially aware of the practices and the effects on self-actualization.

Management theories can help us identifying a "humanistic style." A brief examination of the major management theories might be relevant before attempting to cite a new school - the humanist school of administrative behavior. Koontz, as well as anyone, has labeled specific schools and styles of management.¹²

The Management process school "evidenced in the traditionalist administrative style" believes in "scientific management" in relation to managerial functions and getting things done. The "empirical school" creates a management style based upon policy, past precedent or case history. The "human behavior school" develops styles which are based upon getting things done through other people. In the "social system

¹²Harold Koontz, "The Management Theory Jungle" in Management and Organizational Behavior Theories by William Greenwood ed. (Cincinnati, South-Western Pub. Co. 1965) p. 32-52.

school" the manager is identified by his understanding and application of social relationship within organizations. Administrators of the "decision theory school" concentrate on the rational approach to decision making. This style could be humanistic in that it can approach organizations from the decision itself, or to the persons or organizational group making the decision or an analysis of the decision process. The "mathematical school" administrators through mathematical models and process. The abiding conviction of this group relies on decision making being a logical process able to be expressed in mathematical symbols and relationships.

One fact appears readily discernible in this brief review of management schools. That is, the process of decision making is central to the kind of management school and type of administrative style practiced. If this is so, then a humanistic school of management would rely upon a "humanistic decision making process" (whatever that might be) for its base, as well as implementation of our definition.

Wren has coined a term which admits humanist behavior in industrial management: "Organizational Humanism".¹³ Although industrial organizations key themselves to production, the advent of a new focus on man as a self-actualizing being and the decline in the interpretation of man's needs as being primarily social . . . have led to "Organizational Humanism." "Organizational Humanism" focuses on "human relations based upon intangibles . . . emphasizing feeling, sentiments and collaboration."¹⁴

¹³Daniel Wren, The Evolution of Management Thought (New York, The Ronald Press, 1972) pp. 438-471.

¹⁴Burleigh Garner and David Moore, "Human Relations in Industry" in The Evolution of Management Thought by Daniel Wren (New York, The Ronald Press, 1972) p. 441.

The role of manager becomes one of whole man not just social, political or economic man.

"In it's essence, it offsets the authoritarian tendencies organizations to provide for democracy and self-determination at work, to integrate individual and organizational goals, and to restore man's dignity at work."¹⁵

"Organizational Humanism" is built upon the premises and proven behaviors outlined by Chris Argyris, Douglas McGregor, Frederick Herzberg, and Rensis Likert who have written extensively concerning the human element in organizations.

Argyris in his study of personality and organization, postulates that one can determine an individual's degree of self-actualization by plotting his position on an immaturity-maturity scale. According to Argyris, the basic properties of the formal organization keep individuals immature and mediated against self-actualization. The seat of this problem, he suggests, is

"the specialization of labor, the chain of command, leader controlled unity of direction and the span of control concepts. The individual has few options to these; he quits the organization, climbs the ladder, daydreams, or creates defense mechanisms, becomes apathetic or creates informal groups to sanction his apathy."¹⁶

One answer Argyris claims is found in enlarging the job to create challenge and a sense of control over his work. The other is in participative employee centered leadership . . . to help the individual achieve self-actualization while helping the organization meet its goals.

¹⁵Burleigh Garner, loc. cit.

¹⁶Chris Argyris, Personality and Organization: The Conflict Between The System and the Individual (New York, Harper & Row, 1957) p. 50.

McGregor¹⁷ found that managerial assumptions about human nature and human behavior were all important in determining the manager's style of operation. A manager's assumptions about personnel became self-fulfilling prophecies.

"Theory X" personnel might fulfill the negative prophesy of needing to be coerced, directed, disliking, and avoiding work in need of threat in order to accomplish. Under "Theory Y" the essential task of management is to unleash man's potential so he could achieve goals, through personal commitment. By changing assumptions about people to see that people could be trusted, that they could exercise self-motivation and control; people could be happier, more self-fulfilled.

Herzberg's¹⁸ extensive investigation developed a "motivation-hygiene" theory which was supposed to discover the attitudes of persons toward work. He found that

"individual's need for self-actualization was satisfied through achievement, recognition for accomplishment, challenging work, increased job responsibility and opportunities for growth and development . . . these were motivators. Supervision, interpersonal relations, working conditions, salaries policies, administrative practices, benefits and job security were hygiene factors."¹⁹

According to Herzberg, hygiene is not enough but with motivation people had a chance for self-actualization. Rensis Likert found that "supervisors

¹⁷Douglas McGregor, The Human Side of Enterprise (McGraw-Hill Book Company, New York, 1960) p. 49.

¹⁸Frederick Herzberg, et al; The Motivation to Work; (New York, John Wiley and Sons', 1959) p. 141.

¹⁹R. Blake, J. Mouton, The Managerial Grid (Houston, Texas, Gulf Publishing Company, 1964) p. 10.

With the best records of performance focus their primary attention on the human aspects of their subordinate's problems and on endeavoring to build effective work groups with high performance goals."²⁰

Likert built an argument for participative, supportive management. His "power equalization" gave all persons more effective voice in setting goals, making decisions, and obtaining more autonomy at work. The manager became more employee-centered, exercised a looser form of supervision and tried to tap the creativity and commitment of people.²¹

Blake and Mouton indicate through their "grid research" that

"personnel who are aware of organizational purpose and have real stakes in the outcome need no direction and control in an authority-obedience sense. In an environment where people understand the problem, where their ideas make a real contribution to the result obtained, control and direction become self-control and self-direction."²²

All in all, "Organizational Humanism" has a tendency to view people as valuable, flexible, somewhat equal, free, able to use intelligence and experience in a world directed toward results by cooperation and fraternity. Something here is similar to Van Praag's postulates of Humanism.

Hartley has signified an administrator belief necessary to humanism.

"Man is a builder, whose life is spent in the project of constructing himself and achieving liberation from self-imposed slavery. As an unfinished product he is ultimately responsible for each of the choices made in his lifetime. The highest good is individuality, even though it is somehow wretched, revolting and miserable . . . The Idea of Man is not yet completed, for we help formulate this idea with our lives and with our freely-made choices. In fashioning myself, I am fashioning MAN,

²⁰Rensie Likert, The Human Organization: It's Management and Value (New York, McGraw Hill, 1967) p. 93.

²¹Ibid.

²²R. Blake; J. Mouton, loc. cit.

although there is no absolute conception of man. I invent my own morality Life is viewed as its own reward."²³

Hartley²⁴ perceives the administrator as a spiritual leader with a legitimate belief in human hope and the expansion of selfhood of others through education. As one makes decisions, one chooses for all in anguish and freedom. One must base decisions on intuition and finite knowledge within which human lives are enclosed. Assuming that man's freedom is the foundation of ethics, the "good" decision is one which the administrator makes freely on behalf on self-fulfillment.

As a Humanist Administrator:

1. He resists positivistic methodology which formulates decisions solely on quantitative analysis. All management science assists the decision-making process, but is no substitute for it.
2. He uses intuition as a major basis for decision making . . . implying self-knowledge and familiarity with the area involved.
3. Emphasizes the expansion of an individual's self-hood . . . lead others so human freedoms are implemented.
4. Rejects knowledge that describes MAN as a universal conception rather than men as significantly unique individuals.
5. Encourages Socratic teaching so the teacher serves as midwife in eliciting knowledge from the learner.
6. He advocates a curriculum related to social and personal reality including men and the arts, moral philosophy, great books, and individualized study.
7. He liberates teachers and students from traditional educational philosophy restrictions.
8. He encourages "free-thinking" in which each person assumes responsibility for his choices, feelings, emotions, and entire life.

²³Harry J. Hartley, loc. cit.

²⁴Ibid.

9. He shows concern for the extraordinary, for the most intense emotional experiences related to administering an educational organization.
10. He avoids sources of impersonality and alienation in student-faculty administrator relationships.
11. He encourages interpersonal confrontation of professional and non-professional personnel - (community) (communication).
12. He refutes supervision and coercion of personnel by external standards . . . it should be formulated from within the organization.
13. He promotes education as a source of freedom.
14. He expresses a commitment to openness rather than closed ended systems and procedures.
15. He opposes organizational matters of bureaucracy based solely on rationality.
16. He develops a unique leadership style based upon emphasis on individual need dispositions of subordinates.
17. He promotes an attitude of "fallibility" in the school.
18. He resists the temper of pragmatism-science unites us as intellectual beings but not as human beings.
19. He emphasizes non-directive counseling techniques rather than behavioristic, or directive, approaches.
20. He opposes elements of control by government to constrain individual decision making."²⁵

A technique developed by Rensis Likert to help persons analyze their management style, designates characteristics of participative management. The technique is based upon the degree of total organizational involvement in organizational control, goals, decisions, communication, motivations, and leadership.

²⁵Harry Hartley, op. cit. p. 42-44.

	System 1 Exploitive Authoritative	System 2 Benevolent Authoritative	System 3 Consultative	System 4 Participative Group
1. How much confidence is shown in subordinates?	None	Condescending	Substantial	Complete
2. How free do they feel to talk to superiors about job?	Not at all	Not very	Rather free	Fully free
3. Are subordinates' ideas sought and used, if worthy?	Seldom	Sometimes	Usually	Always
4. Is predominant use made of 1 fear, 2 threats, 3 punishment, 4 rewards, 5 involvement?	1, 2, 3, occasionally 4	4, some 3	4, some 3 and 5	5, 4, based on group set goals
5. Where is responsibility felt for achieving organization's goals?	Mostly at top	Top and middle	Fairly general	At all levels
6. How much communication is aimed at achieving organization's goals?	Very little	Little	Quite a bit	A great deal
7. What is the direction of information flow?	Downward	Mostly downward	Down and up	Down, up, and sideways

	System 1 Exploitive Authoritative	System 2 Benevolent Authoritative	System 3 Consultative	System 4 Participative Group
8. How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With an open mind
9. How accurate is upward communication?	Often wrong	Censored for the boss	Limited accuracy	Accurate
10. How well do superiors know problems faced by subordinates?	Know little	Some knowledge	Quite well	Very well
11. At what level are decisions formally made?	Mostly at top	Policy at top, Some delegation	Broad policy at top, more delegation	Throughout but well integrated
12. What is the origin of technical and professional knowledge used in decision making?	Top management	Upper and middle	To a certain extent, throughout	To a great extent, throughout
13. Are subordinates involved in decisions related to their work?	Not at all	Occasionally consulted	Generally consulted	Fully involved
14. What does decision-making process contribute to motivation?	Nothing, often weakens it	Relatively little	Some contribution	Substantial contribution

	System 1 Exploitive Authoritative	System 2 Benevolent Authoritative	System 3 Consultative	System 4 Participative Group
15. How are organizational goals established?	Orders issued	Orders, some comment invited	After discussion, by orders	By group action (except in crisis)
16. How much covert resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none
17. How concentrated are review and control functions?	Highly at top	Relatively highly at top	Moderate delegation to lower levels	Quite widely shared
18. Is there an informal organization resisting the formal one?	Yes	Usually	Sometimes	No--same goals as formal
19. What are cost, productivity, and other control data used for?	Policing, punishment	Reward and punishment	Reward, some self-guidance	Self-guidance, problem solving

Adapted with permission, from *The Human Organization: Its Management and Value*, by Rensis Likert, published in April, 1967, by McGraw-Hill.

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Likert indicated through his chart, that self-guidance, personal problem solving, community, shared control, group goal setting, group goal achievement, motivation through group decision making, equal input to decision making are vital participative group activities. Objectives oriented communication in all directions, in openness and honesty, is necessary. Everyone must feel responsible for achieving group set goals knowing everyone's ideas are valuable, worthy, equal, and trusted.

Humanist educators have been quietly directing teacher and administrator efforts toward goals, and objectives for school persons. Rogers suggests,²⁶ that administrators should be less protective of his own beliefs and constructs and should listen more accurately to others. He should not be threatened by innovative ideas, have less need for the protection of bureaucratic rules. He should communicate more openly and less covertly; he should operate democratically drawing more widely on his faculty and staff as resources. He should openly confront personal emotional frictions which develop rather than burying the conflict under new "regulation." Rogers, in his book Freedom To Learn asks pertinent questions for an administrator to answer for himself:

- "1. Do I trust the group or only myself?
2. Do I free the group for creative discussion by being willing to understand and respect and accept all kinds of attitudes?
3. Do I participate by honest expression of my attitudes?
4. Do I rely upon basic attitudes for motivation or do I think surface procedures motivate behavior?
5. Am I willing to be responsible for those aspects of action which the group has designated to me?

²⁶Carl Rogers, "A Plan for Self-Direction in an Educational System" in Educational Leadership, (May 24, 1967) pp. 717-731.

6. Do I trust the individual to do his job?
7. When tensions occur, do I help them get out into the open?"²⁷

Rogers indicates that a mature person, possibly an educational administrator, could have some foundational hypotheses for valuing processes.

- "Hypothesis I - There is an organismic base for an organized valuing process within the human individual.
- Hypothesis II - This valuing process in the human being is effective in achieving self-enhancement to the degree that the individual is open to the experiencing which is going on inside himself.
- Hypothesis III - In persons who are moving toward greater openness to their experiencing, there is an organismic commonality of value directions.
- Hypothesis IV - These common value directions are of such kinds as to enhance the development of the individual himself, of others in his community, and to make for the survival and evaluation of the species."²⁸

Combs says "that schools that do not produce self-directed citizens have failed. Our societies demand self-starting, self-directing citizens capable of independent action." Citing that man, unhampered, will move in positive ways, he states that

"responsibility and self-direction are learned . . . acquired through experiences which must be the daily diet of children including all size and all subject decisions . . . all about ones' own life and learning."²⁹

²⁷Carl Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill Publishing Co. 1969) p. 209.

²⁸Carl Rogers, "Toward A Modern Approach to Value, The Valuing Process in the Mature Person", Journal of Abnormal and Social Psychology, Vol. 68, February, 1964, p. 160-167.

²⁹Arthur Combs, "Fostering Self-Direction", Educational Leadership, Vol. 23 (February 1966) p. 373-76.

To foster self-direction Combs dictates that

"administrators must declare its importance as an absolute essential. It must have greater concern than subject matter itself. Only the entertainer hears the humanist administrative style. He seeks voluntary co-operation rather than theater punishment; makes school enjoyable through palatable learning experiences and exciting extra-curricular activities."³⁰

McNally, suggests that public schools should be

"conceptualized more like colleges and universities than like military organizations, with each school principal and his staff working together as a collegium of professionals for the common purpose of fostering childrens' learning."³¹

The principal becomes a member and leader of a school's professional team rather than the boss of a group of subordinates . . . relying on the authority they earn from their staffs. Articles by Rogers, Cook, and Mack suggest that this is the orientation of the better British Open Schools.

Recently Willam Wayson stated:³²

"The most important variable in this matter is whether the principal sees the school as an institution or as a community. If a school is organized and operated on a community model that characterizes the essential life style processes of a smaller home town - then each person fulfills a function that in the human organism, believing that health both physical and mental is its goal. Each of us needs to be engaged in the continuous process of trying something new. Administrators must free teachers of pressing details so they may be creative and self-directive."

Adams³⁴ states that

"until we understand that we ourselves cause ourselves, it will be imposible to relate more effectively to others, it

³⁰Arthur Combs, loc. cit.

³¹Harold McNally, "Summing Up", National Elementary Principal Vol. 53 (Sept. 74) p. 5-6.

³²William Wayson, "A Proposal to Remake the Principalship", National Elementary Principal 53, (Sept. 74) p. 28.

³³W. A. Dickenson, "A Humanistic Program for Change in a Large City School System", Journal of Humanistic Psychology, Vol. X (Fall, 1973) pp. 111-120.

will be impossible to reduce any of the hatreds which destroy us or others. School principals must not only develop humanistic schools but also themselves. This development is congruent. As an administrator grows, he allows learners to grow."

Volusek,³⁵ suggests that the most important resource in the school is yourself . . . as teacher or administrator. One must develop himself to regard oneself as a decent human being having intrinsic worth as well as all others. Understanding is forgiveness, particularly as it applies to the behavior of other human beings. We are unlikely to forgive if we do not understand why another is behaving the way he does. It is impossible to love others until one loves himself. One must be free to make choices without imprisonment of any belief system. We must believe we hold the key to our personhood or remain in a state of emotional slavery. The greater purpose of an administrator is to assist in the development of better human beings, more adequate persons . . . this is the single all encompassing goal of education.

Swifts³⁶ study determined that principals have an historically perceived role which they are unable to implement. Instead of being the master teacher, supervising the instructional program, the scholar, he is educator, administrator, public relations man, disciplinarian, and entertainer. To Swifts' frame of mind, it is important to the total life of the community and each person is a part of an intimate group from whom he receives secularity and solace; each group has a great deal of autonomy in determining what goes on in their confines; every unit is

³⁵John Volusek, "On Humanizing Education", Educational Horizons 52, (Fall, 1973) p. 7-9.

³⁶D. W. Swift, "School Administrator's Role", Education Digest 40, (Jan. 1975) pp. 2-5.

linked by a communication system so it knows what else is going on outside their group, administrators are well known and have recognized powers, but they know better than to meddle in other people's business or intrude on other's territory governance operations are largely in the background and not highly visible in daily life, many citizens have direct ways to convey grievances against officials.

What else is there about the administrator as a person that identifies humanistic administrator behavior? Rogers³⁷ believes that

"a person must be open about where he is, who he is. He does not have a facade or role, hiding behind the convenient front of a teacher, a principal, a psychologist. He is real and his realness shows through."

Through this uniqueness there are persons in education who are controversial, difficult, not easily fitted into categories, consequently, life is exciting.

Some research has been done which indicates that principals are presently bound to some problems but are stretching toward personal humanism. Wiggins³⁸ research found principals to be "highly task oriented, kindly and considerate of teachers, needing direction and support from directors, desirous of independence, his behavior shaped by expectations held for him and less by his own personality." They behave predictably uniformly. He poses that a log exists between the expected behavior of principals and the behavior necessary for the accomplishment of contemporary educational ideals. Expectations will change as principals confront situations with needed relevant behavior in place of expected

³⁷Carl Rogers, "Can Schools Grow Persons?" Educational Leadership 29 (December, 1971) p. 215-17.

³⁸Thomas Wiggins, "Behavioral Characteristics of School Principals", Education 93, (September, 1972) p. 36-38.

behavior. "The choice is yours, you can dissolve into the main streams, or you can be distinct. However, to be distinct, you may be different. To be different you must strive to be what no one else but you can be."³⁹

Ojemann⁴⁰ shares Adam's expectancies for change of administrators and cites that school personnel must develop new approaches to human relations. Principals must become sensitive to the difference between observing and understanding behavior; they must gain a knowledge and use of common approaches to understanding the cause and effects of human behavior. They must develop a facility in devising constructive methods for achieving a feeling of personal worth, self-respect, emotional security while meeting the personality needs of everyone through methods which help each person. Ojemann says this can be done by understanding an analytic approach to human behavior and using it, by helping people see each other as sensitive to emotional tasks and co-operating with people. An administrator must create the public image of confidence and trust in administration. He must help teachers and students work together in planning daily activities that maintain or enhance student and teacher feelings of self-respect, personal worth and emotional security.

Wilhelms⁴¹ says a humanistic principal knows his basic character, his perceptions and personality. He has mastered the skills of democratic group process and the sensitiveness of productive human interchange. He has a flair for open communications and warm relations. He practices

³⁹Thomas Wiggins, loc. cit.

⁴⁰Ralph Ojemann, "Humanizing The Schools" National Elementary Principal 50, (April, 1971) pp. 62-65.

⁴¹Fred Wilhelms, "Knowing Yourself as Principal" National Association of Secondary School Principal's Bulletin Vol. 57, 1973, pp. 19-21.

liberty, autonomy, and respect and allows each person to grow toward full stature as a human being. He thinks. He pushes people into freedom, to personal autonomy and mutual respect.

J. Lloyd Trump⁴² directs principals to focus on options rather than uniformity in administering policies and practices. He suggests that principals devise success oriented individualized programs which insure that every student is known as a human being. A humanistic principal creates environments where people maximally utilize their talents, he reduces required learnings, motivates people to learn, practices accountability, admits varied learning and teaching styles and places, practices continuous progress for self-direction, self-motivation, self-evaluation. He practices positive rather than threatening behavior and as a principal works with students and teachers.

Hopper and Hansen⁴³ selected six Golden Rules for Administrators - first, listen to your staff's idea; second, be accessible as an administrator to staff and students; third, recognize the individuality of teachers; fourth, plan for blocks of staff planning time in scheduling; fifth, survey everyone periodically on school program and last, use differentiated staffing.

Abrell⁴⁴ in his article on the humanistic supervisor, provides a great amount of opinion. The humanistic supervisor is perceived as one

⁴²J. Lloyd Trump, "On Humanizing Schools", National Association of Secondary School Principals' Bulletin, Vol. 56, 1972, pp. 66-69.

⁴³Catherine Hopper, William Hansen, "Philosophy of a Humane School", National Association of Secondary School Principals Bulletin, Vol. 57, 1973, pp. 12-18.

⁴⁴R. L. Abrell, "Humanistic Supervision Enhances Growth and Improves Instruction" Educational Leadership 32; December, 1974, pp. 212-16.

who possesses and develops a characteristic that enable him to consistently affirm a constructive other-centered action that leads to the growth of others to the improvement of instruction and to his own self-improvement. The humanistic supervisor also has a high regard for and cultivates those skills, attitudes, and understandings essential to carrying out the multifaceted role of person-centered supervision.

"The major role of the humanistic supervisor is to create an environment which encourages human growth and fulfillment among those with whom he co-operatively works. He must

1. Assess and diagnose co-workers' needs.
2. Plan, and assist colleagues in goals, objectives and experiences that produce maximum results.
3. Motivate and help co-workers in a climate which produces the best in all parties.
4. Help choose and use strategies which produce intended outcomes.
5. Make available resources and materials to accomplish objectives and carry out functions.
6. Help appraise and evaluate the results of efforts toward goals."⁴⁵

The humanistic attitude toward supervision necessitates that those engaged in the supervisory partnership move beyond the trivial concerns of rigid procedures and paper pollution to the genuine concerns of persons and their growth. The humanistic attitude recognizes that if problems are to be solved and performances improved, all persons involved must feel good about each other and understand that any plan for succeeding must be based on a win-win (all persons gain something and lose nothing) strategy.

⁴⁵R. L. Abrell, loc. cit.

If it is true that the supervisory process involves carrying out the aforementioned functions in order to achieve growth and development among all co-operating parties, then the effective humanistic supervisor will possess at least the following characteristics:

- "1. A belief that all 'human beings possess the power or potentiality of solving their own problems'
2. A belief that all human beings 'possess genuine freedom of creative choice and action, and are, within certain objective limits, the masters of their own destiny'
3. A belief that all human beings achieve 'the good life by harmoniously combining personal satisfactions and continuous self-development with significant work and other activities that contribute to the welfare' of those with whom one relates
4. A commitment to democratic procedures when working with others
5. A willingness to question others and one's own 'basic assumptions and convictions'
6. A deep commitment and capacity to make others feel worthwhile, important, and uplifted
7. A willingness and ability to establish warm and empathetic relationships with all persons, regardless of their racial, religious, ethnic, or educational backgrounds
8. An ability to listen and a desire to utilize the experience of others as a resource for planning and achieving goals
9. An enthusiasm for and belief in supervision as a viable process for contributing to human growth and progress
10. A commitment to upgrade oneself as a whole human being and the desire to carry on a continuing inquiry in the field of supervision."⁴⁶

Above all else, the humanistic supervisor works from a frame of reference that is characterized by his/her "compassionate concern" for

⁴⁶R. L. Abrell, loc cit.

fellow workers. It should be stressed that the humanistic supervisor possess that kind of concern for his/her fellow associated which involves both achievement in performance and reward in interpersonal relations.

Integral to the humanistic school, of course, is the behavior of its administrator. Review of the literature on humanistic schools or humanizing schools leads us to characteristics of their administrators. Certainly, both exist confluently, lending support and growth to each other. Review of this literature provides us with perspectives on the topic. Myers⁴⁷ has characterized the humanistic school as one which maintains conventional context with a mankind perspective, wherein some knowledge of man and his problems with a commitment to seek solutions. This school has been interpersonal relations where the mankind units are integrated with interpersonal activities. Teachers in this school are loving, self-actualizing, humane, authentic, autonomous persons. The entire school is characterized by action proving the utilization of knowledge and geist . . . a total attitude of trust and freedom.

Blanche Katz⁴⁸ strongly suggests that the key to humanizing our high schools is not to abolish our schools, but to restructure them according to the changes outside of schools. The first requirement is the elimination of compulsion as motivation then create new climates for interpersonal relations which encourage respect. Begin to practice equal rights with no distinction between programs with a belief in equal worth dealing with people not categories. Eventually, equality of treatment

⁴⁷D. A. Myers, "Humanistic School, A Critical Analysis" Educational Forum, 37, (November, 1972) pp. 53-8.

⁴⁸Blanche Katz, "Humanizing the High School" Urban Review, 5, (March 1972) pp. 25-31.

within the school will become a way of life. Experience will become the most important content of high school; school will become life. School will be a place of free access and free choice with responsibility for choice, with real opportunities for democracy and shares in decisions which affect the whole community. Students learn how to organize their own affairs, are freed from course requirements, and tracks, have freedom of choice and means to resolving grievances. Students will feel that rules and punishment is manifestly enforced through publication and action.

Fiorello⁴⁹ refers to Maslow's group selection of a leader based upon his qualifications to achieve a specific task. His power is only that given him voluntarily by the group for a specific situation, Fiorello suggests the most important function of a leader are social, having to do with social skills, ambition, and social direction. As a social relations leader he depends upon his function in the group. His function ends when the group decides he must initiate ideas, maintain group norms, arbitrate decisions with objectivity and consideration.

Bridges⁵⁰ identifies a humanistic school as one which maintains a classroom milieu where there is emphasis on giving the learner the freedom to learn what he needs to know in his own way, where the teacher is the facilitator and the learner is a person. This learner is perceived to have feelings, intuitive reactions, and practices applying the learned matter to his life. The heart of this school is the attitude toward all

⁴⁹A. Fiorello, "Leadership Concepts for Principals" Education Digest 39 (February, 1974) pp. 36-38.

⁵⁰W. Bridges, "Three Faces of Humanistic Education" Liberal Educator 59 (October, 1973) pp. 325-35.

selves. A humanist educator will trust, understand, and have skill with himself. The trust is in his ability to find what we need to know . . . the understanding is awareness and acceptance of human relationships between knowers and knowledge. The skill is in helping each other to learn what our lives call upon us to learn.

Ojemann⁵¹ asks administrators to be sensitive to cause and effect. This means administrators must find ways to work out their own need for self-respect, security, etc., without interference with students and actually facilitate student need fulfillment. Administrators must understand the causes of human behavior, which he maintains are the motivating forces, resources, environments which produce behavior. To change behavior, one must change forces, the motivating forces, resources, or environments.

James Irwin⁵² considers school organization to be a means to humanization. Organizing schools toward an open climate which provides energetic action satisfies the needs of all group members. This kind of climate leads to a balance between task achievement and needs fulfillment. Central to this open climate is active involvement for all people of the school in decisions of the school. This lends to open, sharing, action oriented administrators.

Catherine Hopper and William Hansen⁵³ portray an administrator as one carrying the responsibilities of involving the widest possible number

⁵¹Ralph Ojemann, loc. cit.

⁵²James R. Irwin, "Can Large Schools Be Humanized Through School Organization?" National Association of Secondary Schools Bulletin 57 (May, 1973) pp. 143-45.

⁵³Catherine Hopper and William Hansen, loc. cit.

of concerned persons to be involved in decisions. One who reduces the curricular requirements to minimal. This person realizes there is no one best way to do anything, that no decisions are final, and that continuing evaluatory change will and should be encouraged. An administrator's special responsibility is to create a structure and an atmosphere where change can take place.

Zimmerman⁵⁴ states that

"Human rights are integral to a humane school. There is simply no evidence to indicate that those school systems that adopted pupil's rights, codes, and human rights programs have suffered disorder. Pupils and staff help a school function effectively and pleasantly when they are accorded human dignity and human rights. Every human right has within it the tacit but powerful insistence on responsibility - a responsibility to see that human rights are accorded everyone else. When leadership is shared, including minorities, segregation ceases. Human rights accrue to all people simply because they are human. We cannot deny one's humanness because of his or her temporary status as a student . . . nor deny them practice in the schools.

The administrator needs to orchestrate the development of human rights practices within the entire institution. He must sensitize everyone to the fundamental issues involved and provide the framework to see that resources are allocated and machinery established to insure successful implementation.

There is, perhaps, no greater service that a school administrator can provide youth, his school, and to the future of the nation than leadership in the area of human rights. It is a prime administrative responsibility."

Holt⁵⁵ summarizes five basic propositions in a model for humanistic educational management:

- "1. An educational system should be reviewed as a community of all those individuals having a vital interest in the educational system.
2. The primary function of the educational manager is to facilitate the educational process

⁵⁴William Zimmerman, Jr., "Human Rights and Administrative Responsibility" PHI DELTA KAPPAN 56 (December, 1974) p. 243.

⁵⁵William D. Holt; Education as a Human Enterprise, (Worthington, Ohio, Charles A. Jones Publishing Co, 1973) pp. 107-15.

- (a) Help elucidate educational objectives
 - (b) obtain necessary resources
 - (c) help solve problems, overcome barriers
 - (d) help individuals accomplish their objectives
3. The educational manager must be an effective human being with these characteristics:
- he/she has a sense of identity (the job is him/her, fights for his/her values, knows himself, what he/she wants)
 - he/she is an authentic person (consistent feelings, thoughts, and deeds, expresses both feeling and thoughts as administrator)
 - he/she is open minded (acceptive of others, high tolerance for ambiguity)
 - he/she is independent thinker (more statesman than politician - creates public opinion)
 - he/she assumes responsibility for his actions (does not rely on others' support)
 - he/she is an effective communicator (a good listener, engages in genuine dialogue)
 - he/she is able to engage in reason
 - he/she has concern for others (gives freedom to staff task support even though method is different)
 - he/she has a zest for life (enjoys his work)
4. Science based management can be effectively adopted to education. Management by-objective, systems analysis, needs assessment surveys, forecasting models, cost-effectiveness analysis, statistical models for evaluation - as means not ends.
5. The human and the scientific dimension can be brought together through participative management."

CHARACTERISTICS OF A HUMANISTIC ADMINISTRATIVE STYLE

A humanistic administrator must be described by his behavior. Likely his behavior will be caused by beliefs about himself and others and others and how they must co-operate to educate each other. We must accept, humanistically, that each person constructs his or her self in an on-going process, and that often his or her behavior may not reflect his or her belief. So practically, a humanistic administrative style must be described theoretically . . . as a model from which behavior ensues. This style is a set of beliefs, constructs which we believe need application. A humanist administrator accepts contemporary humanism by a

brief but practical inclusive definition. "Humanism is the moral conviction that everyone can learn and grow by responsible regard for himself and others through scientific approach to self-destiny in a warm feeling of equality, fraternity, and freedom." He might also refine this definition to his educational role as administrator in a secondary school.

"Administrative humanism is the moral conviction that I can help everyone grow by responsible regard for myself, and each person in my contact. I believe in self-destinies, the validity of science and human feelings, equality, fraternity, and freedom for all."

This definition is a foundation for administrative behavior and style. From this we may decide characteristics of a humanistic administrator within the definition. The inclusiveness of "moral conviction" and "I can help, when asked" preclude self-knowledge and the ethic of personal potential for the administrator. He or she must be totally convinced of his own self-sufficiency, his own needs and their satisfactions, his uniqueness and community, his own intelligence and emotions.

He or she must trust himself, and his organism and its ability to make choices in freedom, reviewing their results as its own reward, fulfilling his morality and also his life. He must be an eternal optimist believing in human hope and reaching for the optimal well being of himself. Perceiving himself as a facilitator, he or she balances methodology with intuition in all decisions. He or she is concerned about the intense emotional experiences of his role. This administrator is an open person, willing and able to interpersonally confront, avoids sources of alienation and impersonality and is repulsed by coercion. He or she uses his mistakes as experiences to rebuild future behavior. He or she is non-directive, is an adequate personal problem solver, is a group leader. He

or she holds his beliefs in high esteem but is open to others, with accurate attentiveness, listening and speaking without covertness but deep honesty. Responsible for action delegated him by the group, he sees the organization as determinant to his effectiveness and earned leadership reality. He or she must understand human behavior and maintain a perspective of mankind in making his commitment to solving problems. Always other-centered he or she is a person oriented. He or she maintains a zest for life in his own identity and authenticity.

He or she is committed to "humanness" in all thought and deed. Democracy, humanistic decision making processes, self-determination, integration of individual and organizational goals, creating challenges, employ centered leadership, power equalization, individuality a curriculum of social and personal realism, promoting education as a source of freedom, developing unique leadership, promoting an attitude of fallibility, shared control, group goal setting and achievement motivation through group decision making, equal input to decision-making, drawing on faculty and staff resources, group trust, group freedom, loving others and loving oneself, voluntary co-operation, individual freedom, elimination of compulsion, new climates for interpersonal communications, improving classroom milieu, insisting on the personage of learners, relevance of subject matters, understanding and knowledge of human behavior, devising constructive methods for achieving a feeling of personal worth for everyone, insuring human growth.

A humanistic administrator accepts Greenwood's definition of an organization. "An organization comes into being when; (1) there are persons able to communicate with each other, (2) who are willing to

to contribute action, (3) to accomplish a common purpose."⁵⁶ This definition entails inalienable tenets of organizational operation.

Essentially, organizational control, goals, decisions communication, motivation, and leadership are infused without definition of administrative humanism.

IDENTIFICATION OF THE HUMANISTIC ADMINISTRATIVE STYLE

It seems reasonable that Likert's six areas of management tasks be used to help in identifying behavior within those tasks which is relevant to a humanist administrator. Likert's six management task areas, control, goal setting and achievement, decisionmaking, communication, motivation and leadership may be areas for which we can describe humanist behavior. The characteristics we ascribe to each management area, have been gleaned from the mentioned readings of Chapter 2.

A reader may cite the repetition of these characteristics as listed again in this place. It is done so that the reader and writer may more easily identify or ascribe kinds of humanist behavior to arenas of management activity. The instrument invented is based upon these six areas as well as its validation. The instrument will request responses of those surveyed concerning control, goal setting and achievement, decision-making, communication, motivation and leadership. The validation process will analyze the use or non-use of the characteristics listed from the readings.

⁵⁶William Greenwood, Management and Organizational Behavior Theories (Cincinnati: South Western Publishing Co., 1965) p.52.

Likert lists under participative group that control is widely shared, there is no informal organizational resistance and that control data is used for self-guidance and problem solving. The writers we have cited previously indicate these additional characteristics of control by a humanistic administrator:

- * provides for democracy and operates at this level, creates appropriate challenges with other in control,
- * equalizes power
- * exercises a looser form of supervision
- * exercises practices leading to self-control, self-direction,
- * refutes coercion by external standards
- * opposes bureaucracies based upon rationality solely,
- * opposes control which constrain individual decision-making
- * opposes externally based determinants and sanctions,
- * practices shared control,
- * loves others and himself,
- * believes each person holds the key to his own personhood,
- * assists in the development of more adequate persons.

Likert perceives groups achieving goals, and setting them by group action except in crises, with little or no covert resistance. A humanistic administrator, according to our readings would:

- * integrate individual and organizational goals,
- * unleash potential to achieve goals by personal commitment,
- * provide avenues for equal effective voice in setting goals,
- * practice accountability, manifestly,
- * practice group goal setting,
- * practice group goal achievement,

- * practice goal evaluation,
- * feel responsible for goals set by group,
- * provide free access and free choice in goal determination,
- * plan with and assist colleagues in goals, objectives,
- * help choose and use strategies which produce intended outcomes.

Likert's study of management decisions and decisionmaking indicates that in participative management decisions are integrated by each group member. Decisions are made formally throughout the group, the group has all the data and everyone is fully involved. According to our readings, the author would acknowledge that the humanistic administrator would believe and act concordantly as he or she:

- * resists positivistic methodology based solely upon quantitative analysis,
- * uses intuition as a major basis for decision making,
- * uses group decision making,
- * allows everyone equal input to decisions,
- * understands and utilizes human behavior in decision making,
- * acknowledges the need for personal involvement,
- * acknowledges the need for personal decision making,
- * provides support for decisions to be implemented,
- * emphasizes a climate which conducts decision making and implementation,
- * emphasizes participative management.

Communication flow in all directions, involving open minded communicators who speak the truth about concerns in Likert's study. Participative managers know the problems of others very well. Humanistic managers,

the readings cited indicate, are characterized by these descriptive phrases. He or she would:

- * focus attention on the human aspects of persons in the group,
- * avoid sources of impersonality and alienation in all relationships,
- * encourage interpersonal confrontation in the community,
- * practice a commitment to openness,
- * emphasize non-directive counseling,
- * emphasize self-expression for the individual,
- * practice multi-directional objective oriented communication,
- * believe all ideas are valuable, worthy, equal,
- * communicate openly not covertly,
- * communicate his feelings, understandings equally,
- * perceive the school not as an institution but as a community,
- * link each unit in the school with many communication options,
- * are visible, well known, recognized,
- * confront situations with needed relevant behavior,
- * provide comfortable climates for inter-personal relations,
- * devise constructive methods for communicating feeling of personal worth, self-respect,
- * help people see each other as co-operative, sensitive persons,
- * creates a public image of confidence and trust,
- * plans activities which maintain or enhance student and teacher feelings of self-respect, personal growth and worth, and emotional, security,

- * maintains a flair for warm relations,
- * seeks widest possible involvements,
- * listens to staff, student ideas,
- * is accessible as an administrator,
- * maintains high level of tolerance and open-mindedness,
- * engages in genuine dialogue.

Internally motivated persons in participative management processes would perceive ownership of goals and work toward those self-invented ends. All persons at all levels would feel responsible for organizational achievement. The readings suggest that the humanist administrator:

- * perceives man as a self-actualizing being,
- * bases human relations upon intangibles emphasizing feelings, sentiments, collaboration,
- * provides for self-determination at work,
- * restores man's dignity at work,
- * understands that his assumptions about people can become self-fulfilling prophecies,
- * does trust people and they know it,
- * believes people can exercise self-motivation,
- * believes people are happier when self-fulfilled,
- * knows that persons involved and aware of organizational purpose, need no control in authority-obedience sense,
- * believes man is a builder, constructing his own life,
- * accepts persons as significantly unique individuals,
- * sees himself as a helper, facilitator, not director,
- * liberates teachers, students from restrictions,
- * resists quantitative assumptions which deny human separateness,

- * creates conditions in which social self-hood is encouraged,
- * believes in self-guidance,
- * relies on basic attitudes for motivation,
- * allows people and groups autonomy.

A person in a participative management system would show complete confidence toward "subordinates". Everyone's ideas would be perceived as valuable always in Likert's findings. Humanistic leaders, our authors indicate would be characterized by these attributes. He or she is first a whole person. He or she:

- * maintains employee centered leadership,
- * taps creativity and commitment of people,
- * encourages "free-thinking" and personal responsibility for choices,
- * sees education as a source of freedom,
- * develops a unique leadership style,
- * resists pragmatism,
- * trusts,
- * declares the importance of self-direction,
- * sees the principal and staff as a working collegium,
- * realizes his/her leadership is earned from the group,
- * keeps governance operations in the background,
- * He/she is open about who and where he is,
- * Uses all knowledges,
- * can dissolve into the mainstream or be distinct,
- * practices equal rights,
- * deals with people not categories,
- * treats people equally,

- * manifestly enforces rules,
- * initiates ideas,
- * maintains group norms,
- * arbitrates decisions objectively, considerately,
- * practices on ability to research what the group needs to know,
- * accepts the variety of human relations,
- * uses his skill in helping persons learn what lives call them to learn,
- * helps teachers and students work together,
- * plans daily activities that enhance feelings,
- * focus on options rather than uniformity in policies and practices,
- * insures every student is known as a total human being,
- * admits varied learning styles, places,
- * practices continuous progress,
- * practices positive rather than threatening behavior,
- * works with students and teachers,
- * creates and maintains a structure where change can take place,
- * assesses and diagnosis co-workers' needs,
- * assumes responsibility for his actions.

This list as gleaned from the readings is somewhat overwhelming to the present author. Its size is awesome. The meaning of each idea presented is ponderous. The list presents an immense accumulation of behavioral traits.

CHAPTER III: DESIGN OF STUDY

DESIGN

An instrument was designed to elicit responses about characteristics of secondary principals as displayed in their expressed beliefs. The instrument contains twelve hypothetical situations, which request of the respondent his descriptions of behavior he claims he would use relative to the situation. The twelve situations were devised to be relevant to problems each administrator may face in his practice. Each situation relates to "Leadership Characteristics in Administrators" as listed in Chapter Two.

Each also specifically relates to each of five leadership areas as identified by Likert; control, decision making, goal setting, motivation and communication. Questions Four and Eleven elicit responses concerning administrative control of the school group. Questions One, Three and Ten relate to goals and objectives of schools, their construction, communication and implementation. Questions Five and Six may help determine what are the decision making processes and who makes the decisions in the school. Questions Two, Seven and Eight bear directly upon communication in the school. Questions Nine and Twelve involve motivation. (See Appendix A for an example of the form of the instrument. The actual responses of participants in this study are present in Appendix B and C.)

Likert's "Leadership Characteristics In Administrators" is used because of his familiarity with many management styles. His research in

leadership techniques within the full continuum from exploitive leadership behavior through benevolent and consultative leadership behavior to consultative and participative leadership behavior leads him, in the present author's perception, to a very usable format for the study of styles - Likert, by identifying leadership tasks common to all styles, has furnished areas which apply readily to a study of humanistic styles and to our present design. So the questions in our design reflect Likert's characteristic.

The use of board policies and administrative policies and the question of control of the budget (see Questions Four and Eleven in the instrument) intend to elicit responses relative to the concentration of control, the span of control, the sharing of control, the extent of constraint on individual decision-making, dimension of externally based controls upon the school community.

The situations concerning Goal Setting (Questions One, Three and Ten) intend to elicit answers to questions of the sort which Likert raises, "Who establishes goals?" "How does one deal with resistance to goals?" "Does the respondent practice group goal setting, goal achievement, group responsibility for group invented goals?" "Is personal commitment motivated by personal involvement in goal invention and achievement?"

The use of decision making situations (Questions Five and Six) attempt to develop responses to questions concerning decision making levels, origin of data for decisions and the relationship of decisions to motivation as in Likert's criteria. The questions also intend to gain responses related to the humanistic traits of group decision making, personal involvement, use of data and intuition.

Situations in Questions Two, Seven and Eight concerning communication bear upon Likert's concern about communication flow, downward communication acceptance, accuracy of upward communication. These questions also request response relative to listening skills, interpersonal behaviors, philosophies of idea value, and perception of people, as listed in Chapter Two's traits of a humanistic communicator.

Questions Nine and Twelve ask Likert's questions about who is responsible for achievement of group goals, and what is the predominant motivator. These situations concern fear and disagreement and request responses indicating the degree of mutual trust, belief in self-direction and autonomy.

PROCEDURES

The instrument was invented as an extension of Likert's six areas of administrative behavior, leadership, control goal setting and achievement, decision making, motivation and communication relative to the listed traits of Chapter Two. The respondent was to read each of the twelve situations which were relevant to the administrative behaviors and write statements which would declare his belief about solving the problem in the situation. After completing the instrument, the respondent was to return the instrument in the provided stamped, addressed envelope.

The instrument developed for this study is a test instrument in order to learn whether or not this survey type of open-ended tool can work in collecting data relevant to the topic - "Characteristics of Humanistic Administrator." Because of the nature of the topic, it was believed that the instrument should be "open-ended," in that elicited responses should be as free and unrestricted as possible so respondents would be

unhampered by pre-written multiple-choice answers.

It may be that a less humanistic administrator would tend not to complete the survey, where a more humanistic administrator might tend to complete it. In any case, it is a tenet of the author that this kind of instrument is more "humanistic" than an objective answer instrument.

The author intended to try to invent an instrument, validate it through known humanist educators, test it in the field in Michigan, revise it if necessary, so that it might possibly be used for further research. For the present study, it was not contemplated that the data would be computerized, but at some future time they might be.

In order to validate the instrument, several well-known humanist educators were selected and the instrument was sent to them with the request to complete it, and return it to the author. With advice of the doctoral committee members, the following persons were selected and approached; Carl R. Rogers, Rollo May, Paul Kurtz, and Arthur Combs. Each of these persons replied in a similar fashion. Rollo May indicated he had "nothing at all to do with schools and hence didn't have any answers to most of (the) questions". (1) Carl Rogers replied that he "didn't have time to answer (the) questions . . . and felt my answers would be too hypothetical since I am not an administrator." Rogers did send an issue of Education which he thought might answer some of the questions. (2) Paul Kurtz replied saying, "I am sending it to Roy Fairfield who has spent most of his time in the field of humanistic education." Roy Fairfield then sent a reprint of an article he wrote for the New York Times, entitled, "Some New Paths To The Ph.D.," without comment. Arthur Combs sent back the instrument and our request with a message in his own hand stating, "not appropriate, I am not a principal." (Please see

appendix for copies of these replies). Certainly the busy lives these persons lead entitle them to pursuit other than responding to a doctoral student's instrument. Therefore other humanists needed to be found.

The author then turned to persons he knew more familiarly, who, in the author's view, practiced, wrote, encouraged and consistently personally and professionally displayed a humanistic attitude. By request, Dale Alam, Ben Bohnhorst, and John Suehr - all members of the faculty of the College of Education at Michigan State University - each promptly filled out the surveys and returned them within seventy-two hours.

These three validating sets of responses were then taken to William Shaw, who examined them for elements of consistency which might appear in the answers of the three validating sources. Shaw was selected for this purpose because he had familiarized himself with this topic through extensive work in this same field. His dissertation, "An Exploratory Study of Diverse Educational Philosophies, Psychologies, Methodologies, and Communications Networks as a Means to Establish Curriculum Theory in Support of Diverse Educational Alternative Learning Environments Within Public Schools," also utilizes the studies of Likert, Rogers, Combs and others cited in the present work. Moreover among his many attributes are not only Dr. Shaw's personal familiarity with the subject of "humanism" and "humanistic education" but also his manifest explicit behavior as a current practicing humanist as Director of Curriculum for Bedford Schools in Bedford, Michigan. Shaw was aware of the listed traits extracted from the readings in Chapter Two and utilized them in his readings of the three humanist respondents. Shaw found the following commonalities in the survey answers of Alam, Bohnhorst, and Suehr:

SHAW'S ANALYSIS

<u>Response To:</u>	<u>Commonalities in Validating Responses</u>
Question One (goal setting)	involvement of affected parties, value and and priority of democratic process,
Question Two (communication)	volunteer staff input, commitment to staff input,
Question Three (goal setting)	involve <u>all</u> the school community in goal identification,
Question Four (control)	emphasize trust, emphasize the flexible nature of policies, protection of rights by policy,
Question Five (decision making)	utilize committee decision-making, utilize commitment to execute committee decisions,
Question Six (decision making)	use school-community representatives for decisions,
Question Seven (communication)	Personalize the problem, use fact to face interaction,
Question Eight (communication)	face to face interaction with trust,
Question Nine (motivation)	sure assertive listening skills with every- one,
Question Ten (goal setting)	create ownership and responsibility for goals is needed,
Question Eleven (control)	share the responsibility within legal rami- fications
Question Twelve (motivation)	provide a collaborative effort, a marriage of teacher and principal

Using the responses of Alam, Bohnhorst, Suehr and the further validation of Shaw, a scoring scale was devised to rate principal's answers and indicate the nearness of the principals' answers to the humanists. If a principal responded as the validators had, he received a score of 3, meaning he was "most humanistic" in his belief or behavior. If a

respondent answered with a part of the validators' answer, he was scored a 2 indicating he showed a "trend toward humanism." If a principal answered with some traits as listed in Chapter 2, but none of the validators' responses, he was scored a 1 and recorded as "tending toward humanism." If a principal answered with neither the answers of the validators or any of the traits listed in Chapter 2, then he received, for that answer a score of 0.

A composite score, a total of all the individual respondents' scores was tallied in order to attempt to indicate the degree of humanistic leadership. Persons scoring from 0 to 9 were classified as non-humanist leaders, 10-18 had "tendencies" to be humanistic leaders, 19 to 27 had displayed "trends to be humanistic leaders" and 28 to 36 were identified as "most humanistic leaders."

SAMPLE

The instrument was sent to one hundred and five high school principals in the state of Michigan. One hundred five is one fifth of the high schools in Michigan. Of the one hundred and five, twenty-percent were sent to Class A schools (student population over 1,459) twenty-percent to Class B schools (student population over 723 to 1,458) twenty-percent to Class C schools (student population over 371 to 722) and twenty-percent to Class D schools (of student population less than 371).

The instrument was sent to schools according to size of the school population as determined by the Michigan High School Athletic Association. School size by population was selected as an important factor of school difference in order that a representative sample of secondary school principals could be used without bias to any particular school size.

Conceivably, only schools of one class could have been selected, or principals of at least five years experience might have been used, or schools in the Lansing area only. But it was believed that for the purposes of the present study it was desirable that the instrument should be sent to a comprehensive variety of public secondary schools.

SUMMARY

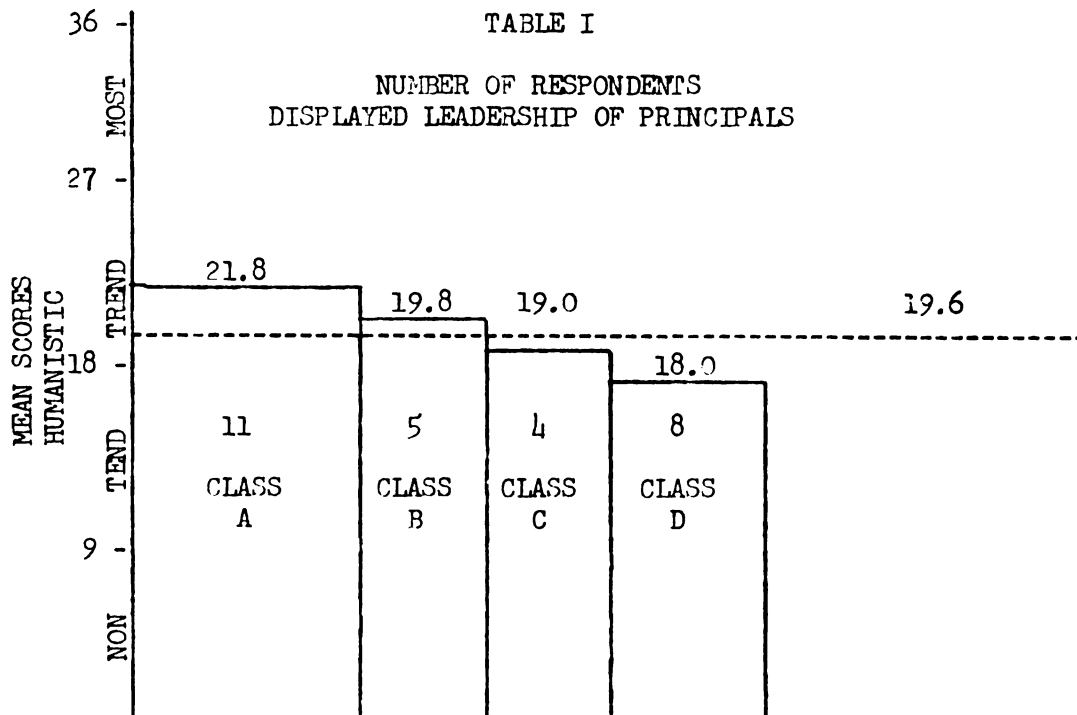
The instrument was returned completed by 28 principals. An additional three surveys were returned with half the survey or the comment "I'd like to talk with you about these answers." All of the 28 attempted to answer all questions, as best they could, given the limits of a high school principal.

A second questionnaire was sent to those not responding within thirty days but no additional returns were yielded. At the urging of my chairperson, we continued with the responses at hand.

This use of the instrument can be considered essentially to be only an exploratory pilot effort. The small number of replies was disappointing. Nevertheless these data were processed and analyzed. The results are the subject of Chapter Four.

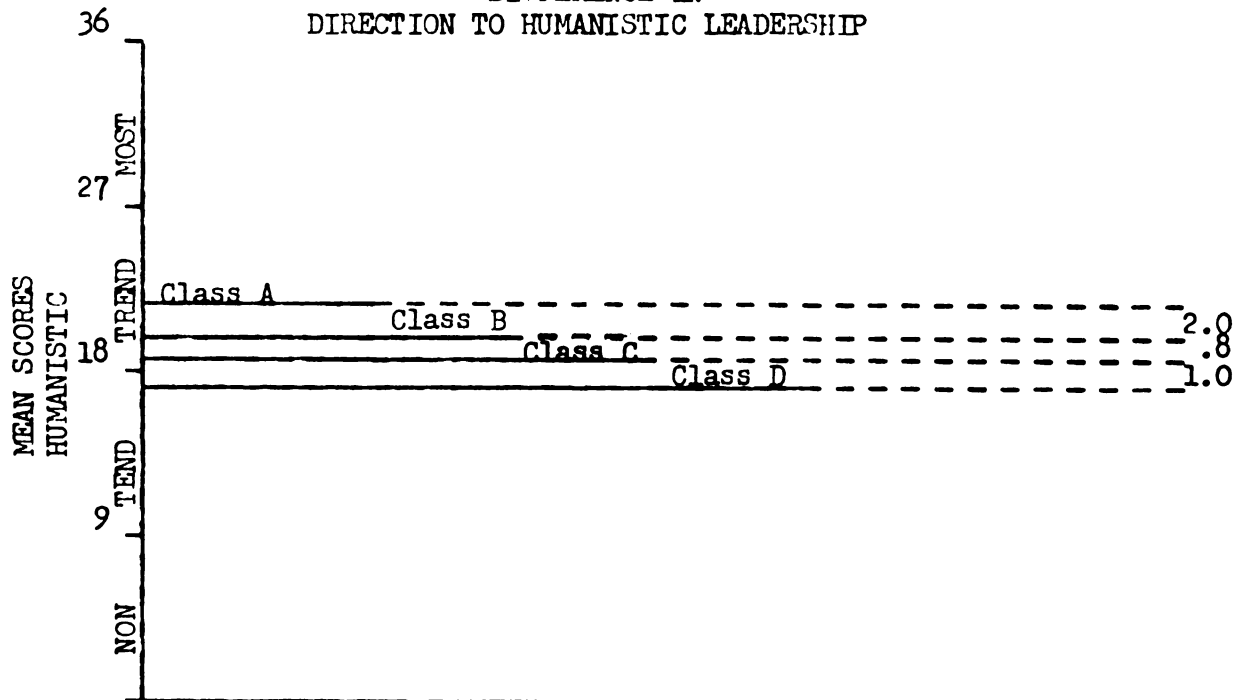
CHAPTER IV: ANALYSIS OF RESULTS

Responses were returned from 28 administrators. Of the original sample of 105, eleven respondents were administrators of Class A size schools, five were from Class B, four from Class C and eight from Class D. The total score of Class A size administrators was 240 and a mean score of 21.8. The total score of Class B administrators was 89 with a mean score of 19.8. The total of Class C scores was 76 with a mean of 19.0. The total score of Class D Administrators was 144 with a mean of 18.0. The total score for all administrators was 549 with a mean of 19.6. A possible score of 36 would indicate full points awarded for each question. Please see Table I.



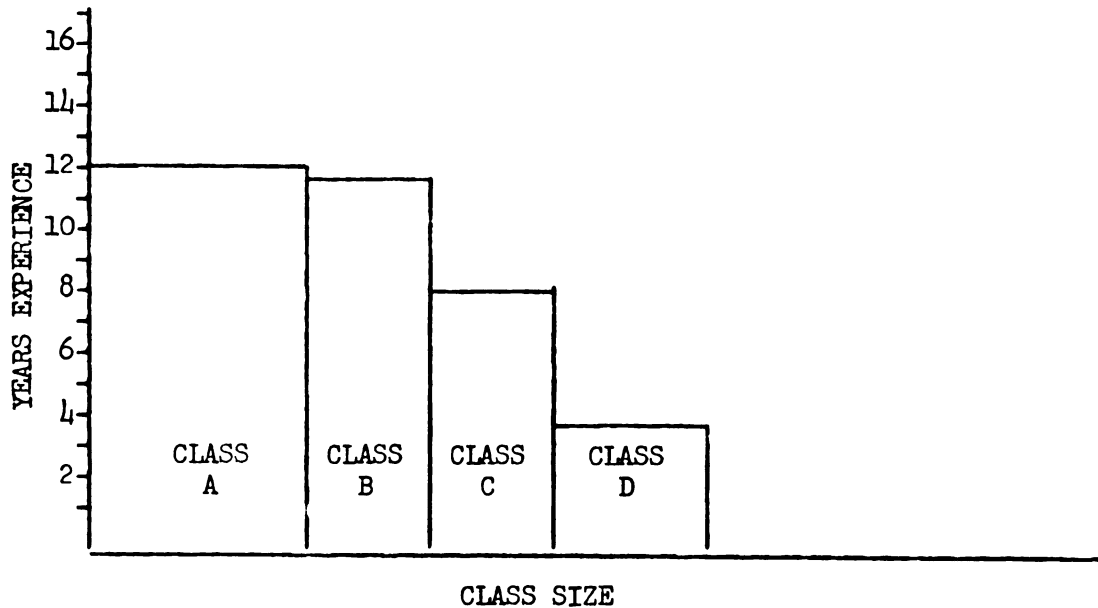
An average score of 19.6 points of a possible 36 points may possibly indicate that secondary principals as leaders are not most humanistic, and have only a slight bent toward a trend to humanistic administration. On the whole, it might appear that as leaders, the larger the school population, the more humanistic is its administration. Among our respondents Class A size administrators lead the way with a full 2 point differential (21.8) over Class B size (19.8). Class B leads over Class C by .8 and Class C over Class D by one whole point. This could possibly mean the survey is easier to answer, easier to interpret, or easier to read for larger school size principals. It could also mean that smaller schools have less opportunity to deal with the situations presented. It may be that the educational attainment or experience of Class A principals is indicative of a positive difference in leadership style. (See Table II.)

TABLE II
NUMBER OF RESPONDENTS
DIFFERENCE IN
DIRECTION TO HUMANISTIC LEADERSHIP



Our Class A administrators average eleven years in the principalship, all have a Master's Degree, and seven have 30 or more hours above a Master's Degree. Our Class B administrators have 10.8 years experience, all have a Master's Degree, two with 30 or more hours over a Master's. The Class C administrators have 6.8 years experience all have a Master's Degree, 2 have 30 or more hours over a Master's Degree. Our Class D administrators have an average of 3.37 years of experience, all have a Master's Degrees and 3 had 30 or more hours over a Master's. Please see Table III.

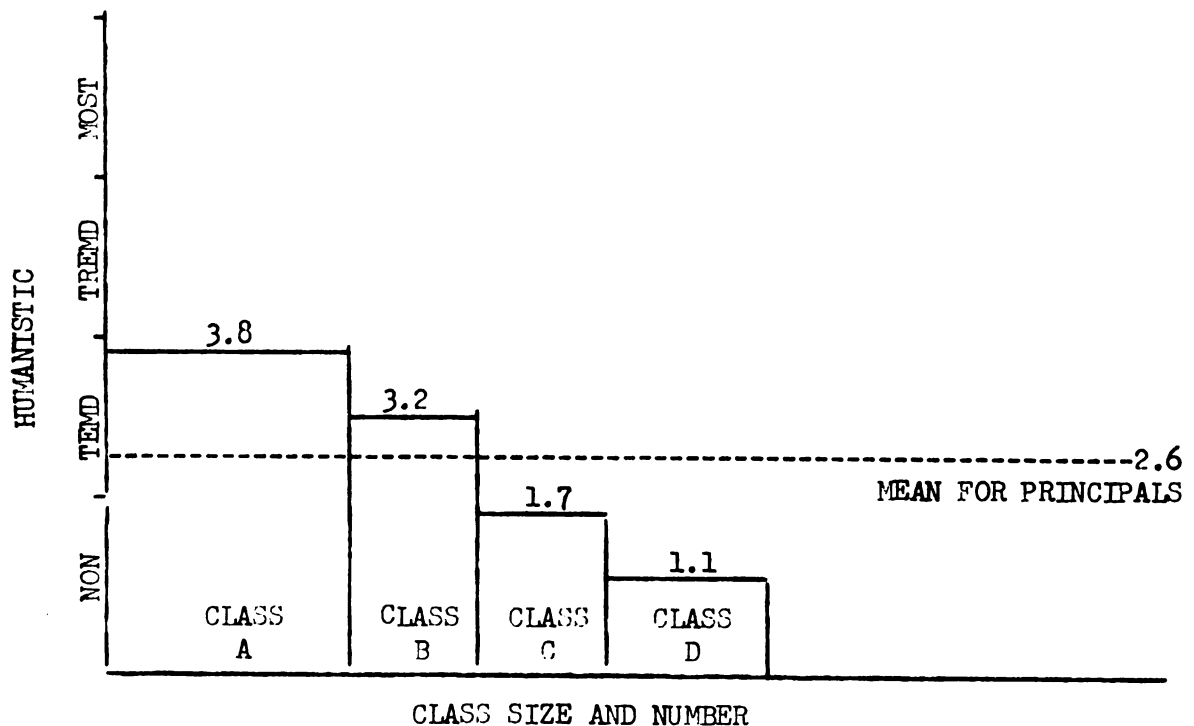
TABLE III
LEVEL OF EXPERIENCE OF PRINCIPALS



It might appear that our secondary principals tend to be weakest in the belief or practice of humanistic traits in decision making practices and control. The highest score in decision making was 5 of a possible 6, and on the mean score was 2.64. The most frequent score was 4, although ten respondents gained scores of 3 or less. The highest score in control was a possible 6, of which one respondent gained a 5. The mean score of 2.64 was mainly attributable to 24 respondents score of 3 or less.

Our Class A size principal's total score in decision making was 42 with an average score of 3.8, 1.2 above the mean score for the entire group. The Class B principals total score was 16 or 3.2, .6 above the mean score for the group. The Class C principals score was 7 or 1.7, .9 below the mean for the group. The Class D principals scored 9 or 1.1, 1.5 below the group. This may indicate that the smaller the school, the more centralized the decision making. (See Table IV.)

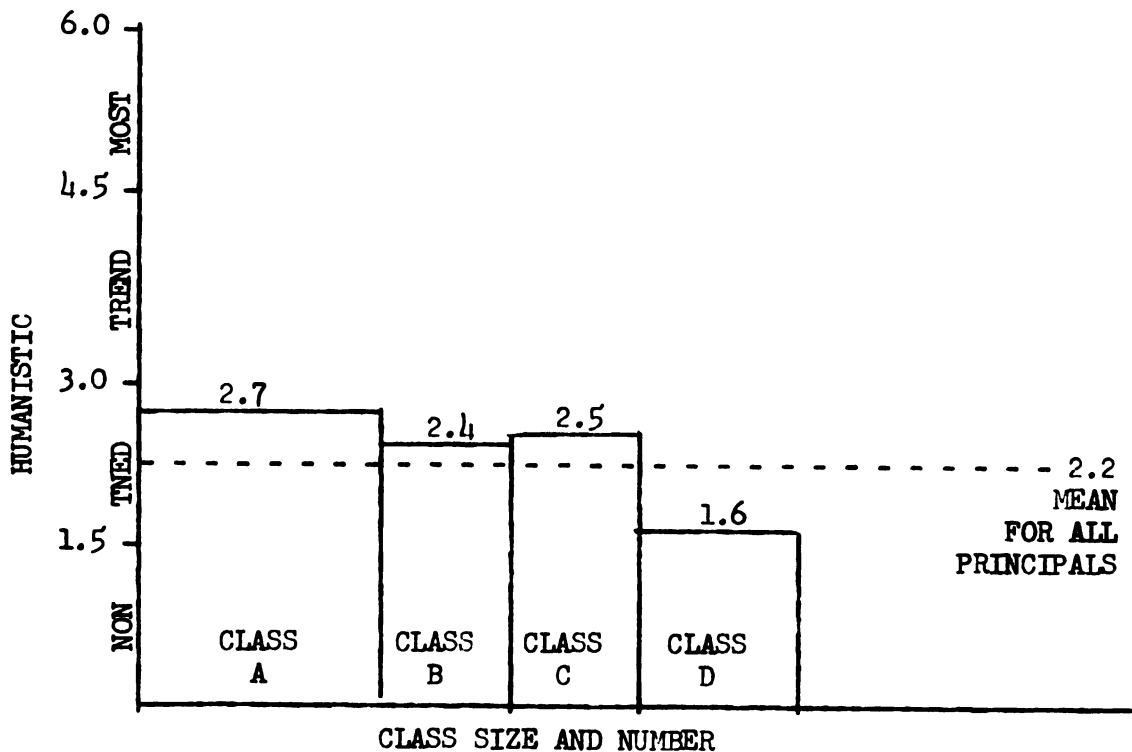
TABLE IV
DIRECTION TO DECISION MAKING



Class A size principals total score for control was 30, an average of 2.7, .5 above the mean for the group. Class B size principals total score was 12, or 2.4, .2 above the mean for the group. Class C size principals scored 9, 2.5, .3 above the mean. Class D scored 13 or 1.6, .6 below the mean. The scores may indicate again that control is more open in larger schools, more centralized in smaller schools. (See Table V)

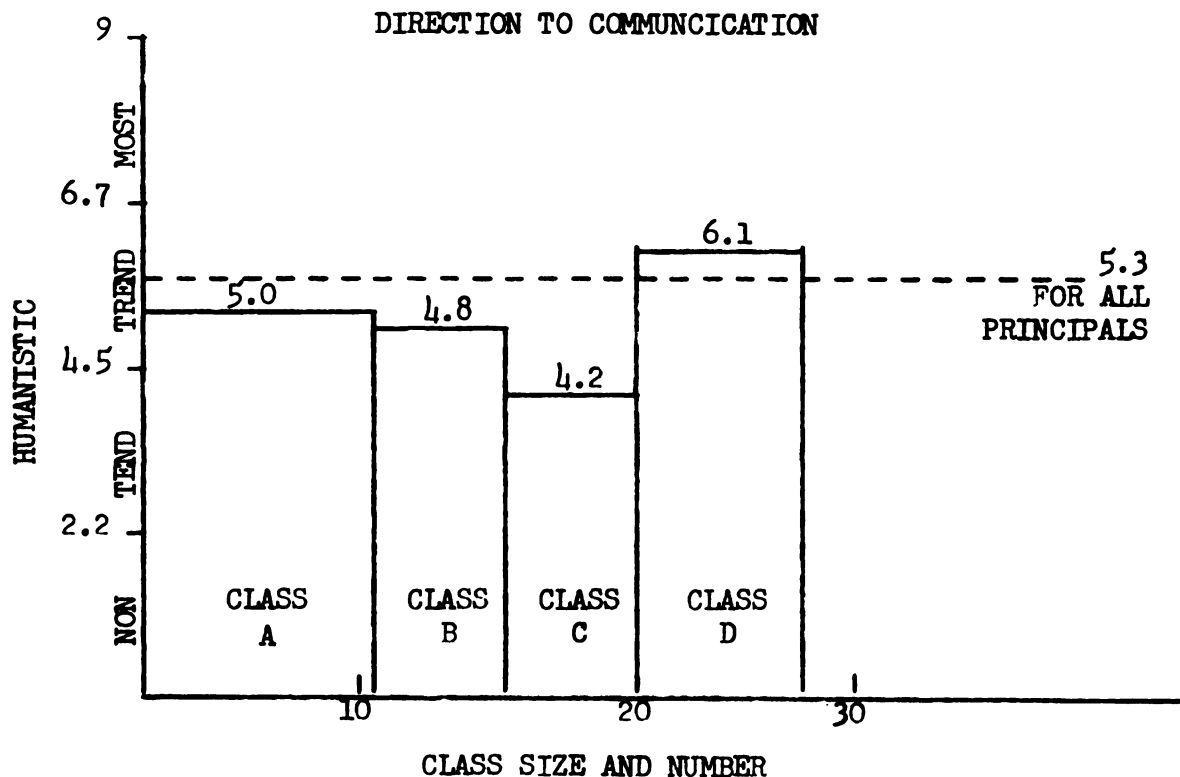
TABLE V

DIRECTION TO CONTROL



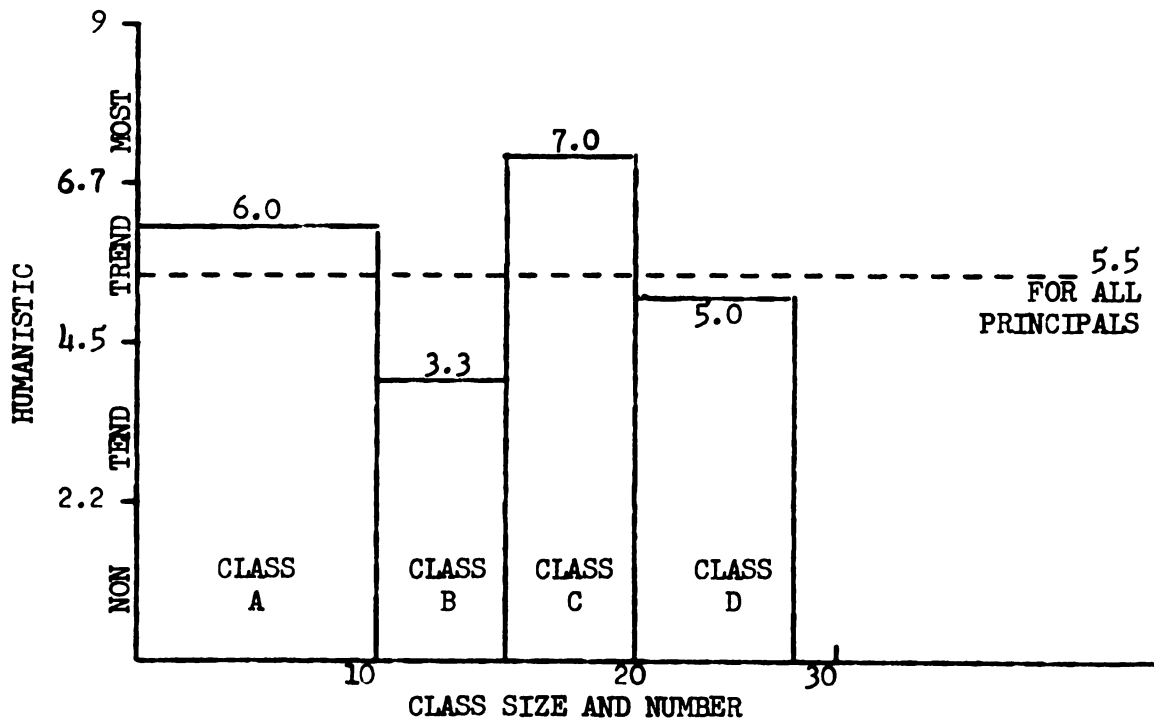
It might appear that secondary principals surveyed are strong in communication and have initiated practices which could prove trends in humanism. The greatest possible score could be 9, of which 5.3 was the mean and 8 was the highest score. Five was the most frequent score, gained by seven respondents. Class A size principals scored a total 56, or 5.0, .3 below the mean. Class B principals score of 24, or 4.8 was .5 below the mean. Class C score was 13, or 4.2 which is 1.1 below the mean. Class D School size principals scored a 49 or 6.1, .8 above the mean. (See Table VI)

TABLE VI



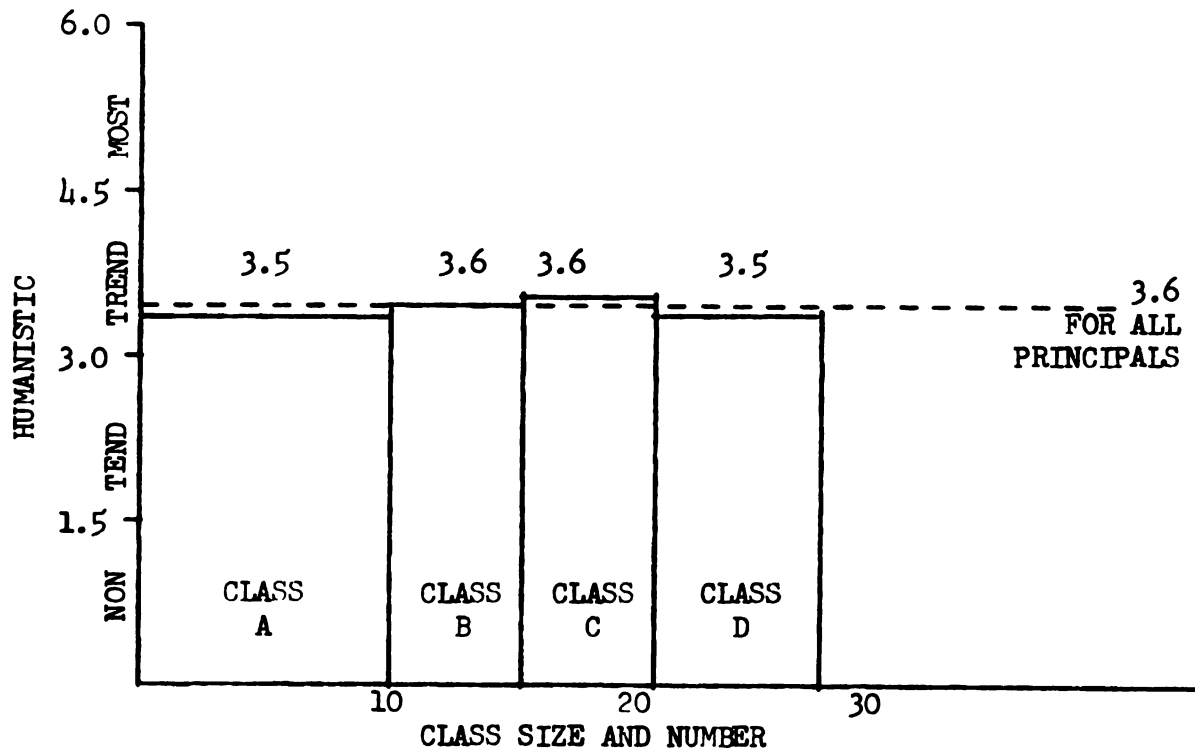
Our survey results might appear to indicate that the responding principals are strong in "goal setting" and achievement and in cooperating with staff in this area. Class A size school principals' total score of 67, mean of 6.0 is .5 above the group mean of 5.5. Class B size principals' score of 19 or 3.8 average is 1.7 below the group mean. Class C size principals' score of 28, 7 is highest of the principals or 1.5 above the group mean. Class D principals score of 40, with a mean of 5 is .5 below the group mean. (See Table VII.)

TABLE VII
DIRECTION TO GOAL SETTING



The Secondary principals sampled responded as a group to situations concerning motivation with a mean score of 3.6 of a possible 6 points. Class A size principals scored 39 or 3.5, a hair below the score of the total group. Class B size principals scored 18, or 3.6, the same as the group mean. Class C size principals scored 14, 3.6 a hair above the total group. Class D size principals scored 28, 3.5 or a hair below the mean for the total group. (See Table VIII.)

TABLE VIII
DIRECTION TO MOTIVATION



CHAPTER V: SUMMARY

SUMMARY AND CONCLUSIONS

This study attempted by proposal to do two particular things. First, it was to define a humanistic administrative style, secondly, to invent instruments to identify elements of humanism in administrative practice.

A summary of the readings proposes these beliefs and behaviors concerning a humanistic administrative style.

A humanistic administrator must be described by his behavior. Likely his behavior will be caused by beliefs about himself and others and how they must co-operate to educate each other. We must accept, humanistically, that each person constructs his or her self in an ongoing process, and that often his/or her behavior may not reflect his/her belief. So practically, a humanistic administrative style must be described theoretically . . . as a model from which behavior ensues. This style is a set of beliefs, constructs which we believe need application. A humanist administrator accepts contemporary humanism by a brief but practical inclusive definition. "Humanism is the moral conviction that everyone can learn and grow by responsible regard for himself and others through scientific approaches to self-destiny in a warm feeling of equality, fraternity, and freedom." He might also refine this definition to his educational role as administrator in a secondary school. "Administrative humanism is the moral conviction that I can help everyone grow by responsible regard for myself, and each person in my contact. I believe in self-destinies, the validity of science and human feelings, equality, fraternity, and freedom for all."

This definition is a foundation for administrative behavior and style. From this we may decide characteristics of a humanistic administrator within the definition. The inclusiveness of "moral conviction" and "I can help, when asked" preclude self-knowledge and the ethic of personal potential for the administrator. He or she must be totally convinced of his own self-sufficiency, his own needs and their satisfactions, his uniqueness and community, his own intelligence and emotions. He or she must trust himself, and his organism and its ability to make choices in freedom, reviewing their results as its own reward, fulfilling his morality and also his life. He must be an eternal optimist believing in human hope and reaching for the optimal well being of himself. Perceiving himself as a facilitator, he or she balances methodology with intuition in all decisions. He or she is concerned about the intense emotional experiences of his role. This administrator is an open person, willing and able to interpersonally confront, avoids sources of alienation and impersonality and is repulsed by coercion. He or she uses his mistakes as experiences to rebuild future behavior. He or she is non-directive, is an adequate personal problem solver, is a group leader. He or she holds his beliefs in high esteem but is open to others, with accurate intentiveness, listening and speaking without coyness but deep honesty. Responsible for action delegated him by the group, he sees the organization as determinant to his effectiveness and earned leadership reality. He or she must understand human behavior and maintain a perspective of mankind in making his commitment to solving problems. Always other-centered he or she is person oriented. He/she maintains a zest for life in his own identity and authenticity.

He/she is committed to "humaneness" in all thought and deed. Democracy, humanistic decision making processes, self-determination, integration of individual and organizational goals, creating challenges, employ centered leadership, power equalization, individuality, a curriculum of social and personal realism, promoting education as a source of freedom, developing unique leadership, promoting an attitude of fallibilism, shared control, group goal setting and achievement motivation through group decisionmaking, drawing on faculty and staff resources, group trust, group freedom, loving others and loving oneself, voluntary co-operation, individual freedom, elimination of compulsion, new climates for interpersonal communications, improving classroom milieu, insisting on the personage of learners, relevance of subject matters, understanding and knowledge of human behavior, devising constructive methods for achieving a feeling of personal worth for everyone, insuring human growth.

A humanistic administrator accepts Greenwood's¹ definition of an organization. "An organization comes into being when (1) there are persons able to communicate with each other, (2) who are willing to contribute action, (3) to accomplish a common purpose." This definition entails inalienable tenets of organizational operation. Essentially, organizational control, goals, decisions, communication, motivation, and leadership are infused without loss of administrative humanism.

The humanist administrator exhibits these attributes. He/she:

- * provides for democracy and operates at this level, creates appropriate challenges with other in control,

¹William T. Greenwood; Management and Organizational Behavior Theories; Southwestern Publishing Co., Cincinnati, Ohio; 1965 - p. 85.

- * equalizes power,
- * exercises a looser form of supervision,
- * exercises practices leading to self-control, self-direction,
- * refutes coercion by external standards,
- * opposes bureaucracies based upon rationality solely,
- * opposes controls which constrain individual decision-making,
- * opposes externally based determinants and sanctions,
- * practices shared control,
- * loves others and himself,
- * believes each person holds the key to his own personhood,
- * assists in the development of more adequate persons,
- * integrates individual and organizational goals,
- * unleashes potential to achieve goals by personal commitment,
- * provides avenues for equal effective voice in setting goals,
- * practices accountability, manifestly,
- * practices group goal setting,
- * practices group goal achievement,
- * practices group goal evaluation,
- * feels responsible for goals set by group,
- * provides free access and free choice in goal determination,
- * plans with and assist colleagues in goals, objectives,
- * helps choose and use strategies which produce intended outcomes,
- * resists positivistic methodology based solely upon quantitative analysis,
- * uses intuition as a major bases for decision making,
- * uses group decision making,
- * allows everyone equal input to decisions,

- * understands and utilizes human behavior in decision making,
- * acknowledges the need for personal involvement,
- * acknowledges the need for personal decision making,
- * provides support for decisions to be implemented,
- * emphasizes a climate which conducts decision making and implementation,
- * emphasizes participative management.
- * will focus their attention of the human aspects of persons in the group,
- * will avoid sources of impersonality and alienation in all relationships,
- * encourages interpersonal confrontation in the community,
- * practices a commitment to openness,
- * emphasizes self-expression for the individual,
- * practices multi-directional objective oriented communication,
- * believes all ideas are valuable, worthy, equal,
- * communicates openly not covertly,
- * communicates his feelings, understandings equally,
- * perceives the school not as an institution but as a community,
- * links each unit in the school with many communication options,
- * are visible, well known, recognized,
- * confronts situations with needed relevant behavior,
- * provides comfortable climates for inter-personal relations,
- * devises constructive methods for communicating feeling of personal worth, self-respect,
- * helps people see each other as cooperative, sensitive persons.
- * creates a public image of confidence and trust,

- * plans activities which maintain or enhance student and teacher feelings of self-respect, personal worth, and emotional security,
- * maintains a flair for warm relations,
- * seeks widest possible involvements,
- * listens to staff, student ideas,
- * is accessible as an administrator,
- * maintains high level of tolerance and open-mindedness,
- * engages in genuine dialogue,
- * perceives man as a self-actualizing being,
- * bases human relations upon intangibles, emphasizing feelings, sentiments, collaboration,
- * provides for self-determination at work,
- * restores man's dignity at work,
- * understands that his assumptions about people can become self-fulfilling prophecies,
- * does trust people and they know it,
- * believes people can exercise self-motivation,
- * believes people are happier when self-fulfilled,
- * knows that persons involved and aware of organizational purpose need no control in authority-obedience sense,
- * believes man is a builder, construction his own life,
- * accepts persons as significantly unique individuals,
- * sees himself as a helper, facilitator, not director,
- * liberates teachers, students from restrictions,
- * resists quantitative assumptions which deny human separateness,
- * creates conditions in which social self-hood is encouraged,

- * believes in self-guidance,
- * relies on basic attitudes for motivation,
- * allows people and groups autonomy,
- * maintains employee centered leadership,
- * taps creativity and commitment of people,
- * encourages "free-thinking" and personal responsibility for choices,
- * sees education as a source of freedom,
- * develops a unique leadership style,
- * resists pragmatism,
- * trusts,
- * declares the importance of self-direction,
- * sees the principal and staff as a working collegium,
- * realizes his/her leadership is earned from the group,
- * keeps governance operations in the background,
- * he/she is open about who and where he is,
- * uses all knowledge,
- * can dissolve into the mainstream or be distinct,
- * practices equal rights,
- * deals with people not categories,
- * treats people equally,
- * manifestly enforces rules,
- * initiates ideas,
- * maintains group norms,
- * arbitrates decisions objectively, considerately,
- * practices on ability to research what the group needs to know,
- * accepts the variety of human relations,

- * uses his skill in helping persons learn what their lives call them to learn,
- * helps teachers and students work together,
- * plans daily activities that enhance feelings,
- * focus on options rather than uniformity in policies and practices,
- * insures every student is known as a total human being,
- * admits varied learning styles, places,
- * practices continuous progress,
- * practices positive rather than threatening behavior,
- * works with students and teachers,
- * creates and maintains a structure where change can take place,
- * assesses and diagnosis co-workers needs,
- * makes resources available to accomplish needs,
- * assumes responsibility for his actions.

The instrument developed, was proposed upon situations which could elicit humanistic responses relevant to the validators, the readings, and six major task areas of administrative style. It was disseminated, returned, interpreted, and the data collected. The instrument is shown in the appendix. The instrument was scored.

The number returned were not to the expectancies of the author. The caliber of answers was generally high. The number returned indicates something about the instrument.

RECOMMENDATIONS

The definition of humanism, and humanistic administrator could be made public for analysis, comparison, generalization or further study. There appears to be no other present workable definition of either of this is so, then maybe these definitions may have some value to others. These definitions may be scrutinized by humanist philosophers and educators to synthesize, discard parts, or develop the definition if only for the purpose of aiding others who have difficulty identifying what humanism is, and how it applies to educational administration.

These definitions may be refined or developed as mankind progresses, and learns about self, its sciences, its integral universe. Educators might refine or develop these definitions in order to apply their concepts, as schools develop from where they are today, to where they may be in the future.

The identified behaviors of the humanistic administrative style should be made known to principals as well as all educators. They might then decide their value and importance to themselves. It might be well if persons in administration compared their own administrative behavior to the humanistic traits, for the sake of the professional reinforcement of their present behavior, for the sake of knowing the traits.

The survey should be used further on many more principals at many levels, its data should be collected and publicized.

The survey has the following limitations which should be corrected and then used. Open ended responses are inappropriate for busy administrators. Objective answers, based upon the four areas of scoring would be easier for administrators to respond. An item might get more administrators responding if it looked like this:

"Teachers feel threatened over job security so you:

- 1) Interact personally with everyone, with the facts
- 2) Direct them to do their job anyhow, with potential reprimands.
- 3) Explain that life is that way, at a staff meeting
- 4) Open lines of communication to you
- 5) None of these, but I would....."

Open ended responses were appropriate when trying to allow administrators to be broadly personable in their answers. But we believe many answers are known, and these can be used. Open ended answers restricted the survey response, not only to persons who could take the time, but to persons who were inclined or felt comfortable writing. Many administrators respond better to another's answers, rather than inventing their own or verbalizing their own.

The number of items might be reduced from twelve to ten, which may still provide internal validity to the answers while reducing the number of items. If the number is not reduced, it should increase with three items on each subject, to a total of fifteen inter-related items on the same subjects.

Items may need to be reviewed for analysis, to learn if the items are more easily understood by Class A school principals than by smaller size school principals. Although this did not appear to be a problem, it could be.

All items might be best placed on one sheet of paper, so that the survey does not appear lengthy.

Validity of an open ended survey is difficult to achieve because of the variety of answers possible. The three humanists and their responses are most probably as different as they are alike. This does bring up the

question, is validity verification a humanistic process? Can a written survey adequately collect the data necessary to make appropriate decisions about humanists. Maybe the information necessary can only be collected in oral interview. Possibly there is a difference between belief and behavior and which is listed as a response?

A purpose for an instrument is to assess the degree of humanistic behavior found in principals. The survey purpose should be able to do this wherever it is used.

A more personal process, possibly more valid than a written objective response selection instrument might be one of the following.

School visits, involving interviews of the principal, some alert students, some knowledgeable teachers and parents may be appropriate. Each respondent might be asked variations of two simple questions. "Are you involved in control (or goal setting, decisionmaking, communication in the organization, motivation, leadership) in your school?" and "To what extent are you involved?" Recorded answers could be compared to the listed traits of humanistic administrators.

Video tape memory and replay of critical decisions involving control, goal setting, decision making, communication, organization, motivation and leadership of the administrator in charge may be a means to identify actual behavior and compare it to the listed traits. This would easily identify to the administrator, some differences.

Case studies designed around the instrument questions, reviewed orally with the principal would gain 100% response and may be a best means to gather data.

Possibly the best technique would be to use the instrument as an interview guide of the principal and record his answers. The interviewer

would then check others close to the principal to see if they perceive her or him acting the way he or she thinks he behaves. Then the validated answers could be compared to the humanist validators (Drs. Shaw, Alam, Bohmhorst, Suehr) and the list of traits.

PERSONAL REFLECTIONS

The identification of a humanistic administrative style relative to Likert's characteristics of leadership, control, decisionmaking, goal setting, motivation and communication may have more value to the writer than anyone else. This portion of the study has allowed the writer to "label" or "find terms" which clothe an intuitive ideal behavior which sensitive administrators feel when pressed to identify what they are doing. The writer feels some success, in being able to collect from many authors what they perceive literally are traits of humanistic administrators. Although it is difficult to narrow humanistic behavior to a category, it is helpful to limit the humanistic style to behaviors relative to the terms listed. The characteristics are clear, to the writer, for the first time. A humanistic administrative style stands out alone among many leadership and management activities. Key words appear, which certainly lead to the recognition or perception of humanism and humanistic administrative style. The list of traits stands well enough that management activities can be selected, and compared to the list, for relationship. Undoubtedly, the writer will use this list in teaching administrators how to be administrators.

The first survey has attempted to examine responses from administrators with regard to their tendencies to practice humanistic behavior. It also intended to try to identify some things about principals as a

whole and particular school size groups. Data from the present study, however, should not be perceived as representative of principals in general or of these groups, because of the small number of responses. Given the limited responses and the pilot nature of the instrument, the following statements are viewed as statements for possible further study.

1. Secondary principals as a group tend to be autocratic in control and decision making skills. They control people, and decide their destinies with little exercise of authority delegation or deep involvement of those under the principals' decisions, and controls.
2. Class D school size principals tend to be the least open ended concerning control or decision making, although they have the best opportunities in smaller schools to delegate authority.
3. Class A school size principals tend to be the least autonomous in decision making and control skills. Although schools are larger, they give control decision power to others.

Principals might tend to be the least humanistic in Likert's dimensions in decision making and control. If these indications are true, principals might be less autistic and might share data and discussion with those directly affected by their authority. Principals might learn to share risks, by involving others in collecting data, looking at options, examining possible results from decisions and selecting appropriate goals and means. They could support decisions made by groups and then lead into a climate which is conducive to participative management. Prior to this, principals might become aware of the need of persons to be involved in personal destinies.

4. Secondary principals as a group tend to be more humanistic in communication skills.
5. Class D size school principals tend to communicate more and better than any other size school principal.
6. Class C size school principals tend to behave the least humanistic in communication.

One might suggest that school size may have something to do with communications. Although since Class C schools were next smallest in this sample, and tended to be the least communicative, it could appear that size is of no matter. In any case, it could be that secondary principals need help in recognizing that they would do well to avoid sources of impersonalization, to practice openness, to emphasize self-expression for each, to listen carefully, to be accessible, and to maintain multi-directional communication flow among many other things.

7. Secondary school principals tend to humanistic goal setting and achievement.
8. Class C size school principals tend to be the best at this venture.
9. Class B size school principals tend to be the least humanistic at setting and achieving goals. Michigan principals might continue their efforts in group goal evaluation, manifestly practicing accountability. Principals appear to practice in some degree those characteristics listed in Chapter 3.
10. Secondary school principals are near equal regardless of school size in motivation of the others.
11. Secondary school principals may be in need of learning

about why people do things. Principals may need to see man as self-actualizing being emphasizing feelings, sentiments and collaboration. Trust, belief in self-motivation, and belief that man is a builder are basic traits needed by principals. Principals must believe in self-guidance, rely upon basic attitudes for motivation.

12. As humanistic leaders, principals might be classed as "tending toward humanism" regardless of school size.

Secondary principals may on the whole, be ignorant of the leadership characteristics of humanistic principals. Personal experience as well as the poor showing of principals on the survey, indicate this. Such terms as, "employee centered leadership", "practicing equal rights", seem unfamiliar to principals. Possibly the entire list of traits in Chapter two could become pertinent discussion material for leadership courses in the secondary principalship.

It seems that much of what is known about humanist behavior for administrators is not readily available or readily learned by administrators. Some means needs to be found in which the humanist ideals are at least acknowledged, if not assimilated.

The practice of public secondary administration is bent upon pragmatism and the need for present immediate crisis solution. At this point, participative management is secondary to autocratic administration. In this age of accountability, brush-fire educational administration will be hard to change.

Maybe, a periodical bulletin, entitled "The Humanist Educator" is a key to expounding, publicizing and propounding the ideals of the humanist administrator in education. Maybe, a corner of the Michigan Association

of Secondary Schools Bulletin can be assumed for the purpose, or maybe the National Association of Secondary Schools Bulletin. In any case, principals must become aware of behaviors which are, and are not humanistic.

An attempt should be made to spread the concepts of humanist behavior in each of the five areas identified in this study, indicating brief case examples with possible solutions by means of humanistic behavior. These might be disseminated to administrators, especially at seminars, or in periodical publications selected for their readability. The writer believes that educational administrators need a sense of satisfaction but also a sense of growth. The release and reading of the right kind of articles could help an administrator see what he does well, and then also see what he might try.

Defining humanism was a challenge in this study. What might appear to be known to many was not clear to the present writer at the outset. Though not the only possible definition, the concept developed in this study is one which the author can now readily understand. The writer hopes that it may be of some value to others. The definition of humanism and the definition of a humanistic administrative style do relate to the traits exhibited by the three validators who responded to the survey.

One may recommend, from the relationship of the three (two definitions, and congruent responses) and the responses of May, Rogers, Combs, and Kurtz that the practice of humanism, or its style is difficult if not impossible. How can humans be inhuman, how can known humanists act as they do? This discrepancy between idealism and practice promotes a premise, additional to the writings of atheistic humanists. "Theistic humanism will lead persons to more actual practice than atheistic humanism." This premise needs research and study.

APPENDIX

April 4, 1975

Dear Colleague,

What secondary principals believe and do has been vital to me. This topic has intrigued me for twenty five years. It is now part of the culmination of my formal studies and a dissertation on educational administrative style at Michigan State University.

Would you kindly do me the courtesy of completing the enclosed instrument, as best you can under the pressures of your day. Please return it to me in the enclosed envelope.

If you have any questions concerning my search and collection, I'd be pleased to talk with you. I can be reached at 517-546-3085 or 517-546-6200 ext. 34 or 35.

Sincerely,



Joseph C. Fields,
Principal

JCF/as

March 31, 1975

Dr. Arthur W. Combs
Florida State University
Gainesville, Florida 32601

Dear Dr. Combs,

You may recall our brief discussion at the North Central Annual Meeting in Chicago in 1974. At that time, I gave you greetings from Dale Alam who has been my advisor throughout the doctoral program at Michigan State University.

I am currently working on my dissertation which is somewhat titled, "A Study of Educational Administrators Practice of Humanism." I am writing you to request some minutes of your time for reply to an open ended instrument. Some of the intent of the instrument since it is primitive, is to find some similar or dissimilar behavior of administrators. I believe your replies might help me sort out those answers which may or may not tend toward humanistic behavior.

Kindly do me the favor of replying in the best fashion under your circumstances. I will be deeply indebted for your service.

Sincerely,



Joseph C. Fields
1400 W. Grand River
Howell, Michigan 48843

JCF:h6

*Not appropriate
I am not a principal
A WC*

the Humanist
923 Kensington Avenue Buffalo, New York 14215 Tel. 716--837-0306

April 16, 1975

Dear Mr. Fields:

Thank you for your letter. I am sending it on to Roy Fairfield, who has spent most of his time in the field of humanistic education. I believe that he could do a better job than I in responding.

We appreciate your interest in the Humanist.

From Paul Kurtz

ROLLO MAY, PH.D.
9 EAST 94TH STREET
NEW YORK, N. Y. 10028
—
TEL 860-4558

April 17, 1975

Dear Mr. Fields:

In regard to your letter of March 31st, I have to point out something that I do not think Pat did. I have nothing at all to do with schools and hence I don't have any answers to most of your questions.

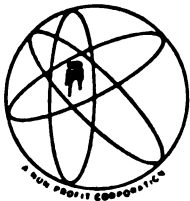
I am sending the questionnaire back. I hope you can get enough answers to do your study effectively.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rollo May".

enclosure

Joseph Fields
Howell Senior H.S.
1400 W. Grand River Ave.
Howell, Michigan
48843



Center for Studies of the Person

May 2, 1975

Joseph C. Fields
Howell Senior High School
1400 West Grand River Avenue
Howell, MI 48843

Dear Joseph Fields:

I'm sorry. I don't have the time to answer your questions and besides I feel that my responses would be too hypothetical since I am not an administrator. I will send you a copy of a recent issue of the journal Education which may suggest an answer to some of your questions.

Sincerely,

Carl R. Rogers, Ph.D.
Resident Fellow

CRR:vh

ADMINISTRATIVE STYLE SURVEY

Please complete this information:

PRINCIPAL'S NAME _____

SCHOOL NAME _____

SCHOOL SIZE (CLASS A, B, C, D) _____ NO. OF YEARS AS PRINCIPAL _____

NUMBER OF YEARS IN THIS POSITION _____ HIGHEST DEGREE ATTAINED _____

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

5. Major decisions about school term length, and course length need to be made. What do you do?

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
9. Some teachers feel threatened concerning job security in your building. What do you do?
10. Teachers don't feel responsible to implement school goals. What do you do?
11. Teachers ask for control of the school budget? What do you do?
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL--HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

Please complete this information:

PRINCIPAL'S NAME Ben Bohnhorst

SCHOOL NAME MSU

SCHOOL SIZE (CLASS A, B, C, D) AAA NO. OF YEARS AS PRINCIPAL NONE

NUMBER OF YEARS IN THIS POSITION 6 HIGHEST DEGREE ATTAINED ED. D.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

I would use a double-barrelled approach: (a) involvement-- I would seek the widest possible involvement of professional staff, community constituents, and student consumers, using group processes; perhaps involving pre-training of group process facilitators--so as to obtain the most comprehensively representative set of inputs possible; and (b) alternatives-- I would launch the whole operation for the purpose of identifying authentic, feasible alternative sets of objectives for our school.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

To my mind, what our teachers do constitutes the program--(or as I would prefer it, programs in the plural) which are to be budgeted. It therefore becomes absolutely essential that their inputs form the foundation of the program identification and budget building process. Again, I would seek for a plurality of programs by asking teachers to define and describe alternative sets of learning environments--for one of which each teacher could identify a preference. When the faculty as a whole had identified the several (2, 3, 4, or 5) different sorts of environments they variously desired to provide, we should then use them as a basis for spelling out and distinguishing alternative programs and projecting costs and budgets therefrom.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

My next steps are (A) to heartily commend the Board for courageously confronting the need to rearticulate system goals, (B) to pledge my own personal commitment to contributing to the process as fully as I am able, (C) to urge as vehemently as possible that the moment be recognized as a golden opportunity to involve the whole community in the process, and (D) propose a feasible plan for proceeding with such involvement including the goal of establishing explicit alternatives.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

My belief is that such policies are very much needed. On the positive side, they provide guidelines for decision and action. On the negative side, they help (or can help) protect against hidden agendas and capricious or arbitrary decision making. In general, they help make explicit a system's underlying set of values, available for critical evaluation and progressive rectification. Policies, therefore, should always be approached as to tentative guidelines constantly open to revision and improvement.

5. Major decisions about school term length, and course length need to be made. What do you do?

In answering this question, I am assuming the existence of standing committees of the system under whose jurisdiction these questions properly fall. If such organizations do not exist, this might be a good occasion for creating them. In any case, I would then put the issues before the committee, stating alternatives and consequences as fully as I might be able to do, and arranging (if I am aware of opposition to my views) that other voices state the issues, alternatives, and consequences as they see them. I would then urge and argue my own recommendations, and arrange that alternate arguments also be heard. Finally, I would urge the committee to deliberate and to recommend its decisions on the issues, but only after they had announced publicly that they were deliberating and would welcome comments and views from concerned and interested parties, including especially views and comments from students. I suppose ultimately these matters, being major decisions, would be matters for final determination by the Board. I would forward to the Board a full report of the above deliberations and recommendations. I would make clear my own recommendations and justifications. I would urge the Board to publicize adequately in advance the meeting at which the matter was to be considered both the nature of the issues and the recommendations before it. I am assuming the Board meeting will be an open meeting that will include opportunities for concerned parties to be heard on the issues.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

(Note: I would have had my school's teachers involved before this in the "narrowing" process.) The best thing to do next is to involve the teachers of the school in helping select the four colleagues who are to be chosen to join

ADMINISTRATIVE STYLE SURVEY (CONTD.)

them in working beside them. A representative group of constituent parents too might well be asked to give their views to a panel of incumbent teachers on their reactions to the qualifications of the candidates. In making my own recommendations I would be primarily guided by the recommendations of the incumbent faculty.

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

I confront it as a major and immediate issue facing the community which our school constitutes. To lessen immediate dangers, I solicit the help of and, if necessary, assign responsibility to designated staff members to immediately initiate necessary supervision. I formulate a more feasible and effective school security plan. I call in selected faculty, parents, and students--lay the problem before them--outline my proposed revised security--solicit their insights as to the nature of the problem and its solution--solicit their critiques of my proposed plan and their suggestions of better plans--arrive at a deliberate plan in this way--notify the central office of the problem we are having and the action we are taking--implement the plan--then keep broadening the base of understanding and the gathering of inputs from among constituent parents, faculty, and students, and thereby constantly refine security measures so as (a) to maximize student safety to reasonable levels while (b) minimizing constraints on independence of individual action as far as feasibly possible.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

As open as possible! Upward, downward, laterally--and based on trust and respect for mutual community members--as informal as possible, committing to paper those inimical matters required for recording and guiding good management (to paraphrase Jefferson, that management is best which manipulates least). I would hope for a minimum of codified regulation and a maximum of informal flow of info. in all directions. Trust is the quality which would have to be maximized.

9. Some teachers feel threatened concerning job security in your building. What do you do?

Keep the flow of facts going to them directly and accurately. Counsel with the ones who are threatened. Listen empathically. Help them communicate their anxieties, if that is what they want me to do, to higher echelons of administration. Help

ADMINISTRATIVE STYLE SURVEY (CONTD.)

them obtain the sort of evidence they require, if possible, to resolve their feelings of being threatened.

10. Teachers don't feel responsible to implement school goals. What do you do?

Counsel intensively with the individuals who do not accept this responsibility. It is their responsibility! Listen empathically. Look for possible underlying groups. Be alert to confusions in thinking and lacks of understandings regarding responsibilities. Try to help clarify thinking. Be clear about my views of their responsibilities and communicate these as explicitly as possible. Attempt to specify acceptably implementing actions to which the individual may agree. Be clear about differences in view. Keep channels open. Try to keep position moving. But never relinquish the position that teachers are responsible for implementing goals.

11. Teachers ask for control of the school budget? What do you do?

Since teachers do not have legal responsibilities for school budget, and since other officials do have this responsibility, I would act as vigorously as possible (a) to make clear the legalities of the matter, and (b) to keep my colleagues the teachers to reformulate their concerns, purposes, and objectives into lines of action which can feasibly help them achieve what they are really after.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

(Note: so who needs my approval?) So let's get together! Something wrong with my bulletin? Good! Then I'm glad to know it. It is highly likely their bulletin does a better job than mine. (Actually, I would have preferred their doing the publishing in the first place.) Wonderful if they will take over this function! Any problem about my including info. in theirs? If there is a problem between them and me, then let's get at that and thresh it out. But, halleluia! Let them publish by all means!

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

Please complete this information:

PRINCIPAL'S NAME John Suehr

SCHOOL NAME _____

SCHOOL SIZE (CLASS A, B, C, D) _____ NO. OF YEARS AS PRINCIPAL _____

NUMBER OF YEARS IN THIS POSITION _____ HIGHEST DEGREE ATTAINED _____

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

I would involve students, parents, faculty, and administrators in a process leading to assessment, identification, development, writing and evaluation of objectives. I see assessment of needs and identification of objectives as being most crucial. I would also have no more than three objectives each year.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

I would ask them to consult with students and parents to arrive at educational needs. Then, I would ask them to list resources necessary to meet those needs. Dollars would be attached to resources and alternative sources for funding would be identified. My role would be to encourage, facilitate and fight for the educational needs as expressed in dollars.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

To organize all client groups who would like to work on the task. Ask each group to establish goals, and participate in cross-group meetings to finalize goals. We would then submit to the Board.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

Well, tough question! The same amount of time and energy needed to formulate written policies would be better spent in status-free communications directed toward establishing a climate of TRUST. Written policies may have PR value in larger systems, but where a climate of TRUST prevails they are not necessary. Sometimes, in the process of establishing policies, a team will start to develop TRUST.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

5. Major decisions about school term length, and course length need to be made. What do you do?
I would turn this over to our class in Creative Problem Solving. They would come up with a variety of options to these problems. Then, the entire school would be involved in the final decision.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
Have our teacher selection committee composed of students, parents, teachers, and myself, make the final selection.
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
Possibly conduct of a Day of Inquiry by dividing into small groups of 10 composed of teachers, administrators and students, and parents. Each group would identify problems, list forces creating problems, propose action plans, implementation plans, and feedback plans.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
Turn it over to the class in Creative Problem Solving. Try to flatten the hierarchy, and have communications flows both up and down with equal power.
9. Some teachers feel threatened concerning job security in your building. What do you do?
Meet with them. Support them. Possibly make it an all school problem. The process in #7 would be continual.
10. Teachers don't feel responsible to implement school goals. What do you do?
Determine the process for establishing goals. Ask them what the problem is. Ask them for action plans. Listen!
11. Teachers ask for control of the school budget? What do you do?
Love them! Make sure that all teachers have control of it. Watch for power needs of some teachers. Insist that students also equally have control.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

ADMINISTRATIVE STYLE SURVEY (CONTD.)

Say "Great!" "Can I have space too and we will eliminate mine." Ask myself, "What did I do to create this?" "Is it good?"

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

Please complete this information:

PRINCIPAL'S NAME _____

SCHOOL NAME _____

SCHOOL SIZE (CLASS A, B, C, D) _____ NO. OF YEARS AS PRICIPAL _____

NUMBER OF YEARS IN THIS POSITION _____ HIGHEST DEGREE ATTAINED _____

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives.
How would you go about obtaining these for your school.
I would start collecting them--from the State Dept.--other systems--etc. I would place them in the professional library & inform teachers that they are available if they are interested & I would inform the State Department that we had complied with the mandate.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
I would share the process with the teachers in writing and call a meeting for all those interested in searching for a way to make the process work for us.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
I would be excited--I would welcome the opportunity. The single goal statement that I would "push" for is: To respond to expectations of parents and needs of kids. As the team launched into discussions I would share progress with staff & call periodic meetings for those interested to give input & discuss!
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
We need policy in areas that are legally prescribed. That is policy to implement law. This would include 180 days and 900 hours--government offered--as well as human rights areas where law is obvious.
5. Major decisions about school term length, and course length need to be made. What do you do?

ADMINISTRATIVE STYLE SURVEY (CONTD.)

Encourage each teacher to suggest how it would be for him or her and try to schedule that way. Start with teacher commitment within the decision. Then form a voluntary committee of parents, kids & teachers to react to the proposed schedule. Try to get to alternatives within school--parent/student decision-making.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

Ask for voluntary committee(s) of parents, kids & teachers to engage in interview process. I would like to sit with committee prior to interview to talk process.

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

Go into classes--talk with kids--find out "what's happening" --why many are so unhappy. Then call meeting of interested teachers to begin to see what must be done.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

It is hard to discover feelings in paper-flow communications. We would try for a consensus decision-making process. Those attending decision-making meeting would come because they have interest in the decisions being proposed or sought. We would talk at least!

9. Some teachers feel threatened concerning job security in your building. What do you do?

Be sure that they all really have all the data that I have. Keep it public. That is all I can do--the insecurity is there. I would be happy to get them more data--if I can--if they request it.

10. Teachers don't feel responsible to implement school goals. What do you do?

Request what goals or goal each teacher does hold--make that public within the school--carry that type info. back to admin. team on goals and try to get broader goals that would include where teachers are at. I would also "evaluate" teachers on the goal(s) that they presented to me & use that process to eval. goal(s).

11. Teachers ask for control of the school budget? What do you do?

ADMINISTRATIVE STYLE SURVEY (CONTD.)

I give them the school budget--there will be lots of action--process--within the decision-making model (consensus) that we have.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

I submit my announcements to them cause more teachers are probably reading theirs.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) _____ NO. OF YEARS AS PRINCIPAL 12NUMBER OF YEARS IN THIS POSITION 12 HIGHEST DEGREE ATTAINED MA + 34

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Work with Ass't Principal in charge of Curriculum Development and chairman of each department plus members of the department.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 2 Work with my Administration Ass't in charge of budget and the Chairman of the Department plus members of the department.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Ask for my staff to review our present goals and then use the revisions in my work with the Supt. & Bd. of Ed.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 I really don't know how you could carry out the feelings of the Bd. and Spt. unless you knew what they were.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 2 Abide by State Guidelines. Work with my staff and if changes seem needed recommend them to the Deputy Supt. in charge of Curriculum.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

2 Have them in for an interview involving teachers and students.

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

2 Call a faculty meeting and present my problem. If it couldn't be resolved to my satisfaction request a meeting with Dep. Sup't. of Operations and make recommendations.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

3 Department face to face short meetings.

9. Some teachers feel threatened concerning job security in your building. What do you do?

1 Talk to them to give them a clear picture of the situation.

10. Teachers don't feel responsible to implement school goals. What do you do?

3 If they are not carrying out their responsibilities work with them --if that doesn't help--verbally reprimand them--next step reprimand them in writing.

11. Teachers ask for control of the school budget? What do you do?

2 No way--they can recommend and we will try and meet their needs. We must have final decision representing the Supt. and the Board.

2. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

0 Check it out--if no problem don't worry. If against the contract, check source and stop it.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal

HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) 1254 NO. OF YEARS AS PRINCIPAL 10NUMBER OF YEARS IN THIS POSITION 8 HIGHEST DEGREE ATTAINED ED. S.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

1 We just worked ours out with some guidelines from the state.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

2 Through dept. meetings and curriculum development.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

0 Trying to implement them.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

3 Avoid them if at all possible.

5. Major decisions about school term length, and course length need to be made. What do you do?

1 Appoint a committee.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
- 0 The Prin. selects the best candidate.
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 0 Any school that doesn't have teacher supervision in their contract should, the admin. staff cannot do the job alone.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 More time to do some of this communication on a one to one bases.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 0 ?
10. Teachers don't feel responsible to implement school goals. What do you do?
- 0 One simply has to change that attitude.
11. Teachers ask for control of the school budget? What do you do?
- 0 Tell them to go to hell!
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 0 It would appear that someone is about to leave his/her job!

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal

HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (Class A, B, C, D) C NO. OF YEARS AS PRINCIPAL 1NUMBER OF YEARS IN THIS POSITION 9 mo HIGHEST DEGREE ATTAINED Ed. S.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 1 Would set up departmental meetings and charge them with the responsibility of writing up objectives meeting certain criteria.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 2 Through Dept. Chairmen.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 3 Formulate a steering committee with community, student, staff and administration participation to take a look at present goals with regard to recommended changes and/or additions.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Written policies are essential to avoid confusion and misinterpretation of school rules & regulations.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 0 Make recommendations based on input from staff & administrative team to the Superintendent for board adoption.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Make a selection--offer a contract, subject to Superintendent approval--if candidate does not accept take second choice.

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11

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ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Teachers not fulfilling assigned responsibilities should be reprimanded and if correction is not made a recommendation for suspension leading to dismissal should be made if teacher does not follow reasonable instructions.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 2 Two way flow of information and suggestions.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 0
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 Be supportive of their objections - if not valid begin procedure for dismissal.
11. Teachers ask for control of the school budget? What do you do?
- 1 Tell them it is not their area of responsibility but I would listen to their concerns.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Discuss with building rep. - a stop to be forthwith or those staff responsible will be reprimanded, including possible suspension or dismissal.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) B NO. OF YEARS AS PRINCIPAL 9NUMBER OF YEARS IN THIS POSITION 3 HIGHEST DEGREE ATTAINED MA

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Teachers prepare drafts--review with a committee of faculty, students, administrators, Bd. Member representing Board. Final decision by Principal at bldg. level decision.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 1 By teacher request of those materials: 1) necessary, 2) nice, 3) luxury for courses taught. Committee Review & position. Principal's decision.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Work through building level committees to Ad Council to Board with recommendations.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Policies essential, which are "guides for discretionary action" --Administrative regs are (should be) communication documents for staff and students.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 2 Gather data first--factors--constraints variables, etc. I inform then poll people--consider factors--committee review of all info. & committee preparation of at least three options --principal decision.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 2 What we do--screening committee interview--demonstration teaching by each candidate--screening committee discussion --principal's recommendation to supt.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

0 Assuming from the statement that general apathy exists - find another job.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

1 We use a daily publication so that anyone can submit material for communication. Also our Faculty Bulletin is available to anyone so long as they sign their name to the insertion.

9. Some teachers feel threatened concerning job security in your building. What do you do?

3 Discuss the issues openly & frankly with those people.

10. Teachers don't feel responsible to implement school goals. What do you do?

3 Get it out in the open - individually.

11. Teachers ask for control of the school budget? What do you do?

1 Advise them that when they wish to waive tenure & join the "risk-takers" they can be responsible for their decisions - until then they may recommend.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

3 Try to determine "why there appears to be a need." People generally have motivation related to deep felt needs.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

SCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 23 in Admin.

NUMBER OF YEARS IN THIS POSITION 7 HIGHEST DEGREE ATTAINED M.A. + 70

Please answer these questions ~~presuming~~ assuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 1 All those who did not want to adopt the State P.O.'s would have to write their own by a certain date.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget.
 - 1 Use your department heads or a budget committee. Or establish budget committee.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 Make an educational needs assessment of your school district. Borrow, devise, or steal an instrument.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 My belief is that they are imperative. In this day and age you better have them for the protection of all concerned. Besides, it is good practice.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 (Don't ask the advise of the union) State says 180 days. Within that refer to your needs assessment, the goals of your system, the make-up of your community. Curriculum tack forces input.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 2 Invite each candidate in to spend a day in your school - visit with teachers in the dept. and the department. Then get together with dept. head and make a choice.

ADMINISTRATIVE STYLE SURVEY

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 2 General meeting. Follow up by buttonholing those that do not cooperate. Negotiate something in the next contract.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 1 Flow a little back the other way. Maybe someone's not on the ball so get crackin'. (So it's mostly down - what's new?)
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 1 Remind them what the depression was like and tell them at worst they probably won't be paid in script. The money crunch is here. We love them and need them but the facts of life are as they are.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 1 Lead them through dynamic management. Seriously, make it a part of the evaluation process and get something in the contract on it.
11. Teachers ask for control of the school budget? What do you do?
 3. We have a budget committee made up of dept. heads who are part of the building council. If we can't work out the problems reasonably the principal has to make the final decision.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
 - 1 This would mean that there are some serious problems - what's at the bottom of it, how can it be rectified? Some people better get together at the gut level. If this doesn't work then something's got to give.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) C NO. OF YEARS AS PRINCIPAL 25NUMBER OF YEARS IN THIS POSITION 12 HIGHEST DEGREE ATTAINED M.A. + 20

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandate each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 In working with state mandates, I try to judge the direction and partially gear up ahead of time. Then I wait for guide lines and procedures to come. Then I go to the "troops" and we get the work done.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 1 Determine past practice. In an on going system, most "bugs" have been worked out before. However, there is always room for improvements due to changing programs and conditions, so I would evaluate practice with these factors in mind.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 Wait for the Supt. to call a meeting of administrators involved. Follow his direction: either autocratic or democratic. If democratic, make my contributions from experience and knowledge of administration. Then do in my realm of responsibility what is necessary to meet the objectives set down, using whatever help is available on my staff.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Through the years I have felt that there can not be too many board and administrative policies to assist the principal in decision making. On the other hand there should be provision for keeping these current with new trends and situations in the job of education. Principals should have a very large part in suggesting new policies and revisions of present policies.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 Do as directed. Keep in mind: state law, accreditation requirements, student needs, educational facility available and present staff. Prepare input, explain input and work in the frame of what is developed.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Follow procedure as set down for the employing school district. Here the names would be submitted for Superintendent interviews. Only one name for each position would then be agreed upon by the Supt. and principal and submitted to the board by the superintendent.
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 0 Here you have a three part question. School security may be threatened in many ways and is certainly one of the major principal responsibilities. Health and safety of students I feel to be an even more major responsibility of the principal and hall supervision is a method of student control. Assess the situation in view of policy then do what has to be done.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 3 By definition communication is a two direction (or more) process. In today's schools lack of communication no matter how hard you try to communicate is a major cause of criticism from community, student, staff and administration. Communication should flow all over the place from all directions.
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 3 This question also has several facets. Tenure status of the teachers, Master Agreement, need for lay-offs, teacher performance all have something to do with insecurity feelings. Here, again, I would determine the causes for the feelings, follow policy, master agreement and other written directions, and talk directly with the teachers from these reference points.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 2 Several things could lay behind this also. Determine the causes, work with the teachers. If the goals are a matter of policy of the Board of Education, point out obligation to follow policy and work through change procedures. If the goals are mine or set by staff action - work out the problem short of moving dismissal for insubordination.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

11. Teachers ask for control of the school budget? What do you do?
- 1 There is no money anyway so who knows about budgets? This is a school board and superintendent function. Involvement of staff in budget is administrative prerogative that will probably enter Master Agreements more and more as negotiations process develops.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Search through all written policies. Determine the value and intent of the publication. Work for whatever goals are indicated: changes in policy, changes in intent or content of publication or elimination of publication.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.
Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 8NUMBER OF YEARS IN THIS POSITION 7 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

3 Try to be ahead of the mandate. Seek curriculum development \$ and involve all teachers after training.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

2 Through departmental leadership.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

3 Follow the leader! Involve kids, teachers, community.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 They are essential!

5. Major decisions about school term length, and course length need to be made. What do you do?

2 Get faculty input via survey. Work through dep't. leadership.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

2 Put them with faculty and kids. Visit them in action.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 3 Beg! Teachers have got to be part and have to feel that. Paid supervisors alone won't do it.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Flow should be circular: formally and informally.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Reassure those who are secure; be clear and specific with those who aren't.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 3 Get them into the process of reviewing and revising goals so they have ownership.
11. Teachers ask for control of the school budget? What do you do?
- 2 Identify budget areas where there can be max. teacher input, get it, then make the final decision because I have the responsibility.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 3 Let them. If theirs is better use it instead of mine.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 5NUMBER OF YEARS IN THIS POSITION 5 HIGHEST DEGREE ATTAINED Masters

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 This process, I feel has to originate with the staff members, and it's a continuing process, one which has to be established and then perpetuated each year. So the staff would be contacted, an assignment would be given to review, an identification would be made that the course objectives would be lived with for the coming year as they have been revised.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 1 I would contact Department Chairman and in the smaller departments the total departments, identifying the limitations of the budget and requesting their input.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 The first step as far as I am concerned is to examine the schools philosophy and how the individual building's philosophies mesh into the school board's philosophy. From there it would be a management team approach to develop, or revise, the necessary goals.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 I feel that it is extremely important to have a set of policies to operate under.
5. Major decisions about school term length and course length need to be made. What do you do?
 - 3 A decision of this type must have input from the community, students, staff and administration. This could be obtained through a survey through telephone contact but somehow information is going to have to be gathered on how those effected feel.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

1 I would consider that the next step in line would be to decide of the twelve candidates what areas outside of their teaching position would best be suited for the school system. Example: directing year book, student government, coaching, this type of skill.

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

1 At this point I would gather the nucleus of the school staff that I can depend upon and branch out enlisting the aid of those teachers directly.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

3 I would consider that the flow of communication that I would like would be person to person, informal with all parties at ease.

9. Some teachers feel threatened concerning job security in your building. What do you do?

2 My first step would be to determine what causes the threatening situation.

10. Teachers don't feel responsible to implement school goals. What do you do?

2 Through departmental meetings and faculty meetings I would try to determine the reasons these goals were felt not to be important by the staff.

11. Teachers ask for control of the school budget? What do you do?

0 I would say no.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

3 I would read the copies very carefully and then try to ascertain through communication, why the teachers feel it's necessary to make their separate publication.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOP.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 1NUMBER OF YEARS IN THIS POSITION 1 HIGHEST DEGREE ATTAINED M.A. + 30

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Performance objectives are part of our yearly school plan. These were formulated by regional guidelines, local faculty input, and community and student consultation.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 0 There is little teacher input in the budget except as the Detroit Federation of Teachers negotiate their contract and as that contract relates to the regional budget.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Organize a workshop - look at goals and trends in other districts - analyze the goals currently and make recommendations to various groups involving parents and students.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 An administrative handbook is a must for any school district - outlining procedures relative to board policies.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 3 School calendar devised at central staff level in conjunction with teacher contract. Course length and course requirements done at staff level and recommendations of supervision of curriculum.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 2 Appoint a second interview screening committee consisting of all component groups of school, i.e., parents, students and other teachers, and administrators.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Call general staff meeting. Declare emergency situation. Outline the exact status of emergency. Assign extra time for teachers to spend in the halls. Give them specific instructions of strategies. Warn students.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Administrator to department head, to teacher, to student and parent. Organize community council so the communication could flow the other way and ideas and recommendations made.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Encourage them to do their best. Keep them informed and help them be better teachers.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 2 Re-enforce school goals. Try to have teachers self evaluate their functions as they relate to these goals.
11. Teachers ask for control of the school budget? What do you do?
- 0 Refer them to their union and have same placed as part of contract package.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 3 My first answer was if theirs is better, I'd quit publishing mine and use theirs. However, this problem has never occurred and an actual publishing of such a paper might change my reaction.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

SCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 22

NUMBER OF YEARS IN THIS POSITION 14 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

2 1) Inservice 2) Dep't thru 3) Teachers

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

1 1) Submit requests through departments
2) Review with dept. heads

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

2 1) Review present goals
2) Ask for specific direction
3) With department input, submit recommendations

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 Most important! Get a representative team of Adm. to draw up tentative ones, review, finalize, and submit for approval.

5. Major decisions about school term length, and course length need to be made. What do you do?

2 Form a study committee of teachers parents, and adm.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

2 1) Have candidates visit school, meet department people
2) Review with department
3) Make recommendation.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 1) Raise hell,
 - 2) Make specific assignments
 - 3) Ck. on assignment
 - 4) Schedule individuals for meetings who fail their duties.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 1) Open door policy
 - 2) Give as much opportunity to teacher as possible so that they know its easy to communicate.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 0 In this day and age I rather doubt this.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 3 Have them set their own (realistic) goals through a reviewing committee.
11. Teachers ask for control of the school budget? What do you do?
- 1 When there are only so many dollars, it is easy to demonstrate the difficulty of dividing this up as to who gets how much.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 It depends on 1) circulation 2) whether it's signed 3) validity or liability of same.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

SCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 4 at AHS 10 + other systems
 NUMBER OF YEARS IN THIS POSITION 4 HIGHEST DEGREE ATTAINED doctorate

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Work with the department chairmen in orientation for an understanding of performance objectives and development/implementation of same. I would expect to demonstrate leadership and support as they work toward development of department objectives.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 1 Department heads would be charged with the responsibility of securing budget needs from the staff members under their direction. The information would be accumulated and a budget proposal developed based on the input from each department.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2
 1. Secure available information on the goals of the system.
 2. Communicate the goals of the system to key members-decision makers.
 3. Secure an available evaluation of how goals are being met.
 4. Secure recommendations for goal changes based on instructions from the board of education.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 2 A system cannot exist without written board or administrative policies. The administrative team under my direction would propose recommended policies and procedures that affect this program.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 2 Committees would be finalized composed of counselors, teachers, and administrative staff representatives to investigate this particular area. The charge would be for an objective view and a recommendation be made to the administrative staff.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 2 The candidates are then interviewed further by department representatives and teacher members who directly supervise the staff personnel.
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 1 A staff meeting would be called to discuss the particular matter and suggestions would be sought as to how to alleviate the problem. If suggestions are not forthcoming, then the administrative staff would be charged with the job of advising people in key areas to supervise the halls to eliminate the problem.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 3 Communication flow must be two-way to be effective. At present, communication network involves upward and downward flow through department chairmen and direct contact from teacher to administrator, supervisor and vice versa.
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 3 An attempt to have an understanding with all staff members that they are an integral part of the total staff. Meet with individual staff members who feel insecure and attempt to bolster them. Also attempt to find ways to support them through complementing, advising specific things they have done that have been effective, etc.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 2 Develop an understanding that improving school goals are an extremely important part of their responsibility. Individuals who do not feel responsible for such activities would be worked with on an individual basis in an attempt to convince them of their responsibility.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

11. Teachers ask for control of the school budget? What do you do?

- 2 Teachers are allowed to make recommendations for expenditures as it relates to their instructional activities. Their recommendations for expenditures in areas of maintenance, capital outlay are sought. As far as control of budget is concerned, it is essential that they understand that is one of the responsibilities I am charged with as the chief administrator of this building.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

- 1 Meet with the people that are involved in the extra legal activities and attempt to reason with them relative to the displeasure with the activities. If that fails, mandate that they cease such activity.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 11NUMBER OF YEARS IN THIS POSITION 11 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Through a staff self-study and evaluation. In our case this was done in connection with a North Central self-evaluation study.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget.
 2. This is done via the department chairman. His recommendations are considered by the Principal and his assistants, and in most cases accepted as a recommendation to be made a part of the Principal's budgetary recommendation to the Supt. & Board of Education. We are given great autonomy in this process, and as long as our proposals are reasonable they are accepted.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2
 1. Survey staff
 2. Ad Hoc committee to review suggestions and establish priorities and recommendations to Admin. team.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Written board and administrative policies are an absolute necessity.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 2 We have direct input into these matters with both central administration and Board. HEA gets in the act, of course, if they can.

ADMINISTRATIVE STYLE SURVYE (CONTD.)

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
- 2 If he (she is available, we involve department chairman and arrive at decisions. Often we schedule additional interviews and involve other departmental people.
7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Provide the supervision by teachers - we are massaging a grievance on this subject right now - i.e. supervision & authority of Principal. We so not have problems involving physical danger - just litter.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 2 We Have:
- 1) Monthly communications meetings with HEA reps.
 - 2) "Steering Committee" meetings providing for teacher and departmental input.
 - 3) Open staff meetings.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Hold their hands.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 Insist that they do, and evaluate accordingly. They establish the goals & objectives with help, after all. (See #1) They've had their input, now it's time to go to work.
11. Teachers ask for control of the school budget? What do you do?
- 2 We do not give control of overall abudget, but, as outlined above we give extensive autonomy at all levels. It works.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 0 Sully my drawers.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL, HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 4NUMBER OF YEARS IN THIS POSITION 1 HIGHEST DEGREE ATTAINED Ph. D.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 Teachers and Department Heads would be asked to determine performance objectives for their areas. A committee for school objectives would be established.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 Assign Department Heads to responsibility of gathering input from their Department members.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 Ask faculty for input.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 General administrative guidelines are needed.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 Faculty input. Administrative team decides on recommendation.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 1 Have Department Heads interview and recommend.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 2 Establish student security committee. Assign male teachers to non-instructional time supervision.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 1 Depends on the situation, i.e., teachers' attitude, etc.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Job security is related to the degree of humanness established in the building.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 2 Establish a participatory goal-establishment structure.
11. Teachers ask for control of the school budget? What do you do?
- 1 Communicate that budgetary control is part of management.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Talk with the publishers - find out their intentions.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 22NUMBER OF YEARS IN THIS POSITION 5 HIGHEST DEGREE ATTAINED M.A.-plus

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

2 Collectively & cooperately!

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

1 Via dept. heads - & communicates procedure.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

1 Form study committees.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

0

5. Major decisions about school term length, and course length need to be made. What do you do?

1 N. Central & U. of M. involvement plus staff - students - community input!

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

3 Involve staff & dept. heads in opinions!

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 3 Open discussion - open communication - & levy procedures & assign responsibilities.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Should be in all directions.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 1 Live with contract & keep door open for discussion.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 0
11. Teachers ask for control of the school budget? What do you do?
- 2 Involve them - good!
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 0 Contract?! Stop it-

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

SCHOOL SIZE (CLASS A, B, C, D) B NO. OF YEARS AS PRINCIPAL 6, 4 Ass't Prin.

NUMBER OF YEARS IN THIS POSITION 6 HIGHEST DEGREE ATTAINED MA + 42

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for you school?
 - 1 Obtain from state. Begin working with staff to decide performance objective we felt best for our students.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 Very easy - get them involved.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 Get staff involved.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Board and or administrative policies are a must.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 3 Involve staff, parents, students.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 2 Involve departmental chairmen in the next interview to determine the four winners.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?

2 Meet with staff to discuss proper approach to problem.

8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.

3 People or personal flow.

9. Some teachers feel threatened concerning job security in your building. What do you do?

3 Meet with teacher in a group and individually.

- 10 Teachers don't feel responsible to implement school goals. What do you do?

1 Impress upon them their responsibility.

11. Teachers ask for control of the school budget? What do you do?

3 Give each department control.

12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?

3 See if we can't join together to save paper.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) B NO. OF YEARS AS PRINCIPAL 22NUMBER OF YEARS IN THIS POSITION 22 HIGHEST DEGREE ATTAINED M.A. +

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 1 Check surrounding schools for a copy of their Objectives. Ask for help from Administrators in the system. Revise old Objectives.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 Ask Teachers to make budget for their own department.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Set up Teacher committees for in-put, out-put. Questionnaire to parents. Check State literature.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 Board or Administrative policies are the basic foundation of any school system. Without policies you don't know where to start, where to go or where to stop. Without policies your system changes direction with each change of Administration.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 3 Contact some Parents group (PTA or PTO) about their wishes, desires, feelings. Then set up a Faculty Committee to work out details.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 1 Call 12 back for second interview. Then make a decision.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Call a teacher to iron out the probelm and get rid of the danger.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 2 The big reason we have weekly Faculty meetings is to keep communications flowing both ways.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Have a meeting of those concerned and find out why they are threatened. Then remove or confirm the threat.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 0 Review school policy. Then they get on the ball or resign.
11. Teachers ask for control of the school budget? What do you do?
- 0 Refer to the Superintendent.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 If it supplements my bulletin, all well and good. If not we have a fight on our hands.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEY

SCHOOL SIZE (CLASS A, B, C, D) B NO. OF YEARS AS PRINCIPAL 11

NUMBER OF YEARS IN THIS POSITION 11 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Work with a faculty committee to draft them. Get some student input. Have work session with Supt. & Bd. of Ed. to help finalize them. Could take a year or more.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 0 May not! If I did at all, I would ask their suggestions.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Develop a committee representing everyone, and go to work. (We did this 3 years ago with a group of 17)
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 They are a necessary ingredient but should be quite general.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 2 Collect as much information as possible and work with a faculty committee to explore all possible methods. Then apply to your local situation.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Re-interview and choose them.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 0 Try to work out an equitable distribution of supervisory duties so that no one person has very much to do. If this doesn't work, you might have to ask for paid outside help.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Plenty of opportunities for informal discussion need to be available for all concerned.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 1 Find out why?
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 Try to discuss and find out why? May need to revise the goals or may need to lead them so they will do so.
11. Teachers ask for control of the school budget? What do you do?
- 1 Tell them - NO.
They'll have to win that from the Board in their negotiations.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Inform them that they cannot do so because it is not their job or their responsibility. They must get permission to publish anything.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL, HOWELL, MI. 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) C NO. OF YEARS AS PRINCIPAL 5NUMBER OF YEARS IN THIS POSITION 5 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

3 Objectives should be established by teachers & students.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

0 ?

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

3 Goals should be established by advice from teachers, students & parents.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 There should be definite policies. Each administrator should have input into these policies.

5. Major decisions about school term length, and course length need to be made. What do you do?

2 Get input from teachers, students & parents. Administrator makes final decision.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

0 1) Determine which applicants are the most desirable.
2) Confer with Supt. prior to contract being drawn up.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 3 1) Confer w/ students, teachers, parents to determine nature of problem & extent. Co-op effort.
 - 2) Review Security system.
 - 3) Teachers in violation of responsibilities to be (i) counseled (ii) disciplined.
8. The communication flow in you building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 1) Encourage a mutual exchange of communication.
 - 2) Be more available in office.
9. Some teachers feel threatened concerning job security in you building. What do you do?
- 3 1) Meet w/ teachers to determine why they feel the way they do.
 - 2) Be optimistic in your contacts w/ these teachers.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 3 1) Mutually, administration & teachers should establish goals.
 - 2) Implement them
 - 3) Re-evaluate the goals.
11. Teachers ask for control of the school budget? What do you do?
- 2 1) Teachers should be consulted, & involved.
 - 2) Budget is a responsibility of the administration.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 2 O.K. as long as they pay for the costs & assume liability for what is printed.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) C NO. OF YEARS AS PRINCIPAL 2NUMBER OF YEARS IN THIS POSITION 1 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

3 Teachers and myself working together with outside consultants.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

0

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

3 Same as # 1.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 I strongly believe in written board and administrator policies.

5. Major decisions about school term length, and course length need to be made. What do you do?

2 Same as No. 1

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

2 Choose 4 using the help of assist. principal and department heads.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Meet with teachers, point out the dangers and demand that they improve their supervisory duties.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 2 I would institute feedback systems by issuing written questionnaires regarding staff opinion from time to time, and also get out and visit teachers in the lounge.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Increase communications with them, give them positive reinforcement.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 2 Look for the reasons why. Is it all, or who specifically, talk with the individuals and or groups, also review the goals that are not being implemented.
11. Teachers ask for control of the school budget? What do you do?
- 1 Ask them why they want control and what kind. Point out that individuals cannot see total group needs as well as a boss.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Ask them why they are doing this. point out the duplicity. Ask them to stop.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 1NUMBER OF YEARS IN THIS POSITION 1 HIGHEST DEGREE ATTAINED Master

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 I would have my teachers write their own performance objectives. I would also have some in-service days talking about how to write these objectives.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 I would ask my teaching staff for their estimated expenses for the coming year. I would budget by departments with input from the teachers.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 3 The goals should be formulated by the teachers and administrative team. I would also write other school districts for information.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 I think you need these guidelines or administrative policies.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 I will try to get teacher input, but if this fails, I would set the school term length and course length myself.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 I would look at the extra things the candidates could do, because in a small system I must use teachers for many extra duties.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 I have a teachers meeting and inform them that school security is everyone's business. I would also take care of the students who do not obey the rules.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 I would like the flow to travel in both directions, I would be a very good listener and deal with situations without waiting and get feedback, back to the teacher involved.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 2 My teacher's evaluation is more of a helping tool and not a "witch hunt." I give suggestions on self-improvement.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 I would sell them on the value of these goals. Most teachers feel this way because the goals are not clearly defined.
11. Teachers ask for control of the school budget? What do you do?
- 0 I would say this was my job.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 2 I would talk to them about combining the daily bulletin.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Field, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 5NUMBER OF YEARS IN THIS POSITION 2 HIGHEST DEGREE ATTAINED M.A. + 20

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

1 Find out what the state has mandated then see what we do that comes close to the P.O.'s.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

3 Ask teachers to list items needed to conduct a class for whatever length of time the class meets.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

2 Meet with administrators to determine goals. Also send some of mine down in writing.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 Absolutely essential.

5. Major decisions about school term length, and course length need to be made. What do you do?

0 Principal makes recommendation.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

0 Determine what is needed in the school as to personality and educational background.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Find out why teachers are not in the halls and then follow up with directive, and then disciplinary action where necessary.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 None - no paper flow (ha!). Should be from both directions.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Find out why they feel that way.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 3 Work on some common goals. And then work together to implement them.
11. Teachers ask for control of the school budget? What do you do?
- 1 Don't give it to them, but give some some idea of what could be spent and keep the veto power.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Add some of my announcements to it, if possible, use a color paper different from theirs. Other things can be done.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 3NUMBER OF YEARS IN THIS POSITION 3 HIGHEST DEGREE ATTAINED Ph. D

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3
 - 1) Explain situation, requesting staff involvement
 - 2) Distribute state performance objectives
 - 3) Work with individual staff members, or groups to formulate local objectives
 - 4) Assemble, publish, and distribute our objectives.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 Evaluate the past budgets, develop departmental norms, have teachers indicate deviations that may alter a proposed budget.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 Ask the Board of Education for input, investigate goals of neighboring schools, involve staff for input, and formulate goals that can be lived with.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 They are important to add standardization and justice to Board and Administrative actions. Following a definite pattern can avoid the "favoritism" connotation that could otherwise crop up.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 0 Assemble facts and reasons. Present them to the Board of Education, with a recommendation, for final decision.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Compare teacher candidate backgrounds to determine how they would fit into the community, how they may be valuable in extra-curricular activities, and how they may be of value in other areas of education in future years.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 1 At a staff meeting I would delegate the supervision of halls to specific individuals, within contractual language, and establish definite guidelines to follow. I would then take the responsibility to see that guidelines were followed. Then I would follow a similar procedure for school security on a larger scale.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 2 The downward flow is essential, even if it is a paper flow, however, verbal intercourse is important for idea exchange. Regular administrative meetings and regular staff meetings are essential for an honest evaluation of the program.
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 3 Worried teachers are poor teachers. Meet with those individuals to present facts that will alleviate the present concition and make a genuine offer to assist with job placement if termination of employment is a certainty.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 1 Review the goals to see if they are realistic, investigate teachers reason for lack of implementation. Next, impress upon them that, as a condition of employment, they will implement school goals. Follow through with stern measures, if necessary.
11. Teachers ask for control of the school budget? What do you do?
 - 2 I would allow them to make suggestions for budget alteration. I am in control of the budget and responsible to the school board for its' development and implementation.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
 - 2 Indicate, to the local union representative, that the bulletin is/is not contractually feasible. Offer to allow teacher participation in publishing my bulletin. That would share the work load and still allow general personal supervision of the bulletin.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal

HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 7NUMBER OF YEARS IN THIS POSITION 7 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 1 Obtain as much material from the state and attend my workshops that are available. I would then begin working on this.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 I begin by looking at their requests from a year ago. Then ask for this years request.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 First review the present goals & then update these based on the community needs. I would check with any state changes.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 These I feel are essential. Everybody needs these guides. If they need to be specifically enforced, this really helps.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 The state regulations pretty much determines this. In some cases teachers have specific request also.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Stop and weigh in my own mind each candidate that have been interviewed. I would probably next discuss this with the Superintendant.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 Check why they aren't doing this. See if the master contract specifies this, if so, I would enforce it. If not, I would attempt to work something out with the teacher.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Paper & person to person combined.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 It all depends why they feel threatened. In some cases, they should feel this way. If there is no reason for this, I would sit down & talk to them.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 Attempt to explain to them how they are knowledgeable of their subject area & they are in a good position to help in this way.
11. Teachers ask for control of the school budget? What do you do?
- 0 I feel this is an administrative responsibility.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 0 If it is harmful I would issue an order that it be stopped.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 3NUMBER OF YEARS IN THIS POSITION 3 HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

1 Inservice staff on idea. Work to write our own with help from Dept. of Educ. - using their models or examples as guides.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

0 Not familiar with this process.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

2 Teacher - student - parent advisory committee to work with me in establishing goals for our building.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 Must be written Board policies and administrative rules.

5. Major decisions about school term length, and course length need to be made. What do you do?

1 Discussion in faculty meeting. Get out the pros & cons of each item. Time to think and research. Length of school term is a negotiated item - course length is governed by this decision.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

0 List needs of each vacancy - match candidates qualifications to needs - include system needs like minority staff member etc. Administrative team to pick top candidate for each opening. If a tie - flip a coin.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 2 Call a staff meeting immediately to discuss problem and solicit help. If this doesn't work I would make an administrative directive.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 My door is always open to staff & students. We have regularly scheduled faculty meeting plus department meetings. I also make it a point to visit and eat in teacher lounge. With students, we have improvised a new "group guidance" system where we can solicit student opinion on any subject.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Talk with them individually about their fears and my feelings. I try to build their confidence & trust. I'm not after anyone's job - I only work with them to help them improve their skills.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 Individual conferences, observations and written criticism if need be.
11. Teachers ask for control of the school budget? What do you do?
- 0 Tell them to "bug off" - I will discuss budget - show them the monthly account of \$ available - but it is not within reason to hand over control of budget.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 Nothing, as long as they aren't using school paper and they are not duplicating what is already published.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 7NUMBER OF YEARS IN THIS POSITION 2 HIGHEST DEGREE ATTAINED Ed. D.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 2 Initiate action through teaching staff with final approval through administration.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 Simple survey of teachers relative to their projected teaching needs. Usually ask for a "priority" listing.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 1 Review needs as they relate to my unit - and staff.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 A genuine necessity!! Foolish to try to operate without.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 0 Work with administration.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 0 Choose best candidate on basis of specific needs of each function.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about ~~this~~?
- 1 Nothing without checking the contractual agreements with staff concerning their obligations in the problem area.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 3 Our size clearly allows a more personal approach.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 1 Determine if the threat is actually a fact - then decide on an approach to alleviate the situation.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 1 A great deal of In-service is obviously necessary.
11. Teachers ask for control of the school budget? What do you do?
- 0 Laugh! Seriously, I don't visualize this in our situation at all.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 1 If it was relevant to teacher responsibility within the framework of our program - I would commend their action. If its' purpose were disruptive I would file a grievance to the association.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL 1stNUMBER OF YEARS IN THIS POSITION 1st HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 We are having our teachers write them for each course they teach. Dept. Obj.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 3 They prepare budget sheets for each year. These sheets are sheets are requisitions & we give them what we can.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 2 We would get parents, teachers, students, board members, and community people to work on the committee.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 1 They are very important. It is the bible for operating the schools within the system.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 Ask the teachers for recommendations?
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next.
 - 1 Could have dept. members interview candidates. We probably would interview the candidates again & make a decision.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 1 Issue a dictum to the staff - put on probation if necessary.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 1 Use a problem approach at mtg. Make them decide on routes to follow in eliminating these problems.
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 2 Make sure you evaluate them - let them know where they stand.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 1 Check on them. Write them up if necessary - put them on a program of improvement. If they don't improve - fire them.
11. Teachers ask for control of the school budget? What do you do?
 - 0 It is an administrative task - only.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
 - 1 Check board policy - if necessary - reprimand.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) A NO. OF YEARS AS PRINCIPAL 4NUMBER OF YEARS IN THIS POSITION 4 HIGHEST DEGREE ATTAINED Ed Sp.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?
 - 3 Have in-service time on how to; provide time & assistance to do; share results with each other; print & give to students for input; finalize & publish. Evaluate & modify after use.
2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?
 - 2 Explanation & information about pp bs; work present budget (which they understand) inform the programmed system; proceed from there.
3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?
 - 3 Ask kids, faculty & parents what they feel the goals ought to be. Add my input & present to the Board as the way we at E. H. S. wish to operate.
4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?
 - 2 We must have some broad guidelines by or within which we operate. They should not, however, stand in the way of change or growth.
5. Major decisions about school term length, and course length need to be made. What do you do?
 - 1 Get staff input; discussion of ideas presented; compromise; implementation of ideas; evaluate; modify etc.
6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?
 - 3 We send the 12 candidates to the student/staff interview committee and they ultimately list their choices (1-12) and number one is generally hired.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
 - 3 Discuss the problem with the students & staff in a school-wide meeting & in class meetings. In staff I suggest we offer the supervision needed before someone imposes it on us.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
 - 3 Eye-ball to eye-ball discussion & decision making. Paper work communication is helpful in getting first line ideas. Beyond that it requires sitting down & "hashing" out a final plan.
9. Some teachers feel threatened concerning job security in your building. What do you do?
 - 3 Make them feel secure by "loving" them; helping them; etc. If it is because of fear of change, I try to use a threat free change process and let them see that they or their job are not threatened.
10. Teachers don't feel responsible to implement school goals. What do you do?
 - 2 Make the school goals their goals!
11. Teachers ask for control of the school budget? What do you do?
 - 3 They assist building the budget; by listing priorities and then as a budget committee help cut to an even level "acceptable" to the staff & Board. We retain the final voice if needed.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
 - 3 Ask them to include our material in their daily bulletin. Thereby saving us the time. OR make the bulletin open enough to include the teacher's information.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

ADMINISTRATIVE STYLE SURVEYSCHOOL SIZE (CLASS A, B, C, D) D NO. OF YEARS AS PRINCIPAL OneNUMBER OF YEARS IN THIS POSITION One HIGHEST DEGREE ATTAINED M.A.

Please answer these questions presuming you are the administrator of your school and these incidents occur.

1. The state mandates each school have its own performance objectives. How would you go about obtaining these for your school?

3 Work with departments and individual staff members. Set up a steering committee to oversee entire project. Objectives must be written to meet needs of students in individual school district, but some can be pulled from prepared sources.

2. The school system had implemented a program budget process years ago. As a second year principal how do you arrange for teacher input into the program budget?

2 Budget procedure is first reviewed with staff. Each department is given responsibility for developing dept. budget. Turned into principal. Master budget developed. Again reviewed with staff before final presentation to Supt.

3. The Board of Education asks the administrative team to help revise the goals of the system. What are your next steps?

2 Work through the Curriculum Committee. Set up an ad hoc committee to set up the procedure for goal development.

4. There are no written board or administrative policies. The administrative team is discussing the possible need. In detail, what is your belief about the need for these?

1 Can't operate effectively without them. There is no framework to build a system on. How can any administrator know what is expected if it isn't spelled out?

5. Major decisions about school term length, and course length need to be made. What do you do?

1 School term length can be worked out through contract negotiations. Course length is something worked out between faculty, departments, and administrators.

6. Your school has four teacher vacancies for the next school year. After review of credentials, and initial central office, and your interview, the choice is narrowed to 12 candidates. What would you think best to do next?

3 Screening committee composed of teachers teachers and administrators (possibly students) to narrow choice to top 5. Top five should have final interview with principal with final recommendation going to Supt.

ADMINISTRATIVE STYLE SURVEY (CONTD.)

7. The school security is in jeopardy. Students may be in physical danger. Teachers are not supervising the halls. What do you do about this?
- 1 A teacher's responsibility also include student supervision between classes. At a staff meeting, we'd decide together a proper approach to take. Teachers are a part of the supervision force, however.
8. The communication flow in your building is mainly paper flow downward. Describe the communication flow which you would like.
- 2 Communication is multi-faceted - verbal, paper, etc. Proper communication is essential - morning P.A. announcements, weekly published staff bulletins, informative, substantive, decisive staff meetings, open door to principal's office policy. Cultivation of relating to staff power structure, working with association members, etc.
9. Some teachers feel threatened concerning job security in your building. What do you do?
- 3 Open up lines of communication. Lay the cards on the table and deal with facts rather than rumor.
10. Teachers don't feel responsible to implement school goals. What do you do?
- 2 Utilize staff committee to examine why. Obvious answer is that they most likely were not instrumental in goal development.
11. Teachers ask for control of the school budget? What do you do?
- 2 Discuss pros and cons. Perhaps they should have control of a portion of the budget but then be accountable for justification of how it has been spent and utilized.
12. Teachers are publishing, without your approval, a daily bulletin comparable to the type you publish. What do you do?
- 3 Examine myself. Why it is necessary. Obviously there is a rift in the school team effort, if there is a need for a separate publication. However, I don't find it threatening if it does a better job than mine.

Thank you. PLEASE RETURN IN THE PROVIDED ENVELOPE.

Joe Fields, Principal
 HOWELL HIGH SCHOOL - HOWELL, MICHIGAN 48843

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