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AN EVALUATION OF THE SCHOOL SURVEY TEAM EXPERIENCE AS A TRAINING DEVICE IN EDUCATIONAL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY

By

Richard Jay Williams

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ABSTRACT

AN EVALUATION OF THE SCHOOL SURVEY TEAM EXPERIENCE AS A TRAINING DEVICE IN EDUCATIONAL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY

By

Richard Jay Williams

The major purpose of this study was to conduct a systemitized evaluation of the School Survey Team activities at Michigan State University. This encompassed a study of the activities of the School Survey Team and its members and assessed the types of experiences, their value to the individual, and the changes of individual perceptions wrought by the experiences. Further, it examined the organization and status of the School Survey Team over the last decade in order to obtain information and make recommendations concerning possible improvements which would benefit the student participant, the College of Education, and the school systems receiving the services.

The descriptive or normative-survey method of research served as the basis for this study. This was implemented by the statistical treatment of the data taken

from a sample of the respondents in order to establish a correlation between the value expressed by each respondent and the effect of the experiences upon the individual respondent. Both a questionnaire and a structured interview instrument were developed by the writer and were used. The data were summarized in three parts: the first, experiences of School Survey Team members; the second, values and effects of the experiences; and the third, statistical analysis of the data. General conclusions were drawn from the data and specific recommendations were given based on the major findings of the study. Major findings of the study were:

1. The advanced graduate status and prior administrative experience did not prevent the team experience from being a valuable one.

2. The team experience provided broad exposure to administrative concerns and provided broader experience and training than did course work.

3. The broadest training exposure was in the areas of demography, school plant, and finance.

4. The fewest experiences for team members were in the areas of auxiliary services and business management and practices.

5. The respondents perceived the area of community relations as being the most significant to them both in value and in effect.

6. Relating to the team director was of least general overall value to the individual.

7. Value to the individual of all of the experiences was significantly higher than the effect upon the individual.

8. Recommendations made to school systems were suspect as to their value, clarity, and practicality.

9. The School Survey Team served as a natural training laboratory for advanced graduate students but should be re-examined as to organization, staffing, and financing.

Six broad general recommendations to restructure the team experience grew out of this investigation. These were:

1. Organizing the School Survey Team with a clearer delineation of philosophy and objectives.

2. Enlarging team membership so that more students with backgrounds in varying disciplines could be trained.

3. Financing School Survey Team experiences to provide more financial autonomy to the team and its director.

4. Examining the relevance and importance of planning experiences in the areas of auxiliary services and business management and practices.

5. Emphasizing the basic importance of combining the needs of the school system and the needs of society in any recommendations made by the team.

6. Urging continued evaluation of the School Survey Team experience in order that timely modifications of the experience might be made.

ACKNOWLEDGMENTS

The production of a dissertation is the work of many people who have cooperated in numerous ways. Special assistance and encouragement came from the persons who are specifically mentioned herein.

A very warm expression of appreciation is given to Dr. Richard Featherstone, chairman of the doctoral guidance committee. His sensitive, constructive, and humane counsel and leadership have been major factors in making this study a reality.

A sincere expression of gratitude is extended to Drs. Dale Alam, Clyde Campbell, and James McKee for their advice and guidance.

This study could not have been completed without the overwhelming support of the respondents to the survey questionnaire. To these persons and to those who consented to an additional personal interview the investigator expresses his deepest gratitude.

A word of thanks goes to a friend and colleague, Mr. Howard B. Peters, Director of Instruction in the schools of Harford County, Maryland, for his personal interest in me and in my work over the years.

Sincere appreciation goes to my parents and to the parents of my wife who have never questioned the pursuit of my goal.

The last and most significant acknowledgement goes to my wife, Ruth, for her many hours of work and her patient, loving encouragement. Without her unfailing support this study would never have become a reality.

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CHAPTER I

THE PROBLEM

Introduction and Statement of the Problem

The development of public education in America has been accompanied by a series of movements which have been traced by educational historians. Each of these movements has contributed to and fostered changes in the public schools. One such movement which appeared during the second decade of this century was the school survey movement.

The school survey movement has been designated by educational writers as an important instrument for the study and improvement of education. This type of action research has contributed a large body of information to the literature in the field of education. Public school officials all over the nation have employed educational consultants to survey their schools and to write survey reports. Many university professors of education have taken part in these activities. The demand for such services and the demands upon the time of university

professors led some universities to provide personnel for conducting school surveys.

Some universities set up bureaus or divisions which carried on the survey work. Many of these universities had varied purposes for their survey team activities. The Michigan State University was one with broad purposes including the desire to have the field service team serve as a vehicle for rich field experiences for advanced graduate students.

Field experiences have been provided for advanced graduate students at Michigan State University since 1961. Few formal statements concerning the activity of the field service team at Michigan State University exist. However, informal working agreements list the following objective:

> . . . provide a natural laboratory for training advanced graduate students in field problems.[1]

Although the continuance of the survey team over the last decade appears to support the belief that field problems are worthwhile experiences for training graduate students at Michigan State University, no systemitized or formal evaluation has been conducted. The major task of

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[1]William James Giddis, "A Study of the Methods and Procedures Used in the School Survey Services at Michigan State University and other Publicly Supported Big Ten Universities" (unpublished Doctor's dissertation, Michigan State University, 1964), p. 63.

the writer of this dissertation is to study thoroughly the activities of the School Survey Team and its members and to assess the types of experiences, their value to the individual, and the changes in individual perceptions because of the opportunity to serve on the School Survey Team at Michigan State University. The field service team has operated for nearly ten years on assumptions or on a feeling of its innate worth to the student. No one has systematically studied and evaluated the experiences; their values to the person; nor the changes wrought by the experiences. Clearly the problem is one of a need to assess the experiences, perceptions, and behavior of former team members in order to justify the time, effort, and expense involved in continuing the training aspects of the field service team at Michigan State University. The question becomes whether or not the survey team does serve as a valuable training device in educational administration.

Purpose

There has been no methodical attempt to determine the overall effectiveness of the training experiences provided to those who have served as student members of the Michigan State University School Survey Team. It is, therefore, the purpose of this study:

1. To discover the number and kinds of experiences in which School Survey Team members have participated

2. To establish the value of the experiences to the individual and to the group

3. To establish the change in behavior as perceived by the individual as a result of survey team experiences

4. To obtain information and make recommendations concerning possible improvements which will benefit the student participant

5. To obtain information and make recommendations concerning possible improvements which will benefit the College of Education at Michigan State University

6. To obtain information and make recommendations concerning possible improvements which will benefit the schools and school systems receiving the service.

Significance of the Problem

When the College of Education was reorganized in 1954, a bureau was organized to conduct field studies. Regular faculty members were appointed to the bureau and numerous studies were carried out. In 1959, an appraisal was conducted and led to the formal dissolution of the bureau to allow faculty members more time for teaching.

In December of 1960, Dr. William H. Roe submitted to Dean Erickson a proposal to establish a field service

team to conduct school surveys. This team was to consist of three research assistants under the direction and supervision of an administrative area faculty member. The proposal was accepted and Dr. Roe in an interoffice memorandum credited the field service concept with the following purposes:

> A. Serve as a vehicle for rich field experiences for our advanced graduate students
> B. Afford faculty an opportunity to keep in contact with the field and still give them more free time for study, research, and writing
> C. Provide an opportunity for the College of Education to have more advanced graduate students serve as research assistants
> D. Provide a high level of service to the field
> E. Encourage close affiliation between off-campus activities and curricular offerings
> F. Provide us (the administration department) with an organized approach for learning
> G. Full-time faculty members would not get bogged down in the "processes" of conducting field services but would consult on a high-level basis.[1]

Purpose A above relating to providing rich field experiences for advanced graduate students written by Dr. Roe was substantiated and clarified some three years later in a study by William James Giddis entitled "A Study of the Methods and Procedures Used in the School Survey Services at Michigan State University and Other Publicly Supported Big Ten Universities" where the objectives of

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[1]W. H. Roe, Interoffice Memorandum "Field Service Team Concept," December, 1960, p. 3.

the School Survey Team at Michigan State University included the following one:

"Provide a natural laboratory for training advanced graduate students in field problems."[1]

These two sources appear to establish clearly that the field service team was to serve as a training device for students of educational administration.

Because of the continuing interest and concern for training programs for the practicing administrator and the role that the field service team may play in meeting this problem, the significance of this study is emphasized by the following considerations:

1. Administrators seeking to further and advance their careers in educational administration, and the institution which fosters this advancement, should have some knowledge of the extent of the relative values of the field service team experience.

2. Both the university and the individual student should give consideration to the experiences which team members have had.

3. Those concerned directly with the program, as well as all interested in the professional preparation of educational administrators, should be concerned with

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[1]Giddis, op. cit., p. 63.

effects reported by the former interns in relation to obtaining and holding later positions and desire for staying in the profession in similar or related positions.

The general improvement of the School Survey Team as a training device is the broad, expected outcome of this study. Other general outcomes of this study are identified as an effort to:

1. Present a concise review of the literature on the school survey movement for the future survey teams

2. Present a brief, up-to-date history of the school survey service at Michigan State University.

The very specific purposes are identified as an effort to use nominal measurement as a basis for:

1. Assessing the kinds of experiences in which field service team members have engaged

2. Assessing the relative values of the field service team experiences to each individual member

3. Assessing the effects of field service team experiences upon the individual after leaving the university.

Definition of Terms

The definitions which follow express the terms in the limited and specific sense used in this dissertation.

School survey--A study of one or more aspects of education as found in the elementary or secondary schools of a local community.

School Survey Service-- The provisions for making personnel available who are equipped to conduct school surveys and the services performed by these persons.

Field service team--The terminology used at Michigan State University to designate a group of graduate assistants and their coordinator who conduct school surveys under the coordinator's supervision.

Field service team coordinator--Refers to the faculty member from the department of school administration assigned to supervise the field service team and direct school surveys.

Field experiences--Opportunity for graduate assistants and university faculty members to study and assist with problems of elementary and secondary schools in the local community.

REVIEW OF LITERATURE AND A HISTORY OF SCHOOL SURVEY SERVICE AT MICHIGAN STATE UNIVERSITY

History of School Surveys

The school survey is an information-gathering instrument applied to schools, school systems, or groups of school systems which has as its purpose the evaluation and improvement of the educational institutions to which

it is applied. In the earliest surveys emphasis was upon evaluation but as the years passed the survey developed as an instrument for improving the schools.

In a general sense, scanning one or more segments of a school program by a person or group of persons is a school survey. However, educators have come to understand it in a stricter sense as a formal review undertaken at the request of the Board of Education and intended to study all areas of the schools or school system or at least to study one or more major areas.

The school survey has become a broad and important instrument in the growth and development of school practices and school systems in the Twentieth Century. Dan H. Cooper defines the school survey as:

> . . . designed to secure as complete a collection of data as is reasonably possible for analysis; aimed at producing either carefully considered evaluative judgments or important recommendations for future development or both; conducted by persons possessing superior qualifications for both authoritative and scientific contributions in the conduct of the study. A written report of this type of study is understood as the typical school survey report.[1]

Therefore, as an administrative device the school survey can be separated and defined and its service to

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[1]Dan H. Cooper, "School Surveys," Encyclopedia of Educational Research, ed. Chester W. Harris (3d ed.; New York: Macmillan Co., 1960), p. 1211.

education can be traced. The same is true of the school survey movement which developed as a result. The real ancestry of the movement, then, can be traced back to an act passed in 1843 by the Rhode Island Legislature which empowered Henry Barnard to prepare a report on the conditions of the Public Schools of Rhode Island.[1] For more than a score of years following this, Dr. Barnard and Horace Mann became involved in inspecting the schools of various New England states and in writing critical evaluations of what they found. During the same era, the Legislature of the State of Ohio sent Calvin Stone to Prussia for the purpose of studying the school system. His recommendations were instrumental in stirring far-reaching reforms in the educational systems of Ohio.

In 1867, the United States Congress created a Department of Education with Dr. Barnard as its first Commissioner. Barnard's first piece of work was a survey of the city school system of Washington, D.C. In 1892, William T. Harris was appointed Commissioner of Education and the Congress again requested a study of the schools of the District of Columbia. Evaluated by present survey methods, techniques, and organization, the New England

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[1]Henry Barnard, Report on the Conditions and Improvements of the Public Schools of Rhode Island (Providence: B. Cranston & Co., 1846), pp. 1-125.

and the Washington, D.C. surveys did not compare well with the best of the later surveys. The purposes, however, bore some striking resemblances.

"The attempt at diagnosis of ills, the gathering of facts, and the efforts at prescription certainly are recognizable as the ancestry of modern survey work."[1]

By the end of the first decade of the Twentieth Century, the first modern school surveys were born. Concern about educational values and cost produced unrest and dissent; those newly dedicated to education as a science shifted to factual study and measurement, and the efficiency movement in industry suggested how this science might be used in practice. Educators began to make research tools while doing research and began utilizing them to remake the schools.

The movement proper began in Boise, Idaho, but spread rather rapidly across the nation with studies taking place in two New Jersey school systems the following year. Few of the larger cities can be mentioned that have not had school surveys and almost every state has undergone some type of survey. The New York City survey which was in progress from 1911 to 1913 was a landmark

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[1]Jesse B. Sears, "The School Survey Movement," Modern School Administration, ed. John C. Almack (Boston: Houghton, 1933), pp. 215-259.

study. It attracted nationwide attention and appears to be the survey which gave prestige and standing to the survey movement.[1]

The first nationwide survey was conducted by the United States Office of Education shortly thereafter in 1916 dealing with Negro education. Funds for four subsequent nationwide surveys on land-grant colleges, secondary education, teacher preparation, and school finance were forthcoming from the Congress of the United States.

As was noted above, the survey movement received much of its impetus from the scientific movement in education and the efficiency engineering movement which focused attention of the public on efficiency in management. It was from the workers in these fields that leadership came for the development of the survey movement. While it is important not to overlook the contributions of practical administrators and teachers, the leadership has been largely based among those interested in the science of education. These persons were connected with state, city, and county staffs, educational foundations, or colleges of education in institutions of higher learning as shown by the following remarks of Jesse B. Sears:

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[1]Charles H. Judd, "Contributions of School Surveys," The Scientific Movement in Education, Thirty-seventh Yearbook of the National Society for the Study of Education, Part II (Chicago: N.S.S.E., 1938), pp. 9-21.

Of the surveys made before 1914, Hanus of Harvard directed those for Montclair (1911) and New York City (1911-12); Moore, then of Yale, directed that of East Orange (1911) and assisted in the New York City Survey; Elliott, Judd and Strayer of Wisconsin, Chicago, and Teachers College, Columbia Universities made the second Boise Survey (1913), and Elliott participated in the New York City and the Portland Surveys; Cubberley of Stanford University directed the Portland Survey (1913), and participated in the Baltimore Survey; Deahl of West Virginia University directed the survey of Grafton, West Virginia; Brown and Kay of the Northern State Normal School at Marquette made the Upper Peninsula of Michigan Survey; and Coffman, then of the University of Illinois, directed the Illinois State Survey (1913). Still other university men participated in the Portland and New York Surveys.

Other surveys of this period were mainly in charge of men outside of universities. Kendall, State Superintendent, New Jersey, made the first survey (Boise, 1910); Superintendent Snyder directed the Harrisburg Survey (1912); The Russell Sage Foundation had charge of the Greenwich (1912) and the Newburg (1913) Surveys; The New York Bureau of Municipal Research was in charge of the surveys of Wisconsin (rural, 1912), Atlanta (1912), St. Paul (1913), Waterbury (1913), Ohio State (1913), and Syracuse (1912). The Carnegie Foundation for the Advancement of Teaching made the Vermont Survey (1913). Brown, United States Commissioner of Education, directed the Baltimore Survey (1911), Superintendent Van Sickle directed the Bridgeport Survey (1913), and the Minneapolis (vocational) Survey (1913) was made by a local group of teachers and others.

Of other agencies the Russell Sage Foundation, the New York Bureau of Municipal Research, the Carnegie Foundation for the Advancement of Teaching, the General Educational Board, the United States Office of Education, certain state departments of education, and in a few cases teachers organizations, have made important contributions.[1]

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[1] Sears, loc. cit.

Initially surveys were conducted by outside experts. Soon, however, recommendations were being made and implemented in large cities to set up bureaus or divisions of research to be staffed by local educators who would carry out continuous survey activities. This idea was clearly adopted from industrial management which had begun to set up industrial research laboratories late in the Nineteenth Century.[1]

These divisions of research, nevertheless, were too few to meet the burgeoning demand. Most surveys continued to be conducted by single individuals and by groups of individuals. A small group of "experts" seemed to be the better plan as surveying developed rapidly into highly professional work which no superintendent, no teacher, nor any professor of education alone was competent to perform. Prominent educators discussed and deliberated about what a survey was, when it should be made, what methods were efficient, what conditions regulated the publication of survey findings, and what outcomes might be expected from surveys. Outlines for conducting surveys were developed and published and survey reports were widely disseminated in educational journals. As expertise

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[1]Henry L. Smith, "Organizing for School Surveys," Plans for Organizing School Surveys, Thirteenth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Co., 1914), pp. 7-68.

developed and the body of literature on school surveys grew, objectives and leadership for surveys developed and changed. Certainly one of the most debated issues has been that of objectives and purposes. From a discussion by Theodore L. Reller,[1] three types of surveys in terms of purposes were clearly identifiable. These were the status survey, the deliberative survey, and the implementative survey. The status study was one which was limited to gathering and arranging information to establish the facts as they are. It served basically to evaluate conditions as they existed.

The deliberative study was one for which the team had been selected not only for its ability to collect facts but also for its potential ability to propose solutions out of a wide professional background. The expected outcomes were proposals for development and improvement.

The implementative study proceeded one further step beyond gathering data and writing recommendations. It attempted to create an atmosphere while carrying out the survey itself that would improve the chances of achieving survey suggestions. This atmosphere was actively fostered by the survey team through working with

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[1]Theodore L. Reller, "Shall We Have a Status, Deliberative, or Implementative Study of Our Schools," American School Board Journal, CIV (May, 1942), 9-12.

the local staff and lay citizens in analyzing needs, interpreting facts, and developing strategies which would move the proposals into action.

The relative merits of each type of survey and its purposes seemed clear. The survey which had as its sole purpose the gathering of data received the most severe criticism in the literature, but the deliberative and the implementative types of surveys were generally valued. Each type seemed, however, to have a rational base and served a valuable function in the correct situation.

As was the case with the purposes for surveys, the leadership or approach for carrying out the survey fell into three distinct categories. From the very beginning the outside survey specialist or "expert" had been the major performer in making school surveys. Voices of protest arose based upon assumptions that this approach was undemocratic and that no one team could possibly be so thoroughly competent as to be able to analyze all aspects (or even several aspects) of a school system.

Jesse B. Sears was an early advocate of taking the survey out of the hands of the "experts" and placing it in the hands of the professionals within the school or school system. He stated this clearly in the Preface to his book on school surveys in the following way:

> Accordingly, while the book is not addressed to beginning students in education, it is addressed to those who have made a start in their professional studies. Especially is it addressed to all those who are actually at work--whether they be school board members, administrators, supervisors, research workers, or teachers--since it is through all and not any selected few of these officers that the larger contribution of the survey movement will regularly be brought to bear upon the normal processes of school keeping.[1]

Landes and Sumption,[2] and the National Citizens Commission for the Public Schools[3] provided detailed descriptions of the self-survey and the approaches to self-study. The self-study made a large contribution to educational practice but it did not take over the survey movement.

Out of the values and conflicts of the "expert" survey and the self-survey came yet another type of survey. This was the citizen or cooperative survey. The cooperative or citizen school survey used local laymen as well as outside specialists. The cooperative survey was so closely related to the implementative type that they were

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[1]Jesse B. Sears, The School Survey (Boston: Houghton, 1925), p. xiv.

[2]Jack L. Landes and Merle R. Sumption, Citizens' Workbook for Evaluating School Buildings (New York: Harper, 1957), p. 92.

[3]National Citizens Commission for the Public Schools, How Can We Organize for Better Schools? (Washington, D.C.: The Commission, 1953), 64 pp.

easily confused. However, cooperative referred to the way that the survey was staffed and implementative referred to its purpose.

Numerous aids have been developed to assist inexperienced persons who participated in a cooperative survey. Gerald Boicourt[1] provided guidelines for evaluating school buildings and school sites using laymen and professionals on the study committees while Merle R. Sumption[2] developed a comprehensive text-workbook to assist citizens in performing broad surveys of nearly all aspects of a school system. The assumption was that sharpening the evaluating skills of laymen would not only make them better able to perceive things as they now are but also would equip them to promote favorable action within the community following the survey.

The relative advantages of the "expert" survey, the self-survey, and the cooperative survey depended upon many factors. The type and purpose had to be adapted to the individual situation. However, without trying to

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[1]Gerald W. Boicourt, "The Construction and Analysis of a Guide for Evaluating Elementary School Buildings and Sites in Citizen School Surveys" (unpublished Doctor's dissertation, State University of Iowa, 1953), p. 328.

[2]Merle R. Sumption, How to Conduct a Citizens School Survey (New York: Prentice-Hall, 1952), 209 pp.

equate the value or extent of the contributions of the school survey movement, some outcomes of this nationwide movement appeared apparent. Worthy products were summarized as follows by Jesse B. Sears:

> 1. Our school practice has been improved.
> 2. Our school housing has been improved.
> 3. The status of the profession has been improved in fact and in the estimation of the public.
> 4. The science of education has been further developed.
> 5. The teaching of education has been benefited.
> 6. Education is more intelligently understood and appreciated by the public.
> 7. Education is more liberally supported.[1]

Schools and school practices have been affected by survey work. Research departments have developed and school testing programs have taken shape. School housing has improved and health and safety factors in housing have received needed consideration. Areas of study which received no prior exposure such as teaching, supervision, guidance, and curriculum have been uncovered and cultivated. Since teachers of education carried a major portion of the responsibility for school surveys and the resultant literature of the school survey movement, the survey has done much to the teaching of education. Finally, surveys have affected legislators and laymen. Increased financial

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[1]Sears, Modern School Administration, pp. 215-59.

support has frequently followed well-prepared and well-circulated survey reports. Surveys as a valuable method of stimulating action and progress could no longer be challenged. Without a doubt some surveys were more valuable than others but there was little doubt that surveys had contributed to the body of understanding about schools, about communities, and about education.

By the late 1940's a new dimension appeared in relation to school surveys and field studies. Although a few university bureaus of field studies existed early in the history of the school survey movement, few universities regarded their division of field work as an organized means of giving advanced graduate students of school administration contact with actual school situations. Yet in the last two decades due almost entirely to the Cooperative Program in Educational Administration and its organizers and supporters, the school survey movement has emerged as one which serves schools and communities, universities, and graduate students in educational administration. This was clearly shown in the 1969 edition of the Encyclopedia of Educational Research which no longer contained a section entitled "School Surveys." School surveys now clearly appeared only under the topic of "Preparation of Administrators" with the preparation dimension of school surveys

being valued as highly as service to school systems.[1] The school survey movement with its modern modifications continued into the decade of the seventies. Its service to universities and to students of educational administration was by now firmly established.

History of School Survey Services at Michigan State University

Michigan State University is considered to be the pioneer land-grant institution with an understood commitment to public service. In fact, it was established in recognition of the fact that although agriculture was the major industry in the State of Michigan, no institution of higher learning was available to service the needs of agriculture and the mechanic arts. Dr. John A. Hannah described the founding philosophy of the college and other land-grant colleges in the following words:

> Reduced to simplest terms, the land-grant philosophy is (1) that all of the problems of ordinary people are worthy objects of interest and attention on the highest academic plane; (2) that the benefits of knowledge, both scientific and humanistic, should be available to all of the people in order that they may meet their everyday problems armed with the truth; and (3) that the privileges of a college education should be freely available to all who are capable of benefiting from advanced training.[2]

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[1]Russell T. Gregg, "Preparation of Administrators," Encyclopedia of Educational Research, ed. Robert L. Ebel (4th ed.; New York: Macmillan Co., 1969), pp. 994-1002.

[2]John A. Hannah, Hannah Speeches, "The Third Challenge," October 24, 1950, at Mississippi State College.

> I have referred to history to give emphasis to the expression of my conviction that the land-grant college system has grown and expanded and succeeded only because it was rooted firmly in the philosophy of service to the people.[1]

The Agricultural College of Michigan, as it was called at its founding, thrived and served as a model for the many land-grant colleges which developed after President Abraham Lincoln signed into law the Morrill Act of 1862.

The philosophy and concept of service which permeated land-grant institutions continued at the Agricultural College of Michigan as evidenced by yearly Farmers' Institutes which were begun in 1876 and which eventually developed into the Agricultural Extension Service[2] serving entire farm families and the agriculture industry.

With the aim of service to the people of Michigan, conditions were right for educational services and eventually for educational survey services to schools and school systems. Prior to 1945, services performed for schools by Michigan State College were provided on an informal basis by staff members of the Division of

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[1]John A. Hannah, Hannah Speeches, "The Land-Grant College Serves the Future," May 12, 1949, at Alabama Polytechnic.

[2]Lyle Blair and Madison Kuhn, A Short History of Michigan State (East Lansing: Michigan State College Press, 1955), 39 pp.

Education in the School of Science and Arts. However, on October 18, 1945, an appointment was made which was to be significant in the development of the school survey team at Michigan State University. Dr. Clifford E. Erickson was appointed Director of the Institute of Counseling, Testing, and Guidance which before long "became a service center and laboratory for graduate students."[1]

From 1945 to 1950 the Institute staff under the leadership of Dr. Erickson grew steadily both in size and influence. Dr. Noll described the activities of Dr. Erickson and his staff in the following words:

> He and his staff spent much time in the field talking to groups of school people and leaders of business and industry. They provided services to school systems in setting up guidance and testing programs, wrote bulletins and pamphlets for free distribution, and taught graduate courses both on the campus and off.[2]

During the same period of time, Dr. Clyde M. Campbell, a professor in the Division of Education, was serving extensively as an educational consultant to school systems around the state and to the Michigan State Department of Public Instruction.[3] Service to the people of the

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[1]Victor H. Noll, The Preparation of Teachers at Michigan State University (East Lansing: College of Education, 1968), p. 121.

[2]Ibid., p. 122.

[3]Statement by Clyde M. Campbell, Professor of Education, Michigan State University, personal interview, January 21, 1970.

state was further emphasized and implemented during this era by the appearance of what was to be called the Continuing Education Department which received its first director in 1950.

The name of the Division of Education was changed in 1952 to the School of Education with Dr. Clifford Erickson as Dean. Under Dr. Erickson's leadership the School of Education was organized into seven departments and a bureau was organized within the School of Education to carry on field studies. By 1955, the School of Education had become the College of Education and at that time a Department of Administration and Educational Services was organized and charged with the direction of the school survey service.

The years ahead were busy ones for the Department of Administration and Educational Services according to a brief historical review of this period.

> During the years 1954 to 1960, forty studies were reported as having been completed by faculty members. An appraisal of this service was conducted, and the bureau was dissolved in 1959 to allow faculty members to devote more time to teaching. Faculty members from the administration department continued to conduct school surveys during the next two years on an individual and informal team basis. A second appraisal of the service was made in 1960, and it was found that approximately one-half of the time of the faculty members in the administration department was consumed in school survey work. This was considered exorbitant, and a new method for providing survey service was sought.

> In December of 1960, Dr. Roe, as head of the administration interest area, submitted to Dean Erickson a proposal to establish a field service team to conduct school surveys. The team was to be composed of three research assistants under the direction and supervision of an administrative area faculty member called the "field team co-ordinator." The team was to operate under the administration of the assistant dean for off-campus programs. Faculty members from the College of Education were expected to serve as consultants to the team. The team was to have responsibility for conducting the school surveys which were assigned to the school administration interest area.
>
> As the proposal was accepted, the team began operation in the fall of 1961 under the supervision of Dr. Floyd Parker. In the three years of its operation it has conducted fourteen school surveys.[1]

In the six ensuing years the faculty leadership of the field service team has changed several times. Dr. John McNicholas followed Dr. Floyd Parker and served until his death on November 17, 1965. For the remainder of the 1965-66 school year and the academic year thereafter, Dr. Donald Leu served as coordinator. He was followed by Dr. Carl Midjaas who served as coordinator for three years. Upon Dr. Midjaas' departure from the University, Dr. Archibald Shaw was appointed as faculty coordinator.

The number of studies carried out by the School Survey Team have continued to mount. There are presently twenty-four studies which have been published and are

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[1]Giddis, op. cit., pp. 57-58.

available from Educational Publication Services in the College of Education at Michigan State University. In addition, there are numerous other published documents which have been produced as an outgrowth of activities of the School Survey Team which are in the permanent archives but which are not available for purchase from Educational Publication Services.

Historically there has been considerable variation in the number of studies performed by the team each year and in the number of graduate student members on the team. Originally three graduate students were authorized as School Survey Team members, this authorization has been increased to six members with five serving in the 1969-70 academic year.[1] Accordingly, the number of studies has varied from a low of one or two a year to a high of four or five. The 1969-70 team was involved in two studies.

Professional Preparation for the Administrator

The school survey movement did not begin as a movement for the training of school administrators. Within a few years, however, bureaus of educational research appeared in large cities to perform self-studies

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[1]Statement by Dr. Carl L. Midjaas, Educational Consultant, Warren Holmes Company, Architects, Lansing, Michigan, personal interview, January 30, 1970.

often utilizing currently employed staff members who gained their expertise mainly from experience. At about the same time a few bureaus were developing in some universities. Jesse B. Sears in an article on the school survey movement clearly indicated that some Divisions of Field Studies began early to be a training ground for administrators.

> As early as 1913 universities began to organize bureaus of educational research. In 1921, Teachers College organized the Institute of Educational Research with a Division of Field Studies designed to carry on survey work and to utilize it in training advanced students in school administration. George Peabody College for Teachers has recently organized a somewhat similar division.[1] [early 1930's]

The training which was received had scientific management as its focal point since the administrator during these decades was seen as a manager. Great importance was placed upon the administrator having at his command all of the operational aspects of the school system. Emphasis was on the structure and upon efficiency in operation.

Accordingly, during the first forty or fifty years of this century, education for school administrators emphasized the technical and mechanical aspects of

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[1]Sears, Modern School Administration, p. 241.

administration. The school survey movement was an administrative expression of this.

By the mid-Twentieth Century a new movement was beginning to appear which was aimed at the development of the professional administrator. This brought much ferment in the study of administration in the 1950's.[1] The close of World War II, the baby boom, Sputnik, and criticism of the schools brought widespread turmoil on other fronts in society. These forces demanded the very best education for students and educators alike as was succinctly stated in the following:

> If schools were to educate more and more people and do it better and better, if they were to meet the challenge of the times and the competition of the Soviets, if they were to answer their critics with solid educational achievements--the effectiveness of educational leadership in America had to be improved. The key position for providing this essential leadership was occupied by the educational administrator. Some people were saying that it was time for the educational administrator to leave his post as 'manager of technical details' and to accept the role of 'educational statesman.'[2]

Fortunately several groups, professional organizations, and the W. K. Kellogg Foundation perceived the need for a new breed of administrators late in the 1940's and several developments took place of lasting importance to

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[1]Gregg, op. cit., p. 994.

[2]The W. K. Kellogg Foundation, Toward Improved School Administration (Battle Creek, Michigan: The Foundation, 1960), p. 9.

educational administrators. At the American Association of School Administrators Convention in Atlantic City in 1947 the Association's Planning Committee recommended that the organization should immediately initiate studies and programs for improving training for the superintendency with the object of preparing professionals.

Concurrently, at the same AASA Convention a group of professors of school administration met together to discuss significant problems. Their deliberations and the recommendations of the AASA Planning Committee led to the appointment of a committee to explore the need for innovative new training programs for school administrators. By the summer of 1948, a new association was formed to be known as the National Conference of Professors of Educational Administration. The W. K. Kellogg Foundation provided funds for the 1949 meeting of the NCPEA. This was the beginning of significant financial support coupled with the professional leadership of the NCPEA and AASA which became the basis for the Cooperative Program in Educational Administration which was launched in 1950.

The Cooperative Program in Educational Administration grew and flourished throughout much of the next decade. The original eight centers expanded to nearly thirty centers. The Kellogg Foundation was so impressed with the results that it provided several million additional dollars when the original grant expired.

The purposes and objectives of the various CPEA centers were varied but clearly one purpose of each center was the improvement of preparation programs for the pre-service education of potential administrators. Divisions of Field Studies performing school and community surveys and providing field experiences for graduate students in school administration were clearly a part of CPEA efforts to improve professional education. Russell T. Gregg saw the following significant facets in the CPEA preparation projects:

> Many aspects of the general problem of the preparation of administrative leaders has been investigated and numerous experimental approaches have been explored. Aspects which have received particular attention include recruitment and selection of students, evaluation of existing programs, development of new curriculum patterns, establishment of cooperative relationships with school systems, provision of significant field experiences and strengthening of the organization and financial support of graduate institutions.[1]

Leonard Arden Brubaker in a study conducted in 1960 surveyed the eight original CPEA centers to discover the important changes which occurred in preparation programs of the participating universities. These changes were based on evidence of change rather than assumptions. Among the conclusions of his study were the following:

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[1]Russell T. Gregg, "Administration," Encyclopedia of Educational Research, ed. Chester W. Harris (3d ed.; New York: Macmillan Co., 1960), p. 23.

1. There is greater emphasis on recruitment and selection.
2. The orientation of students to the field of educational administration is receiving much more attention than formerly.
3. New teaching methods (such as case study and interdisciplinary approach) are being introduced.
4. Courses are no longer based largely on the mechanics of administration, but are grounded in principles and theory.
5. There has occurred a breakdown of the barrier between preparation programs for elementary and secondary principals and those for superintendents.
6. Internships are receiving wide and varied use.
7. Other forms of field service have become highly important.
8. Evaluation of the students has come to include appraisal of both knowledge about administration and use of knowledge in real situations.
9. Faculty members of the institutions now have wider backgrounds from social science disciplines.
10. There is more concern for guidance of students.[1]

Conclusions six and seven above which are stated in Brubaker's dissertation relate to the internship and to "other" forms of field service. These two statements demonstrate graphically the apparent general emphasis which each has had in the training of educational administrators. There is an abundance of literature on the internship and a dearth of references to field survey or School Survey Teams and their functions.

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[1]Leonard Arden Brubaker, "A Study of the Preparation Programs for Educational Administrators at the Eight CPEA Centers" (unpublished Doctor's dissertation, Ohio State University, 1960), p. 351.

There is, however, clear evidence that universities such as Harvard,[1] Ohio State,[2] Minnesota,[3] Teachers College, Columbia,[4] and Maryland[5] were actively involved in providing doctoral candidates in educational administration with field experiences by participating in comprehensive school-community surveys.

There is further evidence that AASA very early in the 1950's saw field experience including school surveys as a possibility for solving problems which arose in the efforts to expand the curriculum for the professional educator. The Thirty-first Yearbook of the Association states:

> There is increasing recognition of the importance of field experience in the preservice program. Field work can be provided in various ways. The beginning courses in administration are accompanied by field trips to communities for a general view of the various elements composing a school system--the arrangements for

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[1]W. A. Anderson, "New Plan for Training School Administrators," School Review, LX (September, 1952), 324-325.

[2]The W. K. Kellogg Foundation, op. cit., p. 24.

[3]M. G. Neale and Otto E. Domian, "Field Service for School Districts at the University of Minnesota," School Board Journal, CXXII (June, 1951), 19-21.

[4]Jennie L. Pingrey, "Program Provisions for Professional Preparation," Teachers College Record, LIII (January, 1952), 211-213.

[5]Clarence A. Newell and Robert Will, "What Is an Internship?" School and Society, LXXV (December, 1951), 358-60.

> control and administration, the educational program, the staff, the various groupings of children, youths and adults involved, and the school plant and other physical facilities. In other cases, classes may organize in small groups and obtain permission to attend school-board meetings or other examples of administrative operation.
>
> As the graduate student progresses in competence he may be involved in school surveys which offer an excellent opportunity for intensive study of individual communities and their educational enterprises, and he may have a part in collecting the data and engaging in the deliberations upon which recommendations for improvement in educational policy, program, and practice are based.[1]

The literature of educational administration of the decades from 1950 to 1970 contains sparse mention of the merits of field study experiences in preparing school administrators. Efforts to provide field study experiences continued to be spearheaded by the American Association of School Administrators, the National Conference of Professors of Educational Administration, the Kellogg Foundation, and Colleges of Education and their Divisions of Field Studies. Documentation of the importance of field experiences (other than the internship) seems to emphasize both the training function and the important function of bridging the gap between theory and practice. The following series of comments gleaned from professional

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[1]American Association of School Administrators, The American School Superintendency, Thirty-first Yearbook (Washington, D.C.: AASA, 1952), pp. 395-396.

publications of this era demonstrates that field studies and cooperative school surveys have survived and are still serving varied and useful functions:

> Since emphasis needs to be placed on behavior, it is not enough that the student get only knowledge about administrative behavior. He must see administrative behavior in others, and he must have an opportunity to appraise and improve his own behavior. This necessity implies that field observation and field study become an integral part of the training program.
>
> At the preparation level, the campus-field partnership is essential. The laboratory, so necessary at this point, is in the field. The opportunity to examine the theory of administration and an ever growing body of research in administration should be applied by the campus.[1]

> In the great evolution that has taken place in the last ten years in preparation programs for educational administration, it is clear that field experiences have become a vital part of the learning program in this field . . . field trips, field observations, field projects, cooperative school surveys, and field leadership projects have all been tried in one place or another.[2]

> The Commission (Yearbook Commission of 1960, AASA) was interested in knowing what the colleges and universities saw as their major strengths. Respondents were asked to list and describe briefly courses, seminars, workshops, field experiences, internships and other elements thought to be strengths.

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[1]Roald F. Campbell, "Research and the Selection and Preparation of School Administrators," Educational Research Bulletin, XXXV (February, 1956), 29-33.

[2]Walter A. Anderson and Richard C. Lonsdale, "Learning Administrative Behavior," Administrative Behavior in Education, ed. Roald F. Campbell and Richard C. Lonsdale (New York: Harper and Brothers Publishers, 1957), pp. 426-463.

It is interesting to note that field experience for students other than internships, particularly of the action research variety ranks highest.[1]

The same procedure used to gather data on strengths in preparation programs was followed to gain information on weaknesses. While good field experiences topped the list of strengths, the inadequacy of field or laboratory experiences was noted as a weakness in the instructional program of forty-two universities.[2]

Edinger (Ward) and Green (Norman S.) attribute much of their learning about bridging the gap between theory and practice to experiences they had in working with professors in survey, consultant, and advisory roles--Edinger as an assistant to a professor who was active in field work and Green as an intern in a city school system.[3]

In the past, administrator preparation programs often have consisted of courses in which lists of administrative principles were digested, practices of various school systems were examined, and suggestions were given about how administrators should perform. Recently, the use of case studies, field trips, simulated problems, and community studies have been added in an effort to reduce the gap between theory and practice.[4]

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[1]American Association of School Administrators, Professional Administrators for America's Schools, Thirty-eighth Yearbook (Washington, D.C.: AASA, 1960), pp. 70-71.

[2]Ibid., pp. 74-75.

[3]ASCD, The Case for On-Campus Residence (Washington, D.C.: AASA, 1963), p. 19.

[4]Paul R. Hensarling, Handbook for the Supervision of the Intern in School Administration (College Station, Texas: Innovative Resources, Inc., 1969), p. i.

Viewing the preparation programs for school administrators over the last two decades reveals increased use of case studies, simulation materials, field experiences, internships, gaming, and sensitivity training. Some have had greater impact and acceptance than others. The aim of each has been to help the student to build research skill, to apply findings, to increase knowledge of human interaction and to broaden and deepen the understanding of administration. School Survey Teams and field experiences have not been the most heralded of these techniques but this technique has survived as a means of understanding some of the stern realities of the field, the obstacles to uncomplicated educational leadership, and the strategies for attacking these obstacles.

Summary and Overview

The school survey movement had its earliest roots embedded in the early public school or common school movement in the New England states. Early surveys were carried out by Horace Mann, Henry Barnard, and William Harris. The latter two educators became early United States Commissioners of Education. Their relationships with the Congress were a potent factor in the dissemination of the possible values gained from studies of schools and school systems.

At the outset, the emphasis of school surveys was on evaluation. However, by 1910 when the first modern school survey took place in Boise, Idaho, the emphasis was already changing the school survey into an instrument for improving the schools. The survey movement was feeling the influences of public outcry against the schools, the influences of the early testing and measurement movement, and the influence of scientific management techniques in the business world.

Throughout the next several decades, the school survey movement grew and expanded with hundreds of studies being carried out and hundreds of reports being written. The outside survey specialist or "expert" was a frequent performer in the carrying out of school surveys. The "expert" survey gave way to some extent to the more democratic self-survey approach and both the "expert" survey and self-survey frequently were joined into a third type which is the combination survey.

The three types of surveys have served varying purposes. The purposes or objectives are clearly identifiable. The investigative or status survey served in the main to evaluate existing conditions, the deliberative was directed toward proposals for change and improvement, and the implementative emphasized involvement of local personnel in an attempt to enhance the chances of achieving the proposals in the school community.

The school surveys and the volumes of literature on the school survey movement affected profoundly the development of schools and school programs in the United States. One aspect of the influence can be seen in the role of the administrator during these years. Both the training and the role of school administrators reflected the stress on the scientific management of schools and school systems.

In 1947, school surveys began to take on a new dimension. Although a few universities were using their divisions or field service to train graduate students in administration, this was not generally the case. Through the leadership of several professional associations and the W. K. Kellogg Foundation, the training of a fully professional school administrator began to evolve. This training program took shape as the Cooperative Program in Educational Administration which had as one of its facets the use of school survey teams as a training device for advanced graduate students in educational administration.

Michigan State University was founded on the premise of the importance of rendering service to the people of Michigan. The threads of service to the public including service to the public schools go back for generations. In the 1940's and 1950's individual professors in the Division of Education were carrying out

survey activities. By 1960, a Bureau of Field Studies was formed with service to the schools of the State of Michigan clearly in mind. Another clear objective was the field training of prospective school administrators. This activity continued with the School Survey Team having contributed to the training of forty-two administrators in slightly less than ten years at Michigan State University.

This study then was designed to provide information concerning the growth of the school survey movement with special emphasis upon the activities of the School Survey Team at the Michigan State University since its inception in 1961. Its purposes were to determine what contributions the School Survey Team experiences have made toward the professional growth and understanding of its former members as well as to provide information about survey services and possible improvements which might be made.

The study was planned as a descriptive survey project using nominal statistical data since this method seemed most appropriate to supply the information necessary for the given purposes. The sample included the total population of former School Survey Team members at Michigan State University who have had the closest relationship to the information anticipated from this study. The study was carried out through the use of mailed

questionnaires and through a series of interviews and was analyzed as indicated in the description of the design.

The following chapters describe the design of the study and the research activities carried out.

CHAPTER II

DESIGN OF THE STUDY

The review of literature in Chapter I documented the development of the school survey movement in the United States showing how it changed and maintained its vitality over the last half century. Closely allied with the adjusted dimensions of the school survey movement were the more recent developments in the education of school administrators. Universities such as Michigan State have moved forward with these developments being involved both in modern school surveys and in using school surveys as a training device for school administrators. The foundations laid in the previous chapter were directed toward an evaluation of the types of experiences that administrators in training have had as members of the School Survey Team at Michigan State University, toward their perceptions concerning the value and effect of these experiences, and toward conclusions and recommendations which may reshape the purposes and functioning of the School Survey Team.

Sample

The problem of sampling is particularly crucial in survey research. The sample in this study included the total population of all former members who had served on the School Survey Team at Michigan State University since its inception with the exception of those serving at the present time. The total population which included thirty-seven persons was surveyed.

George J. Mouly discussed some of the problems of sampling in relation to survey research as follows:

> The problem of sampling is of primary concern in all survey studies, for unless the sample on the basis of which data are collected is representative of the population selected for investigation, the conclusions drawn cannot apply to that population.[1]

> Empirical studies have shown that some important differences exist between respondents and non-respondents. . . . An incomplete sample ordinarily indicates a greater representation of the persons who are interested, who are cooperative, who are favorable to the issue under investigation, and so on. On the other hand, it is logical to assume that the non-respondents refusal to participate is frequently not independent of such factors as a negative attitude toward the sponsor of the investigation.[2]

The sample and the population in this study are exactly the same group and the percentage of returns

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[1]George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 235.

[2]Ibid., p. 241.

approaches 100 percent. The data collected from former School Survey Team members should, therefore, be representative of the whole population and of the negative and the positive reactions of the sample. This is supported as follows by Carter V. Good when commenting on survey studies with a high percentage of questionnaires returned:

> Errors of judgment and of statement had an opportunity to correct and to balance one another and by so doing yield a net total which will be a reasonable approximation of the truth.[1]

Survey Techniques

Upon completion of the identification of the population of the study, the survey techniques decided upon were the questionnaire supplemented by a series of interviews of a selected group of former School Survey Team members employed within the State of Michigan. The combination of the two techniques was designed to maximize the advantages of each and to avoid some of the hazards.

The questionnaire approach had the following major advantages for this study:

1. It provided possible total coverage of all of the former survey team members.

2. It afforded wide geographical coverage and reached persons who were busy and difficult to contact.

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[1]Carter V. Good, How to do Research in Education (Baltimore: Warwick and York, 1928), p. 136.

3. As no signature was required, it provided the opportunity for more candid and open replies.

4. The questionnaire permitted the respondent time to prepare considered answers.

5. Questions were uniformly posed and answers, therefore, more comparable.

On the other hand, the questionnaire did not allow the researcher to note the apparent reluctance or evasiveness of his respondents. This matter was better handled through the interview. Misinterpretation of questions, too, could only be clarified in an interview setting.

Good and Scates stated that "certain types of information could be secured only by direct contacts with people, for example, intimate facts of personal history and opinions and beliefs."[1] The superior aspects of the interview over the questionnaire as they saw them may be summarized as follows:

1. Interviewees may provide personal and confidential information which they ordinarily would not place on paper.

2. The one who is doing the interviewing may follow up leads and take advantage of small clues.

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[1]Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 637.

3. The investigator may form an impression of the person who is giving the information.

4. The interview gives the interviewer the opportunity to open the way to an exchange of information and "give and take" not possible on a questionnaire.[1]

Combining the questionnaire with the interview then served to improve the face validity of the survey as well as to assist in interpreting the data. The following are representative statements from authors of educational research textbooks supporting this view:

> At the most elementary level, it is necessary for the questionnaire to have face validity. A possible solution is to follow the questionnaire with an interview of a sample of the respondents to see whether their responses to the questionnaire actually represent their views on the subjects discussed.[2]

> When the interview precedes the experimental or statistical study, it is used as a source of hypotheses, later submitted to systematic test. In other cases, the procedure has been reversed. The focused interview has served to interpret previously ascertained findings.[3] [questionnaire]

The Questionnaire

The questionnaire was designed by the investigator and was based largely upon lists of administrative

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[1]Ibid.

[2]Mouly, op. cit., p. 252.

[3]R. K. Merton and Patricia Kendall, "The Focused Interview," American Journal of Sociology, LI (May, 1946), 557.

experiences gathered from the literature on the role of the educational administrator.

Graff and Street devoted a complete chapter to the tasks of the educational administrator. Their aim was to develop competent behavior in the performance of a particular job. They divided the job of educational administration into the following seven operational areas:

1. Organization and structure
2. Finance and business management
3. Student personnel
4. Curriculum and instruction
5. Staff personnel
6. School plant
7. Transportation[1]

Roald Campbell described the following six major task or operational areas of the school administrator:

1. School community relationships
2. Curriculum and instruction
3. Pupil personnel
4. Staff
5. Physical facilities
6. Finance and business management[2]

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[1]Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), pp. 200-215.

[2]Roald F. Campbell, The Organization and Control of American Schools (Columbus, Ohio: C. E. Merrill Books, 1965), p. 553.

Stephen P. Hencley,[1] McCleary and Hencley,[2] and William J. Early[3] included similar lists of areas with extensive listings of tasks which the educational administrator should be able to perform or should at least have more than cursory knowledge of them. In addition, the publications of the School Survey Team at Michigan State University provided a rich resource of tasks related to the operation of school systems within the State of Michigan.

A list of eighty-three administrative experiences was selected from the previously mentioned resources on school administration. This list of experiences was organized under ten major headings. The major headings included the following administrative functions: curriculum and instruction, personnel administration, finance, business management and practices, school plant, auxiliary

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[1]Stephen P. Hencley, "Functional Interrelationships Within Administrative Performance Systems," Preparation Programs for School Administrators, eds. Donald J. Leu and Herbert C. Rudman (East Lansing: College of Education, Michigan State University, 1963), pp. 61-95.

[2]Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration (New York: Dodd, Mead, 1965), pp. 86-91.

[3]William J. Early, "An Evaluation and Analysis of the Extern Program at Michigan State University" (unpublished Doctor's dissertation, Michigan State University, 1963), pp. 185-195.

services, community relations, staff relations, school board relations, and community demography. The questionnaire was then organized so that the respondent could designate first whether each experience was one in which he was involved as a student member of the School Survey Team. If the respondent answered affirmatively he was then asked to make a value choice regarding the experience. Further, he was to designate how much the experience effected change in his perceptions, approaches, and philosophy. The choices provided were closed-ended ranging from "much value" to "little or no value" and from "much change" to "little or no change."

The closed questionnaire was used as this kept the questionnaire to a reasonable length and encouraged completion and return of the questionnaire. Further, the closed questionnaire with its structured alternatives limited the subject under study and minimized the risk of misinterpretation. Since, however, it is basic to allow all possible answers, an extra category asking for "other" closed each major section of the questionnaire. In addition, a major open question concluded the questionnaire soliciting comments and suggestions. Mouly supported this approach in the following comment regarding open and closed questionnaires:

> The question of whether to use the open or closed questionnaire can be resolved only on the basis of the usual criteria of the validity, reliability, and usability, and, inasmuch as most of the problems to be covered in education are varied and complex, a combination of the two is generally better than the exclusive use of one.[1]

In order to establish clarity and relevance to the subject being studied, several trials of the questionnaire were performed by present School Survey Team members. Revisions were based upon their suggestions. For an examination of the questionnaire used by the investigator, the reader is referred to Appendix A.

The Interview

Fourteen of the former School Survey Team members were found to be employed in the school systems of Michigan. Using the assistance of the Office of Research Consultation, College of Education, Michigan State University, it was decided that six persons should be interviewed based upon the fact that these persons grouped themselves in categories of jobs such as college or university administrator, junior college administrator, superintendent of schools, assistant-superintendent of schools, and education-related association or foundation positions. One person was chosen to represent each category.

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[1]Mouly, op. cit., p. 235.

Several trial interviews were held with present survey team members and with one former team member. With the assistance of these persons, an interviewing instrument was devised with semi-structured questions which required a minimum of recording during the interview. This type of focused interview format allowed both for gathering facts and for gathering feelings. For an examination of the interview instrument used by the investigator, the reader is referred to Appendix B.

Treatment of the Data

The normative-survey method was used to analyze the values and effects of the various experiences (eighty-three) listed on the check-list section of the questionnaire. A value index was assigned to the responses and a point value was derived for each activity experienced thus providing a value judgment index for each administrative experience while a member of the School Survey Team.

The former School Survey Team members were asked whether the activity experienced was of "little or no value," "some value," or "much value." A value index (number value) was assigned to each of these categories so that a single point value could be reported for each activity experienced. "Little or no value" was assigned a value of one point, "some value" was assigned three points, and the category of "much value" was assigned a

value of five points. Products of these multiplications were totaled and then divided by the total number of responses. This quotient became the point value experienced.

The former survey team members were also asked to indicate to what extent their experiences on the School Survey Team changed their perceptions, approaches, and philosophy. The same index scale and procedure were used to ascertain the effect of the experience. Respondents indicated change by checking "little or no change," "some change," or "much change."

The questionnaire also provided an opportunity to express the type and frequency of the varied activities experienced by each former member, providing a simple record of the breadth of experiences. Comments were recorded and organized on the basis of positive statements, negative or neutral statements, and statements suggesting improvements. The judgments or feelings expressed by the respondents to the questionnaires and in the interviews can be considered adequate for the purposes of this study since the responses included almost 95 percent of the total population and were derived through two descriptive survey techniques.

Further, statistical treatment of the data in this study was carried out through the Computer Laboratory of

Michigan State University with the hope of establishing a correlation between the value expressed by each respondent in each of the ten major areas and the effect upon the individual in the ten areas. The responses on each of the ten areas of the questionnaire were tabulated for each individual and placed on IBM cards. A program was written and the package was submitted for analysis. Using the analysis of variance procedure, coefficients of correlation were determined between value and effect responses.

CHAPTER III

ANALYSIS OF DATA

Identification of the Respondents

A more refined understanding of the School Survey Team experience was obtainable by discussing the respondents to the study. Facts presented related to the positions held by team members prior to serving on the survey team, to the length of the survey team experience, to the age of former team members at the beginning of their experience, and to the academic preparation of former interns at the beginning of their team experience.

Thirty-seven questionnaires were mailed to individuals who had participated in the activities of the School Survey Team since 1960. These questionnaires were mailed January 8, 1970, with one follow-up mailing early the following month.

Of the thirty-seven mailed questionnaires, thirty-five were returned in completed form (94.6 percent).

In addition, six interviews were held with former team members serving in varied positions within the State

of Michigan. A listing of these persons and the positions they now hold may be found by referring to Appendix C. These six persons were chosen with the assistance of the Office of Research Consultation. The rationale for choosing these persons was that they presently occupied the types of positions which were representative of those held by the whole population. In addition, these persons represented approximately one-sixth of the whole population and, therefore were considered representative of it.

As was noted above, only two of the respondents did not return the questionnaire. Several respondents chose not to answer certain parts of the questionnaire. This accounted for some variation in the number reported on the various tables found in this chapter.

Prior professional position. The thirty-five former team members who replied to the questionnaire indicated the types of positions which they held prior to serving on the team. Table I shows these positions with the three largest groupings being superintendent of schools (20 percent), elementary principal (20 percent), and high school principal (17.1 percent). Thirty-one persons (88.6 percent) joined the survey team with some prior administrative experience.

TABLE I

POSITIONS HELD BY TEAM MEMBERS
PRIOR TO SERVING ON THE
SCHOOL SURVEY TEAM

Position	Number reported	Percent
Superintendent of Schools	7	20.0
Assistant Superintendent	2	5.7
High School Principal	6	17.1
Assistant High School Principal	2	5.7
Junior High School Principal	1	2.9
Assistant Junior High School Principal	1	2.9
Elementary Principal	7	20.0
Teacher	4	11.4
Other administrative positions	5	14.3
Total	35	100.0

Length of School Survey Team experience. Table II records the length of time spent on the survey team by the thirty-five respondents. The mode for the total group was three quarters (45.6 percent) with the large majority (80 percent) having served three or more quarters. These respondents were involved in team experiences a sufficient period of time allowing them to meet a broad range of experiences and to have opportunities for more complete participation in the program.

Age and academic preparation. Members of the School Survey Team, in general, had completed a Master's Degree from an approved institution and had been admitted to a doctoral program at Michigan State University. Both of these considerations combined with the fact that team members had some school, college, or business experience beforehand, caused most former team members to be approaching thirty years of age prior to the survey team experience. The modal age for the group as seen on Table III was 30 to 34 years (29.5 percent) while nearly four-fifths (79.4 percent) of the group ranged in age between 25 and 39 years. None had passed age 44 while only one was less than 25.

Of the total group all of whom had Master's Degrees, only a small group (14.7 percent) were just beginning to pursue additional studies as can be seen on

TABLE II

LENGTH OF SCHOOL SURVEY TEAM EXPERIENCE

Length of time	Number reported	Percent	
Less than one quarter	1	2.9	
One quarter	2	5.7	
Two quarters	4	11.4	
Three quarters	16	45.6	(mode)
Four quarters	7	20.0	
Five quarters	1	2.9	
Six quarters	1	2.9	
More than six quarters	3	8.6	
Total	35	100.0	

TABLE III

AGE OF FORMER TEAM MEMBERS AT THE BEGINNING OF THEIR SCHOOL SURVEY TEAM EXPERIENCE

Age in years	Number reported	Percent	
Less than 25	1	2.9	
25-29	9	26.5	
30-34	10	29.5	(mode)
35-39	8	23.5	
40-44	6	17.6	
45-over	0	0.0	
Total	34	100.0	

Table IV. The vast majority (85.3 percent) were in their sixth year of study or beyond. At least one member had already earned his Doctor's Degree. These facts demonstrated that the team was serving advanced students in educational administration.

Summary. On the previous pages of this section of the chapter, general information has been presented in an attempt to identify more clearly the characteristics of those persons who have served on the School Survey Team at Michigan State University.

Two other characteristics of the respondents were of interest. First, thirty-five (100 percent) former team members who responded indicated their willingness to participate in a personal, follow-up interview with the writer. Second, twenty-seven (77.2 percent) contributed comments and suggestions to clarify their reactions and to assist in broadening the scope and meaning of this study.

Experiences of the School Survey Team Members

The practicing, successful school administrator must be proficient in many areas of school administration. Within these major areas he must have almost countless specific skills. A major stated purpose of the School Survey Team at Michigan State University was to train

TABLE IV

ACADEMIC PREPARATION OF FORMER INTERNS AT THE BEGINNING OF THEIR SURVEY TEAM EXPERIENCE

Quarter hours of graduate study beyond the master's degree	Number reported	Percent
Less than 10 hours	3	8.8
10 to 19 hours	2	5.8
20 to 29 hours	0	0.0
30 to 39 hours	11	32.3
40 to 49 hours	5	14.8
50 or more hours	13	38.3
Total	34	100.0

graduate students in educational administration, and, as a consequence of this training, to develop a fundamental knowledge and proficiency in these areas and skills.

A list of administrative experiences was compiled from textbooks on educational administration, from dissertations, from survey team publications, and from suggestions of members of the writer's committee. These experiences were deemed both to be valuable and to be suitable survey team activities. This list of administrative experiences consisted of eighty-three items separated into ten major areas.

Each individual specified whether the experience was one in which he was engaged while serving as a team member. By multiplying the eighty-three specific experiences by the thirty-five respondents, it was possible to participate in a grand total of 2905 experiences. Of this total, the former team members actually experienced 1331 (45.8 percent) of the listed activities.

It appeared appropriate that no single School Survey Team member engaged in every administrative activity listed. This was due in part to the fact that studies carried out were not tailored solely for the student but were being performed to answer a need which the hiring school systems articulated. Many studies, for instance, concerned themselves with facets of school plant planning

while few studies requested assistance or evaluation of their business practices. Further, it must be remembered that although team members generally served for at least one academic year, most of the participants were only part-time employees. Based upon these understandings, the fact that almost half of the possible experiences were participated in by each individual demonstrated the breadth of the program over the years.

Areas of school administration. The ten major areas of school administration which were divided into eighty-three specific administrative experiences were curriculum and instruction, personnel administration, finance, business management and practices, school plant, auxiliary services, community relations, staff relations, school board relations, and demography. Table V contains information concerning the experiences of the survey team members according to the ten areas of administration. An examination of Table V shows the number of experiences possible, the number actually experienced, and the percentage of participation. Each of the major areas of administration had differing numbers of experiences listed. Therefore, in order to maintain a common basis for interpreting the data, percentages were used.

Five of the ten areas had percentages above the mean of all experiences (45.8 percent) with the area of

demography having the highest number of experiences (70.7 percent). Other areas exceeding the mean were school plant (66.3 percent), finance (54.3 percent), curriculum and instruction (50.6 percent), and school board relations (46.4 percent). Community relations (44.5 percent) fell just below the mean while staff relations had a 35.7 percent response, and personnel administration had a 30.4 percent response.

The lowest percentages were in the area of auxiliary services (22.9 percent) and business management and practices (21.4 percent). These relatively low factors of participation may reflect multiple influences including the types of studies participated in, the needs of the school districts, the interests and skills of the team members and their director, inappropriate items, or the relative insignificance of these two areas in training school administrators.

Specific administrative experiences. Tables VI through XV contain information about each of the specific activities of the School Survey Team experience within the ten general areas of school administration. The ten major areas were listed in the order in which they appeared on the questionnaire.

The area of curriculum and instruction ranked fourth in the frequency of experiences met by team members.

TABLE V

EXPERIENCES OF THE THIRTY-FIVE FORMER SURVEY TEAM MEMBERS ACCORDING TO VARIOUS AREAS OF ADMINISTRATION

Area of administration	Number of possible experiences	Number actually experienced	Percent
Curriculum and instruction	490	248	50.6
Personnel administration	280	85	30.4
Finance	385	209	54.3
Business management and practices	280	60	21.4
School plant	315	209	66.3
Auxiliary services	210	48	22.9
Community relations	245	109	44.5
Staff relations	280	100	35.7
School board relations	140	65	46.4
Demographic	280	198	70.7
Total	2905	1331	45.8

There were only two experiences participated in by more than 60 percent of the respondents. Examining course offerings at the high school level ranked highest with 74.4 percent of the former team members having engaged in this activity. Developing a philosophy of the school system was next highest with 60 percent of the respondents having experienced this activity. The activity which showed the lowest percentage of experience was recommending the adoption of textbooks with only 8.6 percent responding to this item.

The area of personnel administration ranked eighth in the frequency of experiences met by team members providing 30.4 percent of the possible experiences within this area. Evaluating personnel policies (42.9 percent) and studying professional preparation of administrators (37.1 percent) were the two activities which provided the largest percentages of experiences in this general area.

The lowest ranking activities in this area were devising orientation programs for personnel and preparing criteria for the selection of personnel. Both of these activities were engaged in by only 20 percent of the former team members.

The area of finance, which ranked third among the ten general areas of school administration, provided 54.3 percent of the possible experiences within the area.

TABLE VI

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN CURRICULUM AND INSTRUCTION

Experiences in curriculum and instruction	Number who had the experience	Percent
Examining course offerings at elementary school level	19	54.3
Examining course offerings at high school level	26	74.4
Recommending adoption of new textbooks	3	8.6
Recommending initiation of new subjects	20	57.1
Recommending new programs	15	42.9
Recommending organization for curriculum coordination	18	51.4
Visiting classrooms	19	54.3
Attending curriculum committee meetings	17	48.6
Developing a philosophy of the school system	21	60.0
Developing objectives of curriculum	17	48.6
Recommending in-service education programs	18	51.4
Recommending new educational groupings of students by age or grade (as middle school or non-graded)	18	51.4
Studying class size as a factor in instruction	15	42.9
Relating curriculum to time, facilities, and personnel	20	57.1
		(50.6)

TABLE VII

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN PERSONNEL ADMINISTRATION

Experiences in personnel administration	Number who had the experience	Percent
Evaluating personnel policies	15	42.9
Proposing personnel policies	12	34.3
Studying professional preparation of teachers	12	34.3
Studying professional preparation of administrators	13	37.1
Recommending job descriptions	10	28.6
Devising orientation programs for personnel	7	20.0
Preparing criteria for selection of teachers	7	20.0
Preparing criteria for selecting administrators	9	25.7
		(30.4)

Assessing financial resources in the community (74.4 percent) ranked highest in providing experiences to former interns. This was followed closely by studying state equalized valuation (68.6 percent) and then by computing per pupil costs and examining millage levied for varying purposes both with a percentage of 62.9 percent.

Preparing financial information for millage campaigns (31.4 percent) and proposing revisions of salary schedules (22.9 percent) ranked lowest in the number of experiences provided.

None of the specific activities within the area of business management and practices received a percentage in excess of 50 percent. The general area provided 21.4 percent of the possible experiences within the area and ranked last among the general areas of school administration. Analyzing the expenditures of a school district (45.7 percent) was the only one which exceeded 40 percent participation by former team members. The two lowest areas of participation were suggesting reorganization of purchasing policies (14.3 percent) and organizing or reorganizing the business department (11.4 percent).

School plant ranked second among the ten general areas of administration with two-thirds or 66.3 percent of the participants in school survey activities having engaged in school plant experiences. Four experiences

TABLE VIII

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN FINANCE

Experiences in finance	Number who had the experience	Percent
Assessing financial resources of community	26	74.4
Studying school indebtedness	21	60.0
Preparing financial information for millage campaigns	11	31.4
Evaluating existing salary schedules	15	42.9
Proposing revisions of salary schedules	8	22.9
Examining financial effort for schools	20	57.1
Studying state equalized valuation	24	68.6
Examining millage levied for varied purposes	22	62.9
Studying general fund expenditures by budget category	21	60.0
Evaluating and analyzing state reports	19	54.3
Computing per pupil costs	22	62.9
		(54.3)

TABLE IX

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN BUSINESS MANAGEMENT AND PRACTICES

Experiences in business management and practices	Number who had the experience	Percent
Studying purchasing policy	7	20.0
Suggesting reorganization of purchasing policies	5	14.3
Studying accounting procedures	7	20.0
Suggesting improvements in accounting procedures	6	17.1
Organizing or reorganizing business department	4	11.4
Developing businesslike purchasing procedures	6	17.1
Analyzing the expenditures of the school district	16	45.7
Studying equipment and supply needs	9	25.7
		(21.4)

were participated in by 74.4 percent of the persons surveyed. These were evaluating school sites, suggesting new school plants, suggesting modifications of existing facilities, and projecting future school housing needs. These areas were followed closely by suggesting changes in plant utilization (68.6 percent) and determining the educational requirements of a new building (65.7 percent). The lowest area was surveying plant operation and maintenance (45.7 percent). This experience was the only one which fell below 50 percent. Serving on the School Survey Team provided team members with frequent experiences in school plant and school plant planning.

The area of auxiliary services ranked next-to-last with 22.9 percent of the former team members engaging in experiences in this area. Only one experience was engaged in by more than one-third of the participants. This area was evaluating transportation needs with 34.3 percent. Two other experiences exceeded the mean for the area. These were studying transportation policies (28.6 percent) and recommending changes in transportation policies (25.7 percent). The experience in which there was least participation was suggesting new school lunch policies and practices (14.3 percent).

The area of community relations ranked sixth of the ten major areas of administration with a mean

TABLE X

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN SCHOOL PLANT

Experiences in school plant	Number who had the experience	Percent
Selecting school sites	22	62.9
Evaluating school sites	26	74.4
Suggesting new school plants	26	74.4
Suggesting modifications of existing facilities	26	74.4
Projecting future school housing needs	26	74.4
Determining the educational requirements of a new building	23	65.7
Evaluating building and site plans	20	57.1
Suggesting changes in plant utilization	24	68.6
Surveying plant operation and maintenance	16	45.7
		(66.3)

TABLE XI

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN AUXILIARY SERVICES

Experiences in auxiliary services	Number who had the experience	Percent
Evaluating transportation needs	12	34.3
Studying transportation policies	10	28.6
Recommending changes in transportation policies	9	25.7
Suggesting new housing patterns	6	17.1
Evaluating existing school lunch programs	6	17.1
Suggesting new school lunch policies and practices	5	14.3
		(22.9)

percentage of 44.5 percent. Three of the experiences listed within the area exceeded the mean percentage. The one ranking highest (65.7 percent) was participating in reporting progress of the study to school board members, lay committee members, and others; closely followed by participating in the follow-up of the school survey report (57.1 percent). Serving as a temporary chairman of a lay study committee (45.7 percent) ranked third.

The lowest ranking activity according to the amount of participation was participating in millage campaigns with 11.4 percent indicating that they were involved in that activity in the community.

The area of staff relations, which ranked eighth among the ten major areas of school administration, had 35.7 percent of the former team members who engaged in all of the listed experiences. Soliciting suggestions for improvement or change from teachers and administrators (65.7 percent) was experienced by almost two-thirds of the respondents. This was followed by participating in progress reports to staff (51.4 percent), participating in follow-up reports to staff (40.0 percent), and recommending additional administrative personnel (37.1 percent).

The two lowest areas were being involved in developing staff salary schedules (14.3 percent) and developing policies regarding sick leave and other fringe benefits (11.4 percent).

TABLE XII

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN COMMUNITY RELATIONS

Experiences in community relations	Number who had the experience	Percent
Participating in millage campaigns	4	11.4
Participating in follow-up of school survey report with lay citizens	20	57.1
Participating in progress reporting	23	65.7
Serving as temporary chairman of a lay study committee	16	45.7
Attending PTA meetings	14	40.0
Conducting public opinion survey	11	31.4
Organizing lay and professional groups for participation in educational planning	21	60.0
		(44.5)

TABLE XIII

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN STAFF RELATIONS

Experiences in staff relations	Number who had the experience	Percent
Recommending additional teaching personnel to reduce class size	12	34.3
Recommending additional administrative personnel	13	37.1
Participating in progress reports to staff	18	51.4
Participating in survey follow-up reports to staff	14	40.0
Soliciting suggestions for improvement or change from teachers and administrators	23	65.7
Cooperating in preparing job descriptions for administrative personnel	11	31.4
Developing staff salary schedules	5	14.3
Developing policies regarding sick leave and other fringe benefits	4	11.4
		(35.7)

The area of school board relations ranked fifth of ten areas of administration. Forty-six and four-tenths percent of the former team members had experiences in this area. This percentage is just slightly above the mean for the whole study. Keeping the school board informed of progress ranked highest with 62.9 percent. This was closely followed by soliciting suggestions from school board members (60.0 percent).

The most infrequent area of involvement was participating in the survey follow-up activities with board members (28.6 percent).

The final area listed in the questionnaire was demography. More than seven-tenths (70.7 percent) of the former School Survey Team members were engaged in the experiences listed in this area. Projecting future school enrollments (82.9 percent) and analyzing community population trends (82.9 percent) were the experiences most frequently engaged in. These two experiences were closely followed by four others which were recording past enrollment figures (80.0 percent), interpreting land use information (77.1 percent), examining economic characteristics of the area (74.4 percent), and interpreting socio-economic characteristics (68.6 percent).

No experiences in this area fell much below the mean percentage for the whole study (45.8 percent).

TABLE XIV

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN SCHOOL BOARD RELATIONS

Experiences in school board relations	Number who had the experience	Percent
Soliciting suggestions from board members	21	60.0
Keeping the board informed of progress	22	62.9
Advising the board on policy information	12	34.3
Participating in follow-up survey	10	28.6
		(46.4)

Studying nonwhite-white population relationships scored one-tenth of 1 percent below the mean (45.7 percent). These percentages generally reflected the basic importance of demographic materials in planning and preparing a school survey report.

A Summary of the Experiences

Individual experiences receiving the highest fourteen rankings by the thirty-five respondents are listed on Table XVI. These fourteen were those participated in by more than two-thirds of the respondents. It was interesting to note that the fourteen highest experienced activities came from only four of the ten major areas of school administration which were surveyed. These were the demographic area with six items, the school plant area with five items, the finance area with two items, and the curriculum and instruction area with one. Further, the nine most frequently noted experiences came from only two areas which were demography with the first five followed by school plant with the next four items.

The top fourteen activities were participated in by 68.6 percent or more of the respondents. The top thirty-nine activities were participated in by at least 50 percent of the former School Survey Team members.

TABLE XV

EXPERIENCES OF SCHOOL SURVEY TEAM MEMBERS ACCORDING TO SPECIFIC ACTIVITIES IN DEMOGRAPHY

Experiences in demography	Number who had the experience	Percent
Projecting future school enrollment	29	82.9
Recording past enrollment figures	28	80.0
Tabulating housing starts	19	54.3
Analyzing community population trends	29	82.9
Studying nonwhite-white population ratios	16	45.7
Examining economic characteristics of the area	26	74.4
Interpreting land use information	27	77.1
Interpreting socio-economic characteristics	24	68.6
		(70.7)

TABLE XVI

THE TOP FOURTEEN ACTIVITIES AS EXPERIENCED BY THE THIRTY-FIVE FORMER TEAM MEMBERS

Activity	Percent
Projecting future school enrollments	82.9
Analyzing community population trends	82.9
Recording past enrollment figures	80.0
Interpreting land use information	77.1
Examining economic characteristics of the area	74.4
Evaluating school sites	74.4
Suggesting new school plants	74.4
Suggesting modifications of existing facilities	74.4
Projecting future school housing needs	74.4
Assessing financial resources of the area	74.4
Examining course offerings at high school level	74.4
Studying state equalized valuation	68.6
Suggesting changes in plant utilization	68.6
Interpreting socio-economic characteristics	68.6

The Values and Effects of the Experiences

The evaluation of the School Survey Team as it existed over the last decade was broadened beyond merely determining which activities were engaged in and how frequently these occurred. The thirty-five respondents were instructed to give a value judgment for each administrative experience which they had during their tenure on the team. This evaluation was to assess the value of the major areas and of activities which team members experienced in the program.

Each participant was asked whether each administrative experience was of "little or no value," "some value," or "much value." A number value was assigned to each of these categories so that a single point value could be reported for each activity experienced. The category of "little or no value" was assigned one point, the category of "some value" was assigned three points, and the category of "much value" was assigned five points. The number of responses was multiplied by the point value assigned to each category. The products of the multiplications for each category were totaled and then divided by the number who responded as having had the experience. The quotient became the point value for each activity experienced.

Former team members were also asked to respond as to their feelings of how the experience effected change in their perceptions, approaches, and philosophy. The same index and procedure described above was used to ascertain the effect of the experiences. The values and effects of the experiences of the former survey team members are presented in this section.

The uniqueness of the School Survey Team experience and the unusual type of personnel involved in the program must be fully considered in judging the data to be presented on the following pages. Former team members in their comments pointed out that their responses might have been affected by too brief a period of time on the team, by the fact that their professional position now allowed little opportunity to test a practice or effect, and that an expression of much value may not be followed by an expression of much effect due to their extensive prior experience as an administrator.

The thirty-five former team members responding to the questionnaire stated that they had had 1331 experiences on the survey team. Of this total, the respondents judged forty-one or 3.1 percent of the experiences of "little or no value," 728 experiences or 54.7 percent of "some value," and 562 or 42.2 percent of "much value." Calculating the effect of the experiences upon the

individual in the same manner, the responses grouped themselves as follows: 283 (21.3 percent) reported "little or no change," 675 (50.7 percent) reported "some change" and 373 (28.0 percent) reported "much change" in perceptions, approaches, and philosophy.

A mean point value was derived for the value and the effect of the experiences upon former team members. The point value derived for the judged value of the eighty-three experiences in the ten major areas was 3.7 while the point value derived for the judged effect of the total experience was 3.0. This clearly demonstrated that the respondents judged the experiences as quite valuable and judged the effects only slightly less so.

The point values for each of ten administrative areas, for the individual experiences, and the grand totals can be found on Table XVII. All of the general areas of administration have a point total ranging between 3.1 and 3.9 for value to the individual and between 2.1 and 3.4 for the effects of the experience. The highest values were given to the area of community relations with a 3.9 indicated for its value and a 3.4 for the effects of the experiences. Demographic, which had the highest incidence of involvement of individuals as indicated earlier in the chapter, had point values of 3.9 and 3.3 respectively. All areas of administration were judged

to be 3.5 or above in value with the exception of staff relations (3.4) and auxiliary services (3.1). The spread between the most highly valued and the least valued experience was eight-tenths.

Six of the areas of administration ranged above 3.0 in effect upon the individual. These included community relations, business management and practices, school board relations, school plant, and demographic in descending order. The two lowest areas were staff relations (2.6) and auxiliary services (2.1). The spread between the areas which effected most change and the one which effected least change was 1.3. It was interesting to note that community relations ranked highest on both value and effect and that staff relations and auxiliary services ranked lowest on value and effect.

The thirty-five former team members gave forty-four of the eighty-three administrative experiences a point value of 3.7 or better. (A point value of 3.7 was the mean value of activities experienced.) They also gave fifty-two of the eighty-three experiences a point value of 3.0 or greater (average point value of effects of experiences). Community relations, finance, and demographic areas had more scores above the mean in both value and effect than any of the other areas. Auxiliary services had no scores for the individual experiences above the mean score in either value or effect.

The lowest specific administrative experiences were studying equipment and supply needs and suggesting new school lunch policies and practices. Studying equipment and supply needs had a 2.9 for value and a 2.3 for effect while suggesting new school lunch policies and procedures had a 3.0 for value and a 2.2 for effect. The greatest difference in point value between value and effect for any specific activity (4.1 versus 2.3) was indicated for attending curriculum committee meetings. There were only three of the eighty-three administrative experiences which were rated both in value and in effect at or above a 4.0 level. These were participating in the follow-up of a school survey report with lay citizens with a 4.4 for value and a 4.1 for effect; relating curriculum to time, facilities and personnel with a 4.0 for value and a 4.1 for effect; and suggesting improvements in accounting procedures with a 4.0 both in value and effect. Three others which were rated very close to the aforementioned were preparing criteria for selection of teachers, examining economic characteristics of the area, and interpreting socio-economic characteristics of the area.

In only six of the eighty-three administrative experiences was the effect of the experience on changing perceptions, approaches, and philosophy more highly rated than was the value of the experience. These were relating

TABLE XVII

VALUES AND EFFECTS OF THE EXPERIENCES OF THE THIRTY-FIVE FORMER SCHOOL SURVEY TEAM MEMBERS

General areas and specific experiences	Number reported	Value judgment	Effect of experience
CURRICULUM AND INSTRUCTION			
Examining course offerings at the elementary school level	19	3.8	2.7
Examining course offerings at the high school level	26	3.6	2.5
Recommending adoption of new textbooks	3	3.0	3.0
Recommending initiation of new subjects	20	3.5	2.7
Recommending new programs	15	4.0	3.6
Recommending organization for curriculum coordination	18	3.9	3.2
Visiting classrooms	19	3.3	2.8
Attending curriculum committee meetings	17	4.1	2.3
Developing a philosophy of the school system	21	3.7	2.6
Developing objectives of curriculum	19	4.0	2.8
Recommending in-service education programs	18	3.5	2.6
Recommending new educational groupings of students by age or grade	18	3.8	3.3
Studying class size as a factor in instruction	15	3.5	1.9
Relating curriculum to time, facilities, and personnel	20	4.0	4.1
Total	248	3.6	2.8

TABLE XVII (continued)

General areas and specific experiences	Number reported	Value judgment	Effect of experience
PERSONNEL ADMINISTRATION			
Evaluating personnel policies	15	3.3	2.9
Proposing personnel policies	12	3.0	3.7
Studying professional preparation of teachers	12	3.2	2.3
Studying professional preparation of administrators	13	3.0	3.5
Recommending job descriptions	10	4.0	3.4
Devising orientation programs for personnel	7	4.1	2.7
Preparing criteria for selection of teachers	7	4.0	3.9
Preparing criteria for selecting administrators	9	4.3	3.6
Total	85	3.5	2.9
FINANCE			
Assessing financial resources of community	26	4.0	3.2
Studying school indebtedness	21	4.0	3.0
Preparing financial information for millage campaigns	11	4.0	3.2
Evaluating existing salary schedules	15	3.8	2.5
Proposing revisions of salary schedules	8	3.8	3.0
Examining financial effort for schools	20	4.0	3.6
Studying state equalized valuation	24	3.8	3.0
Examining millage levied for varied purposes	22	4.0	3.6

TABLE XVII (continued)

General areas and specific experiences	Number reported	Value judgment	Effect of experience
FINANCE (continued)			
Studying general fund expenditures by budget category	21	3.4	3.6
Evaluating and analyzing state reports	19	3.7	2.7
Computing per pupil costs	22	3.7	3.0
Total	209	3.8	3.1
BUSINESS MANAGEMENT AND PRACTICES			
Studying purchasing policy	7	3.0	2.3
Suggesting reorganization of purchasing policies	5	2.9	2.8
Studying accounting procedures	7	3.9	3.6
Suggesting improvements in accounting procedures	6	4.0	4.0
Organizing or reorganizing the business department	4	3.0	4.3
Developing business-like purchasing procedures	6	3.0	4.3
Analyzing the expenditures of the school district	16	3.8	3.3
Studying equipment and supply needs	9	2.9	2.3
Total	60	3.8	3.4
SCHOOL PLANT			
Selecting school sites	22	3.6	3.2
Evaluating school sites	26	3.7	3.5
Suggesting new school plants	26	3.8	3.3
Suggesting modifications of existing facilities	26	3.6	3.1
Projecting future school housing needs	26	4.3	3.7

TABLE XVII (continued)

General areas and specific experience	Number reported	Value judgment	Effect of experience
SCHOOL PLANT (continued)			
Determining the educational requirements of a new building	23	4.0	3.5
Evaluating building and site plans	20	3.5	3.0
Suggesting changes in plant utilization	24	3.6	2.9
Surveying plant operation and maintenance	16	3.1	2.9
Total	209	3.8	3.3
AUXILIARY SERVICES			
Evaluating transportation needs	12	3.2	2.2
Studying transportation policies	10	3.0	2.4
Recommending changes in transportation policies	9	3.2	2.3
Suggesting new patterns for housing students	6	3.3	2.0
Evaluating existing school lunch programs	6	3.0	2.3
Suggesting new school lunch policies and practices	5	3.0	2.2
Total	48	3.1	2.1
COMMUNITY RELATIONS			
Participating in millage campaigns	4	4.0	3.5
Participating in follow-up of school survey report with lay citizens	20	4.4	4.1
Participating in progress reporting	23	3.7	3.2

TABLE XVII (continued)

General areas and specific experiences	Number reported	Value judgment	Effect of experience
COMMUNITY RELATIONS (continued)			
Serving as temporary chairman of lay study committee	16	4.1	3.6
Attending PTA meetings	14	3.3	2.3
Conducting public opinion survey	11	4.1	3.5
Organizing lay and professional groups for participation in educational planning	21	4.0	3.9
Total	109	3.9	3.4
STAFF RELATIONS			
Recommending additional teaching personnel to reduce class size	12	3.2	2.2
Recommending additional administrative personnel	13	3.2	2.8
Participating in progress reports to staff	18	3.6	2.9
Participating in survey follow-up report to staff	14	3.6	2.9
Soliciting suggestions for improvement or change from teachers and administrators	23	3.5	3.0
Cooperating in preparing job descriptions for administrative personnel	11	3.5	3.2
Developing staff salary schedules	5	3.0	2.6
Developing policies regarding sick leave and other fringe benefits	4	3.5	3.0
Total	100	3.4	2.6

TABLE XVII (continued)

General areas and specific experiences	Number reported	Value judgment	Effect of experience
SCHOOL BOARD RELATIONS			
Soliciting suggestions from board members	21	3.4	3.1
Keeping the board informed of progress	22	4.1	3.5
Advising the board on policy information	12	3.8	3.3
Participating in follow-up survey	10	3.3	2.9
Total	65	3.7	3.4
DEMOGRAPHIC			
Projecting future school enrollment	29	3.9	3.3
Recording past enrollment figures	28	3.7	2.9
Tabulating housing starts	19	3.6	2.9
Analyzing community population trends	29	4.0	3.5
Studying nonwhite-white population ratios	16	3.8	3.1
Examining economic characteristics of the area	26	4.1	3.8
Interpreting land use information	27	4.0	3.4
Interpreting socio-economic characteristics	24	4.0	3.8
Total	198	3.9	3.3
Grand Total	1331	3.7	3.0

curriculum to time, facilities, and personnel, proposing personnel policies, studying professional preparation of administrators, studying general fund expenditures by budget category, organizing or reorganizing the business department and developing businesslike purchasing procedures.

Other Effects of the School Survey Team Experience

The two sections of analysis which preceded this final section dealt with the experiences of survey team members and with the value and effects of the eighty-three administrative experiences upon those thirty-five persons. Further information and evaluation of the effects of the team experience was available based upon opinions expressed both on the "Related Data" section of the questionnaire and in the interview sessions. These related to many and varied aspects of the experience and are summarized on the following pages.

Opinions relative to when in the graduate program team activities were served. It was the opinion of 87.9 percent of the former School Survey Team members that they served on the survey team at an appropriate period during their graduate studies. It should be recalled that earlier data indicated that more than 85 percent of the

former team members had entered their sixth year of study by this time.

Only one respondent (3 percent) indicated that the experience came too early in his graduate program while three respondents (9.1 percent) indicated that the experience came later in their training program than it should. (See Table XVIII.)

Table XIX indicates that the School Survey Team experience never came too early in the professional career of the participants while 30.4 percent of them indicated that it probably came later than it should have. Nearly 70 percent (69.6 percent) felt, however, that the experience came at a proper time in their professional life in the field of educational administration.

The high percentage of respondents who felt that the survey team experience was served at the proper time both in their graduate program of studies and their professional careers supported the relevance of the experience to the participants.

Change in professional status. Former team members were asked to indicate a change of professional position following the School Survey Team experience as well as whether they felt that the team experience was a factor in this change of position (Table XX). Twenty-nine (87.8 percent) of the respondents indicated that such

TABLE XVIII

OPINIONS OF THE FORMER SCHOOL SURVEY TEAM MEMBERS RELATIVE TO WHEN IN THEIR GRADUATE PROGRAM ACTIVITIES WERE SERVED

Period of time of team service during graduate program	Number reported	Percent
At the proper time	29	87.9
Earlier than it should	1	3.0
Later than it should	3	9.1
Total	33	100.0

TABLE XIX

OPINIONS RELATIVE TO THE PERIOD OF TIME IN THEIR PROFESSIONAL CAREER THAT MEMBERSHIP ON THE SCHOOL SURVEY TEAM WAS SERVED

Period of time team experience was served	Number reported	Percent
At the proper time	23	69.6
Earlier than it should	0	0.0
Later than it should	10	30.4
Total	33	100.0

a change did take place while only four persons noted no change of position. Further, nearly three fourths (74.2 percent) indicated that the team experience was important in the change of position. The team experience then not only was a factor in a change of professional position but it was considered important in bringing about the change of position.

Continuing in educational administration. Former survey team members were asked to evaluate the team experience in relation to their desire to continue in the profession of education in the specific field of educational administration.

Table XXI indicates that 45.7 percent of the group increased in their desire for positions in educational administration while on the survey team, while 54.3 percent remained unchanged in their desire to pursue a career in educational administration. No one indicated a decreased desire due to the survey team experience.

The above noted responses provided information that there was a positive effect upon individuals to remain in school administration or related fields.

Relationships between the university and the School Survey Team members. Table XXII indicates the feeling of closeness of the field team member to the

TABLE XX

THE IMPORTANCE OF SCHOOL SURVEY TEAM MEMBERSHIP IN PREPARING MEMBERS FOR A CHANGE IN PROFESSIONAL STATUS

A. Change of position immediately after team experience	Number reported	Percent
Yes	29	87.8
No	4	12.2
Total	33	100.0
B. Team experience was important in change of position		
Yes	23	74.2
No	8	25.8
Total	31	100.0

TABLE XXI

SIGNIFICANCE OF THE TEAM EXPERIENCE IN MAINTAINING OR INCREASING DESIRE FOR POSITIONS IN EDUCATIONAL ADMINISTRATION

Desire for positions in educational administration	Number reported	Percent
Increased	16	45.7
Decreased	0	0.0
Remain unchanged	19	54.3
Total	35	100.0

university and its personnel as well as the value of this closeness felt by the individual.

Thirty (88.2 percent) members indicated that team membership contributed to a closer relationship between the team member and the university. Only two persons (5.9 percent) felt that a closer relationship was not developed while two others (5.9 percent) could not determine this.

It was interesting to note that 86.2 percent of the respondents felt that this relationship was of much value to them personally. Thirteen and eight tenths percent indicated that the relationship was of some value to them. No one indicated that the relationship was of no value.

The responses above indicated a strong relationship between the feeling of closeness to the university and the value of this relationship to the person.

Effect upon educational theory and practice. The School Survey Team was initiated to provide graduate students with "valuable experiences in the field." These valuable experiences were to assist individuals in meeting practical problems and in applying solutions. Therefore, respondents were asked to evaluate whether or not the team experience bridged the gap between theory and practice. Further, they were asked whether these

TABLE XXII

THE RELATIONSHIP TO THE UNIVERSITY AND THE VALUE RELATIONSHIP TO THE SCHOOL SURVEY TEAM MEMBER

A. Team membership contributes to a closer relationship	Number reported	Percent
Yes	30	88.2
No	2	5.9
Not determined	2	5.9
Total	34	100.0
B. Value of this relationship	**Number reported**	**Percent**
Little value	0	0.0
Some value	4	13.8
Much value	25	86.2
Total	29	100.0

experiences helped to reformulate their theories about education and educational administration.

Table XXIII indicates that an overwhelming percentage (91.1 percent) felt that team experiences helped to bridge the gap between theory and practice. In addition, the respondents felt generally that their theories of education were reformulated. However, more than 40 percent indicated that this was not the case at all.

Clearly this experience was valuable to bridge the gap but not so clearly valuable to reformulate theories of education. These responses clearly support the earlier totals on value and effect as administrative experiences were judged to be more valuable while the amount of change (effect) was judged to be less.

General reactions to the School Survey Team experience. Table XXIV summarizes five general reactions to the survey team experience. Sections A and B relate to course work and course credit. Slightly more than three fourths (76.5 percent) of the respondents felt that team experiences were better than course work and 60.6 percent of the participants favored granting course credits for survey team activities.

Section C was designed to determine whether the survey team experience was too specific or too narrow in

TABLE XXIII

THE EFFECT OF THE SCHOOL SURVEY TEAM EXPERIENCE UPON EDUCATIONAL THEORY AND PRACTICE

A. Team experience helped to bridge gap between theory and practice	Number reported	Percent
Yes	31	91.1
No	3	8.9
Total	34	100.0
B. Team experience helped to reformulate theories of education	**Number reported**	**Percent**
Yes	20	57.1
No	15	42.9
Total	35	100.0

its focus with a possible emphasis only upon training for the superintendency. Sixty-five and seven tenths percent of the individual members said no while 34.3 percent said yes.

When asked to determine the purposes of the School Survey Team, the responses fell into three categories with one group of responses encompassing two purposes. To utilize strengths of team members and to broaden backgrounds of team members had an equal amount of response (34.4 percent). A third area (25.0 percent) of responses indicated that the purposes encompassed both of the above. Combining these three reactions (93.8 percent) left 6.2 percent who felt that the purpose of assignments was to meet the needs of the survey.

The final bit of reaction requested in Section E of this Table relates to whether or not the individual respondent would recommend serving on the School Survey Team to others. An affirmative answer was given by 91.1 percent of the respondents. This clearly indicated strong support for field experiences in the graduate training program of educational administrators.

The values of the general overall experiences. On the basis of the review of literature on the school survey movement and the literature on the training of educational administrators, the writer developed a list

TABLE XXIV

GENERAL REACTIONS TO THE SCHOOL SURVEY TEAM EXPERIENCE

	Number reporting	Percent
A. Survey team experience better than course work		
Yes	26	76.5
No	6	17.6
Undecided	2	5.9
Total	34	100.0
B. Course credit should be awarded for team experiences		
Yes	20	60.6
No	11	33.3
Undecided	2	6.1
Total	33	100.0
C. Survey team experience emphasized preparation for the superintendency		
Yes	12	34.3
No	23	65.7
Total	35	100.0
D. Purposes of team member assignments		
To utilize strengths of team members	11	34.4
To broaden backgrounds of team members	11	34.4
To do both of the above	8	25.0
To meet the needs of the survey	2	6.2
Total	32	100.0
E. Recommend survey team experience to others		
Yes	31	91.1
No	3	8.8
Total	34	100.0

of eight broad general experiences that all survey team members might be expected to meet while engaged in survey team activities. The respondents were asked by the investigator to rank the respective values of the eight general experiences. It was pointed out by several respondents that all of the experiences were valuable and, therefore, it was difficult to give one experience much more value than another.

The ranking represents the average value given to each of the eight areas. Sharing experiences and problems with other team members clearly ranked first. Benefiting from working with professors in the College of Education was rated second with gathering comprehensive data on a community and relating this to the solution of educational problems, and working on practical problems and suggesting solutions following closely in third and fourth positions. Receiving individual assistance from the survey team director was rated distinctly lowest of all of the experiences.

Comments on the School Survey Team Experience

The information which follows was gathered from two sources. First, each former team member was asked to comment in writing giving his ideas of things which might be helpful to this evaluation of the School Survey Team

TABLE XXV

THE RESPECTIVE VALUES OF THE GENERAL EXPERIENCES IN THE COMPLETE SCHOOL SURVEY TEAM ACTIVITY

General experience	Value of the experience
Sharing experiences and problems with other team members	1
Benefiting from working with professors in the College of Education	2
Gathering comprehensive data on a community and relating this to the solution of educational problems	3
Working on practical problems and suggesting solutions	4
Sharing experiences with the survey team director	5
Working on problems reflecting every facet of school administration	6
Working with school systems of differing sizes and locations	7
Receiving individual assistance from the survey team director	8

experience as a training device in educational administration. Second, six personal interviews provided additional comments and reactions. These comments were separated according to their content in terms of positive reactions, negative reactions, and suggestions for improvement or change. Blank spaces may appear in some comments in order to insure anonymity.

Positive comments.

1. Tremendous, profitable undertaking in building awareness of public school problems. Updating, yet brief.

2. This was a positive experience.

3. A very valuable experience as it kept me away from basing everything on money. Learned to base thinking on curriculum needs.

4. This gives broad exposure to school boards and practical problems and a personal touch to training of administrators.

5. Recommendations of the team were operationally achievable.

6. Extremely useful to me. It was a well-insulated platform and as useful as anything in my graduate program.

7. Director treated team members as professionals.

8. Should be required of every program.

9. My experience at MSU was fine (outstanding) because of the relationships encouraged by the senior staff members who worked with the survey team.

10. Expand it; strengthen it; give it more support.

11. I felt it was invaluable and a real test to my ability.

12. Meeting with the department as a whole was useful.

13. Gained great knowledge. However, was experienced administrator and problems less interesting because I already knew them.

14. Team members at least get to be where the action is, i.e., in the schools and school systems.

15. Team serves its purposes to a remarkable degree but serving or keeping a contract is of first importance; giving financial support to some students for full-time study is second; and providing additional educative experiences for interns is third.

16. Very helpful for fuller involvement with faculty and peers in the department and college.

17. The Field Service Team is a strong link to the "real world." All other experiences are useless or even dangerous without a transfer of learning to the real problems in education.

18. Combined with my cognate this was very worthwhile training for my present job.

19. Field Service Team has an unlimited opportunity to contribute to better education for all.

20. I am presently coordinator of a Field Service Team at the University of . . . .

21. The most worthwhile of my doctoral experiences. Have perpetuated it at University of . . . .

Negative comments.

1. Studies should be spaced differently and scheduled realistically. Contracts should be accepted with clear clauses as to time required to do a good job.

2. Director should be a teacher rather than always just one of the group.

3. Recommendations were unspecific, wishy-washy, and vague. Staff at MSU weakens suggestions with too much theory.

4. Hidden agendas of superintendents and boards should be unearthed, if possible, and discussed with team members.

5. Recommendations were theoretical and lacked innovativeness.

6. Team too loosely structured and was the least part of my experience.

7. Team fails to deal with social problems.

8. We were strongly committed to citizen-type surveys. Participants were told that recommendations would come from them not from team. In fact, however, the results were more generally the recommendations of the survey team.

9. It would have helped if the philosophies had been consistent but this did provide an interesting experience in adjusting to different situations.

10. We almost never get to interview the local gas station attendant, the pensioner, or the banker.

11. Small salary helps but even with wife working it was difficult to recover financially.

12. University switches leadership around too much.

13. Team did not have enough interaction with the professors of the department of administration.

14. Experience should aid in getting the degree. Presently it stands in the way as it is difficult and time-consuming work.

15. We were finally moving to what should be planning with rather than for school systems.

16. Other areas in the College of Education were not used at all--Curriculum, Guidance, etc.

17. Survey team a good idea grown old. Professors of administration no longer dedicated to idea so work amounts to little.

18. Professors do not take their partial assignments to the team seriously.

19. Survey team assignments not based on the needs or desires of graduate students but rather based on contracts which school systems are willing to sign with the University.

20. Reports from this type of data gathering together with written recommendations are nearly useless. They are sought by administrators to demonstrate that they are doing something and yet can and usually seem to do nothing.

21. University team members descend on the community and speak with authority couched on past experiences and the make-believe world about which they have read.

22. Inept. Ineffective as it was practiced as a change agent. OK at analyzing data and drawing conclusions, but lousy at implementation.

23. Professors are using the team to dump time for faculty load and rarely do anything.

24. A more proper model is citizen involvement in an "expert" type study with citizen groups involved during data collection steps. Recommendations are clearly those of the University.

25. Reports that came out were superficial, non-educational, and not a credit to Michigan State.

26. Over-reliance upon past practices and on the status-quo are very detrimental.

27. If the team is to provide quality service in terms of creative and innovative thinking aimed at the resolution of problems, it must be democratically based. Membership should not be defined in terms of superiors and subordinates.

28. Most detrimental and inhibiting to the team is the maintenance of the traditional professor-student relationship between the director and team members.

29. The survey team was a joke.

Suggestions for improvement or change.

1. Include graduate students from curriculum, elementary education, guidance, and the arts along with professors from these areas.

2. Team coordinator should be open, flexible, able to make decisions, have respect for others, be able to write, and present himself well.

3. Should be part of the program for more people.

4. Deeper utilization of broader staff.

5. Team should have regularly scheduled seminars with the coordinator and all assigned professors present.

6. Team should always get a clear charge from the school system on what is desired.

7. In the contract provide for part-time employment in the school district for one team member so that he can get to the real problems and can do the "on the site" research and data gathering needed by sub-committees, team members, and professors.

8. Should be at end of Ph.D. program.

9. Enlarge the operation so that members are involved in more than one area of study.

10. Accepting responsibility and working with other team members is most important--with faculty help and support when needed.

11. Course work prevents living there but university could plan administration courses to work this out.

12. University professor heading the team is the critical person. He should be truly fine, well-rounded educator.

13. Experience gained was most positive but I'd have gained more by living in the community for several weeks during the study.

14. Every member of the team should have been a participant in the extern program. This would facilitate communication within the team and between the team and constituents being served.

15. There should be more explicit evaluation of the team and its functioning by the members of the team--students and professors.

16. Move the district staff toward level of skill in planning so they can work primarily independently.

17. Should be part of the program for curriculum majors.

18. The team should be formed to provide educative experience first and be given money to do this. Contracts should train students first and serve schools second.

19. Team should utilize its energies in constructive, brief, and relevant diagnostic data gathering. (Not worry about formal report.) Should then provide appropriate resources to implement significant and on-going relevant change in that system with on-going diagnostic evaluation.

20. Should assist the school district in the resolution of immediate problems.

21. We are requiring all first year students to spend a quarter in this area and then choose our assistants from second year students. Our feedback has been most positive.

22. The major defect in the survey team approach rested in the notion of the "lack of follow-up." I urge that team members be dropped off along with each survey, that the specified

members be assigned follow-up tasks to insure the feasibility of implementation of the survey recommendations.

23. Lay citizens and professional personnel must be actively involved in data analysis and decision making.

24. Provide field experiences for other graduate students as a required part of their professional work.

25. A complete survey should be assigned to each person sometime during the experience. It would provide extremely important organizational experience.

26. Professor-coordinator should lend continuity to these studies and develop skill and strength in the position.

27. Build into the school district staff skills and understanding for continued future-oriented decision making.

28. The educational program should always be considered no matter the focus of the study.

29. Assign a full professor as team coordinator to insure adequate attention and continuity to the Field Service Team.

30. Provide other non-study oriented activities. Trips to and/or work in Atlantic City (AASA), AASA office in D.C., U.S. Office of Education, Michigan State Department of Education, etc.

31. Grant credit for report writing.

32. Increase the pay but don't give credit.

33. Pull in student team members from other areas as: communications, psychology, sociology, labor relations. Grant course credit for team activities and reports.

34. The director should be a leader who encourages new ideas and creative thinking among team members. He should be one of several equals on the team.

35. Team should contribute to growth of members and should make a genuine contribution to education.

36. Members should serve on team for two years.

37. More emphasis should be placed on the training of team members in business management functions.

38. Let the team hire faculty consultants as they need them rather than appointing members. Get the team working with the department rather than department working the team. Could be a fantastic experience if done this way!

39. Get one director for continuity and team members with diversified backgrounds and gusto.

40. More and varied contracts should be secured often for longer than a year.

Summary of comments. The comments ranged from highly positive ones to strongly negative ones. This was to be expected as each respondent was reacting on the basis of his individual perspective and value system. Therefore, the recurring patterns of disagreement or difference of opinion drawn from the whole population were treated as significant.

Clearly conflicting opinions related to the value of the recommendations to school systems and to their clarity and practicality, to the kind and amount of leadership given to the team by its director, to the value of the team experience as it was currently organized, to whether or not the education of the graduate student was

more important than service to school systems, to faculty commitment to the team concept, to the philosophical question of the respective values of the "expert" or the citizen survey, and to the amount and period of time graduate students served as team members.

These differences of opinion which became apparent from the investigation were given consideration and were evaluated.

Statistical Analysis

Since the complete population of former School Survey Team members was surveyed, any differences found in this study were considered real differences. However, as there may be a desire to apply this data to future populations, statistical analysis was applied. This analysis gave a feeling for the reliability of the results of this study.

The mean values for both the value of the experience and the effect of the experience (change) were computed for each of the ten areas for each individual respondent. This data was punched onto IBM cards and the mean of means was determined by the computer for each of the ten major areas.

Of the thirty-five respondents, seven indicated that they had participated in each of the eighty-three administrative experiences. The data for these seven

respondents was processed separately on the computer. Figure 1 shows two graphs demonstrating a marked similarity between the responses of all subjects and the seven selected subjects.

A two-way repeated measures analysis of variance was run on the seven selected subjects since they appeared representative of the thirty-five subjects. These seven subjects were the only ones who had a response in each cell which is required for this particular test. The analysis of variance on the seven subjects showed significant differences across the ten general administrative areas. It supported the evidence that the value to the individual was greater than the effect upon the individual. The significance of value to effect was above the .05 level. Relevant results of the analysis of variance are presented on Table XXVI.

The values of auxiliary services and staff relations ranked generally below all others in value and effect and indicated a need for a close look at the administrative experiences listed and the importance of these two areas in the training program for school administrators.

In addition, Figure 2 shows the interaction of the means across the ten areas for the thirty-five respondents and for the seven selected subjects in the

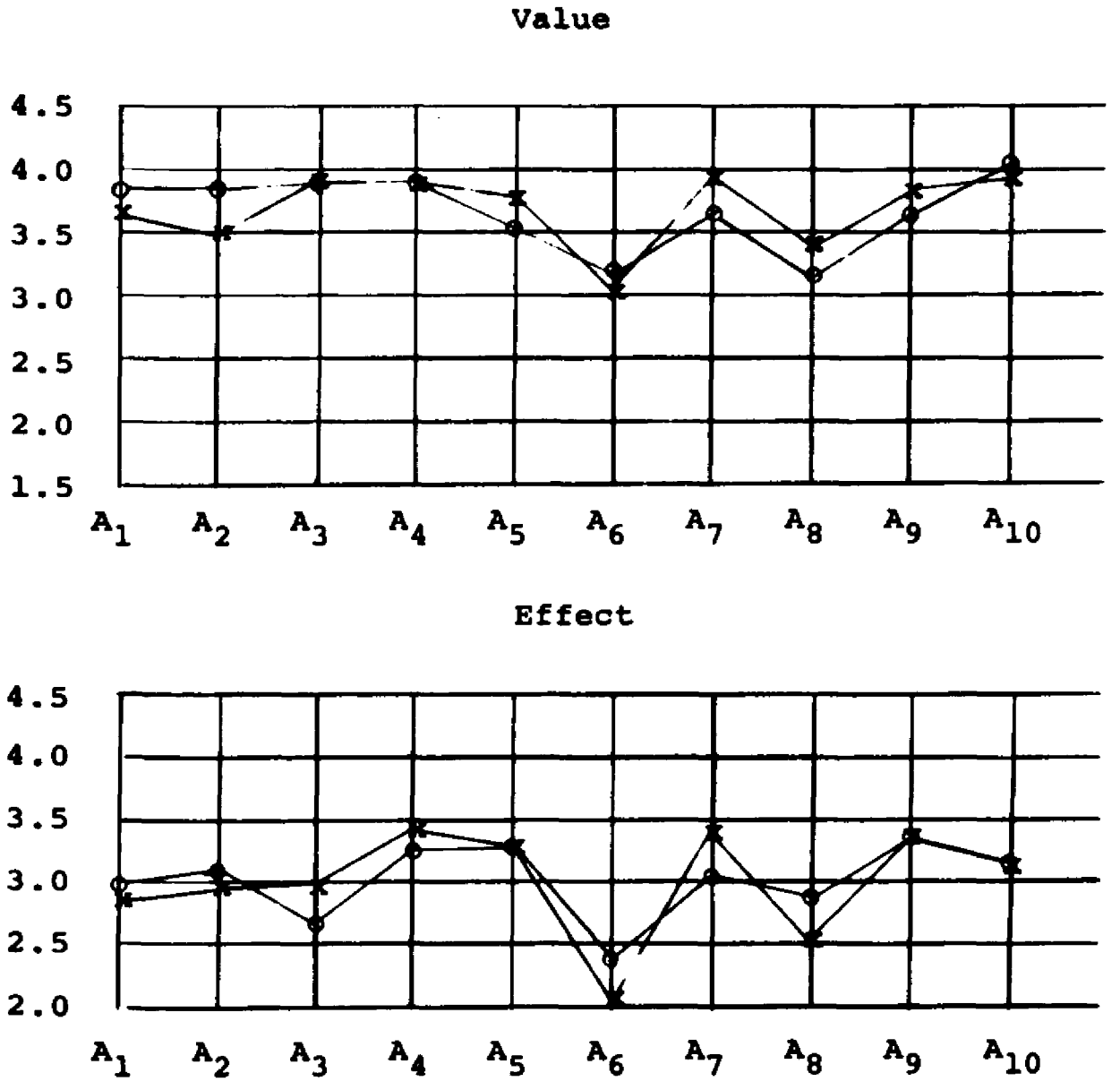

FIGURE 1

SIMILARITY BETWEEN SAMPLE AND POPULATION

TABLE XXVI

SELECTED RELEVANT DATA ON ANALYSIS OF VARIANCE

Source	Degrees of freedom	Sum of squares	Mean square	F
Areas	9	831.45	92.38	2.15*
Value-effect	1	1433.60	1433.60	10.47*
Area x value-effect	9	215.12	23.90	14.58**

*Significant at .05 level.

**Significant at .01 level.

sample. The analysis of variance test showed significant interaction above the .05 level. Value to the person overall was higher than effect for each area but it was much greater for some areas than others. Interaction based on seven subjects was not representative of the total population and may have been an artifact of the small sample size.

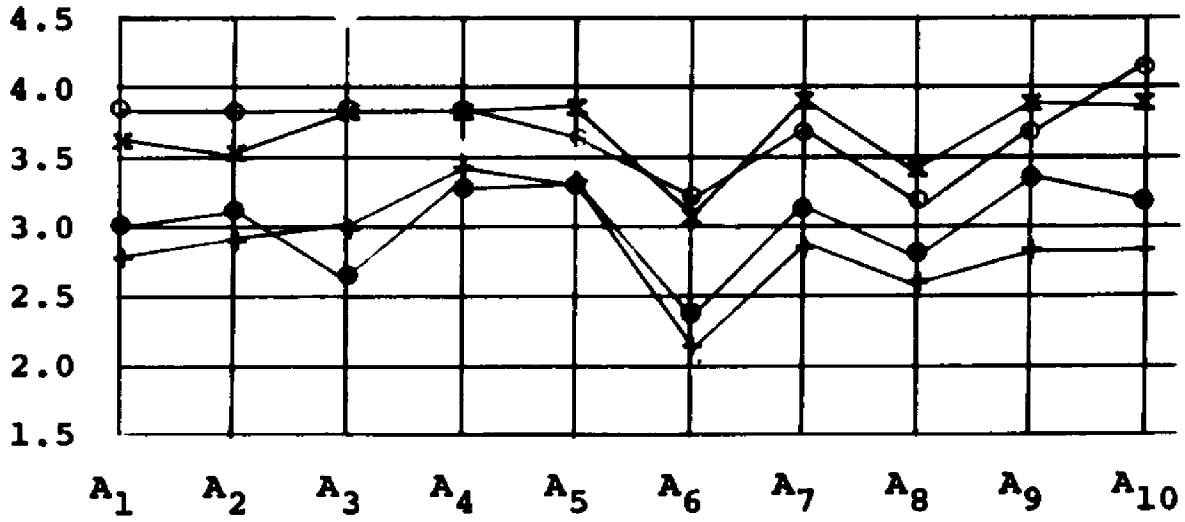

FIGURE 2

INTERACTION BETWEEN SAMPLE AND POPULATION

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

General Summary

The purpose of this study was to collect, analyze, and interpret the effects of the School Survey Team experience upon the total population of former team members who have served on the team at Michigan State University since 1960. A second purpose was to ascertain the implications for improvement of the experience and to present recommendations for further development of this approach to training educational administrators as suggested by the findings of this study. The study acquired its data from approximately 95 percent of the total population. The data were collected by means of a detailed questionnaire followed by interviews with a selected sample of respondents.

This study was primarily normative survey-type research supported by statistical analysis which provided a basis for further research and which gave a feeling for the reliability of the results of this study. It was a canvass of the experiences in which the individuals and

groups participated and of their perceptions of the value and effect of these experiences upon them. In addition, a further section of the questionnaire considered other data related to the School Survey Team experience.

An analysis of related literature in Chapter I traced the development of the school survey movement and of training programs for school administrators. By 1950, these two movements had several common purposes which included service to school systems and service to advanced graduate students in educational administration. Within a decade Michigan State University joined numerous other universities in using the School Survey Team as a device to give broad training in the tasks of educational leadership.

Excluding the present team members, thirty-seven persons have served on the School Survey Team at Michigan State University. Thirty-one (88.6 percent) of the members joined the survey team with some prior administrative experience and 80 percent of them served on the team for at least one academic year. The largest group of respondents was between age thirty and thirty-four and the vast majority of them were in their sixth year of study or beyond. They were experienced, mature, exposed in depth to team activities, and well-advanced in their graduate studies.

The thirty-five respondents reported that they had experienced 45.8 percent of the eighty-three listed administrative experiences. Five of the ten areas had percentages above the mean of all experiences (45.8 percent). The two which were significantly higher than the rest were demography (70.7 percent) and school plant (66.3 percent). The two lowest percentages were auxiliary services (22.9 percent) and business management and practices (21.4 percent).

The top fourteen activities were engaged in by more than two-thirds of the respondents. These fourteen experiences came from only four of the ten major areas of administration which were surveyed. The four major areas were demographic, school plant, finance, and curriculum and instruction. Further, thirty-nine activities were participated in by at least 50 percent of the former School Survey Team members.

The former interns were asked to express a value judgment for each activity experienced and a judgment concerning the effect of the experience. "Little or no value or effect" was assigned a point value of one, "some value or effect" was assigned a point value of three, while "much value or effect" was assigned a value of five. This procedure allowed for the computation of a single value index and a single effect index for each experience.

The number reporting, and the computed means for both value and effect are reported on Table XVII. Experiences reported totaled 1331. Means were computed for each of the ten major areas as well as for the complete table. The overall point value derived for the judged value of the eighty-three experiences was 3.7 while the point value derived for the effect was 3.0. The highest values in both value and effect were given to the area of community relations while demography, which had the highest incidence of participation by individuals, followed very closely. The lowest values both in value and effect were in staff relations and in auxiliary services.

Forty-four of the eighty-three experiences were rated at or above the mean for value (3.7) and fifty-two experiences were rated above the mean for effect (3.0). Community relations, finance, and demography had more scores above the mean in both value and effect than any of the other areas. Auxiliary services had no scores for the individual experiences above the mean score in either value or effect.

The two highest individual administrative experiences in both value and effect were participating in a follow-up report with lay citizens and relating curriculum to time, facilities, and personnel. There were only six of the experiences which were rated more highly in effect

than in value. These included relating curriculum to time, facilities, and personnel, proposing personnel policies, studying professional preparation of administrators, studying general fund expenditures by budget category, organizing or reorganizing the business department, and developing businesslike purchasing procedures.

Further information and evaluation of the values and effects of the team experience was available based upon opinions expressed in the "Related Data" and in the interview sessions.

From this data it was found that 87.9 percent of the respondents felt that the survey team experience came at an appropriate time in the graduate studies. Earlier data showed that this was at the beginning of the sixth year of study or later.

Nearly seven tenths of the respondents felt that the team experience came at the proper time in their professional lives. This fact combined with their indication that the experience came at the proper time in their academic program supported the relevance of the experience to the participants.

All respondents indicated that the School Survey Team experience provided them with a continuing desire to remain in educational administration. They indicated

further that not only did they change positions after the training but also that the training was important in bringing about the change in position. These responses provided support for positive effects on individuals derived from team experience.

Since the School Survey Team was "to assist individuals in meeting practical problems and in applying solutions," respondents were asked to evaluate whether or not the team experience bridged the gap between theory and practice and further whether it reformulated their theories of education. Support was clearly given (91.1 percent) that the experiences helped to bridge the gap between theory and practice but support was not overwhelming (57.1 percent) for the experience causing reformulation of educational theories. These responses clearly support the higher totals on the value of the experience as compared to the effect of the experience.

Other general reactions to the School Survey Team experience indicated that the former team members felt that team experiences were better than course work and generally supported giving course credit for it. Second, they indicated that the program was appropriately broad in its scope and gave strong support (91.1 percent) for recommending this to others as a means of receiving a meaningful training in educational administration. Strong

support was indicated for field experiences in graduate training programs in educational administration.

As a final assessment of value, former team members were asked to rank order a list of eight broad general experiences that all team members encountered while engaged in survey team activities. Sharing experiences and problems with other team members ranked highest. Benefiting from working with professors in the College of Education ranked second. This was supported earlier in this study when 86.2 percent of the respondents indicated that this relationship was of much value to them. Gathering comprehensive data on a community and relating this to the solution of educational problems and working on practical problems and suggesting solutions followed closely in third and fourth positions. Receiving individual assistance from the survey team director was ranked last of the eight general experiences.

The questionnaire and the interviews provided opportunities to make additional comments on any aspect of the School Survey Team experience. There were twenty-one positive comments, thirty-one negative comments and thirty-six suggestions for improvement or change. The suggestions for improvement or change were generally supportive statements so that combined with clearly positive statements the total reaction to the training

experience was quite positive. Value and effect are not questioned overall but structure of the team and its operation are.

Positive comments stressed that the experience should be part of every administrator's experience, gave broad experience in dealing with people and with practical problems, provided a sounding board for ideas, taught that money is not a sound base for educational decisions, gave valuable opportunities for interchange with other team members and professors, and kept contact open with real problems allowing profitable transfer of training.

Negative comments concerned the unreality of suggestions made to school systems, the superficiality of contacts with persons and problems in school systems, the frequent changes of leadership at the University level, the failure to use resources from other departments or disciplines, lack of dedication of professors assigned to work with the team, and the separation by status between team members and professors.

The comments regarding improvements or change suggested deeper utilization of broader staff, broader involvement of a greater number of graduate students-in-training, regular seminars for team members and assigned professors to discuss problems and solutions, opportunities for team members to live and work in communities for

several weeks at a time, thoroughly well-rounded, stable, and competent leadership, more involvement of local staff in studies, and thorough involvement in the follow-up of the studies.

Conclusions

Based upon an analysis of the findings of this investigation, the following conclusions are presented:

--that the optimal age for serving on the team was between twenty-five and thirty-nine years of age.

--that advanced graduate status and prior administrative experience did not prevent the team experience from being a valuable one.

--that the team experience exposed team members to a great variety of different activities.

--that the team experience provided broad general training in the areas of educational administration.

--that every team member was involved in nearly half (45.8 percent) of the eighty-three possible experiences during his membership on the team indicating broad exposure to administrative concerns.

--that the team experience had no detrimental effect on the desire to continue in the profession as educational administrators.

--that the team experience in the opinion of the respondents provided more broad experience and training than did course work.

--that course credit should be granted for survey team activities.

--that the opportunity to be in a close working relationship with the University and its professors was valued highly by participants.

--that the team experience fostered a feeling of closeness to the University among individual members.

--that the field experience as perceived by team members resulted in increased status and better professional positions.

--that the team experience provided broadest training exposure to team members in the areas of demography, school plant, and finance.

--that the experience provided the fewest training experiences in the areas of auxiliary services and business management and practices.

--that the most valued general area of experience in combination with the one which effected most change was community relations.

--that the two specific activities of the eighty-three listed which had the highest values and effects related to community involvement and to curriculum and instruction.

--that the least valued general area of administration was auxiliary services.

--that the greatest general value to the individual derived from the team experience was sharing experiences and problems with other team members.

--that the least general value to the individual derived from the team experience was receiving individual assistance from the survey team director.

--that the team experience assisted in narrowing the gap between theory and practice.

--that the team experience had a positive effect on the perceptions, approaches, and philosophy of former team members.

--that the survey team served both to use strengths of team members and to broaden backgrounds of team members.

--that the respondents clearly valued this approach to training advanced graduate students in educational administration.

--that the team experience was highly valued as a means to implement professional growth and to increase competencies.

--that nearly all (91.1 percent) of the former team members would recommend this training experience to others.

--that the team experience has proved to be a natural laboratory for training advanced graduate students in field problems.

--that not all former team members found the team experience worthwhile for them.

--that the recommendations made to school systems sometimes were lacking in value, clarity, and practicality.

--that the philosophy and goals of the team experience needed to be clarified as to the team's primary purpose.

--that the length of time spent on the team and the appropriate period during graduate studies for team experiences should be evaluated.

--that the School Survey Team should be continued but be re-examined as to organization, staffing, and financing.

Recommendations for Changing the School Survey Team Experience

The many positive effects of the School Survey Team experience have appeared repeatedly throughout this study. The findings of this investigation also included significant negative comments as well as many recommendations to restructure the team experience to meet the needs of the decade of the Seventies. This being so, recommendations were developed relating to organization, staff,

finance, program, and further research with graduate students, the College of Education, and school systems fully in mind. The recommendations are as follows beginning with the broad category of organization of the School Survey Team:

1. A clear philosophy and purposes should be prepared in the near future for the School Survey Team. The team should be so organized as to include professors and team members from other departments and other disciplines. The structure of the team should be tightened and regular meetings should be scheduled for team members, the Director, other consulting professors, and the Chairman of the department in order to discuss relevant issues and to facilitate evaluation. All general studies of school systems should be based on curriculum and instruction as the first focus with the studies of the other major functions of the school system emanating from this central core. Team activities should be so organized as to allow thorough study, lay and staff involvement, periodic and general evaluation, and definite follow-up services to the school system. This would require longer and more carefully scheduled studies and contracts.

2. The School Survey Team should be enlarged to add significantly to the number of team members who are trained. It should be staffed with team members from a

variety of departments and disciplines who could be scheduled to spend brief working internships in the communities being served in order to gather data and to get to know the communities well. The survey team Director should be assigned full-time to the School Survey Team and should remain as its Director over a period of years. This Director should be open, flexible, able to make decisions, able to write and to speak well, and be supportive of new ideas and innovations. The survey team staff should have the prerogative of employing professors and other staff members as their expertise is needed by the team.

3. The School Survey Team should receive expanded financial assistance from the College of Education and from other Colleges that have members on the team for training purposes. As the team grows and its power and value to school systems becomes more widespread, school systems should be charged higher fees. More financial autonomy should be given to the team and its Director in order to establish more flexible guidelines for hiring consultants. The University should work for the team as well as the team for the University.

4. The value of the team experience to the individual graduate student trainee is of prime importance. Since experiences in two general areas of administration

were met by so few team members, it is recommended that the relevance and importance of these two areas in training educational administrators be carefully examined and evaluated to determine their place in the program of the future. Further, it is recommended that human relationships be examined to minimize the professor-student relationship and to foster a team feeling.

5. Value to the hiring school systems is an important consideration, too. Studies should make recommendations to school systems that are operationally achievable and are fitted to the needs of the individual school system. Facing social realities within the school community must be one of the duties of the team. Being immersed in the implementation and follow-up of the school survey report is felt to be basic and should be spelled out in the contract so that the team may give further supporting services.

6. Finally, the School Survey Team experience should be evaluated thoroughly again within the next few years. Recommendations are not made now for changing the age level, training level, or experience level of the entering survey team member but the requirements of a School Survey Team in the next decade cannot be accurately predicted.

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APPENDIX A

SAMPLE LETTER AND QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

COLLEGE OF EDUCATION · DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

Apartment 2-A
5946 Bois Ile Drive
Haslett, Michigan 48840
December 19, 1969

Dear

This study is being conducted in order to evaluate the School Survey Team as a training device in educational administration at Michigan State University. We believe this to be a useful study and particularly that your experiences as a member of the School Survey Team may aid in improving programs for training educational administrators.

Although the number of former members of the School Survey Team has grown steadily over the last decade, there are still less than fifty persons who have served on the team. Therefore, it is of great importance that the responses of each of you be included. From this return it is our intention to determine the experiences, values, and changes which grew out of School Survey Team service and to propose recommendations and program changes.

The questionnaire has been developed in such a way that only check marks are required as responses for the most part. Completing it should require no more than twenty-five minutes. Your cooperation in answering as much of the total questionnaire as possible will be appreciated. Your reply will be kept strictly confidential and no individual will be named in the report of the research. Responses will be used only for the purposes of statistical analysis. Your signature may be added to the questionnaire if you wish so that the results of the study may be shared with you.

Your cooperation in completing and returning the attached questionnaire at your earliest convenience will be greatly appreciated. A self-addressed envelope is included for your use.

Thank you for your help and assistance.

Sincerely,

Richard J. Williams

Richard L. Featherstone
Chairman

AN EVALUATION OF THE SCHOOL SURVEY TEAM EXPERIENCE AS A TRAINING DEVICE IN EDUCATIONAL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY

INSTRUCTIONS

Column B contains a list of experiences which a School Survey Team member might have while serving on the School Survey Team. Please check in Column A whether or not you had the experience as a team member. If you check "No" in Column A, do not answer Column C and D.

Please express in Column C your opinion as to the value of each of the experiences checked "Yes" in Column A. This evaluation should be an expression of the value of these areas as experienced by a School Survey Team member.

In Column D, please indicate to what extent the experience effected change in your perceptions, approaches, and philosophy.

The final section of the questionnaire will serve to provide broad information about the complete population of former School Survey Team members.

	A		B	C			D		
	Had Experience		Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
	(check one)			(check one)			(check one)		
I			CURRICULUM AND INSTRUCTION						
1			Examining course offerings at elementary school level						
2			Examining course offerings at high school level						
3			Recommending adoption of new textbooks						
4			Recommending initiation of new subjects						
5			Recommending new programs (as Distributive Education)						
6			Recommending organization for curriculum coordination						
7			Visiting classrooms						
8			Attending curriculum committee meetings						
9			Developing a philosophy of the school system						
10			Developing objectives of curriculum						
11			Recommending in-service education programs						
12			Recommending new educational groupings of students by age or grade (as middle-school or non-graded arrangements)						
13			Studying class size as a factor in instruction						
14			Relating curriculum to time, facilities, and personnel						
15			Others (specify)						

A			B	C			D		
Had Experience			Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
(check one)				(check one)			(check one)		
II			PERSONNEL ADMINISTRATION						
1			Evaluating personnel policies						
2			Proposing personnel policies						
3			Studying professional preparation of teachers						
4			Studying professional preparation of administrators						
5			Recommending job descriptions						
6			Devising orientation programs for personnel						
7			Preparing criteria for selection of teachers						
8			Preparing criteria for selecting administrators						
9			Others (specify)						
III			FINANCE						
1			Assessing financial resources of community						
2			Studying school indebtedness						
3			Preparing financial information for millage campaigns						
4			Evaluating existing salary schedules						
5			Proposing revisions of salary schedules						
6			Examining financial effort for schools						

A			B	C			D		
Had Experience			Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
(check one)				(check one)			(check one)		
7			Studying state equalized valuation						
8			Examining millage levied for varied purposes						
9			Studying general fund expenditures by budget category						
10			Evaluating and analyzing state reports						
11			Computing per pupil costs						
12			Others (specify)						
IV			BUSINESS MANAGEMENT AND PRACTICES						
1			Studying purchasing policy						
2			Suggesting reorganization of purchasing policies						
3			Studying accounting procedures						
4			Suggesting improvements in accounting procedures						
5			Organizing or reorganizing business department						
6			Developing business-like purchasing procedures						
7			Analyzing the expenditures of the school district						
8			Studying equipment and supply needs						
9			Others (specify)						

A			B	C			D		
Had Experience			Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
(check one)				(check one)			(check one)		
V			SCHOOL PLANT						
1			Selecting school sites						
2			Evaluating school sites						
3			Suggesting new school plants						
4			Suggesting modifications of existing facilities						
5			Projecting future school housing needs						
6			Determining the educational requirements of a new building						
7			Evaluating of building and site plans						
8			Suggesting changes in plant utilization						
9			Surveying plant operation and maintenance						
10			Others (specify)						
VI			AUXILIARY SERVICES						
1			Evaluating transportation needs						
2			Studying transportation policies						
3			Recommending changes in transportation policies						
4			Suggesting new housing patterns						
5			Evaluating existing school lunch programs						
6			Suggesting new school lunch policies and practices						

	A		B	C			D		
	Had Experience		Administrative Experience	Value Judgment			Effect of Experience		
	Yes (check one)	No		Little or no value (check one)	Some value	Much value	Little or no change (check one)	Some change	Much change
7			Others (specify)						
VII			COMMUNITY RELATIONS						
1			Participating in millage campaigns						
2			Participating in follow-up of school survey report with lay citizens						
3			Participating in progress reporting						
4			Serving as temporary chairman of lay study committee						
5			Attending PTA meetings						
6			Conducting public opinion survey						
7			Organizing lay and professional groups for participation in educational planning						
8			Others (specify)						
VIII			STAFF RELATIONS						
1			Recommending additional teaching personnel to reduce class size						
2			Recommending additional administrative personnel						
3			Participating in progress reports to staff						
4			Participating in survey follow-up report to staff						

A			B	C			D		
Had Experience			Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
(check one)				(check one)			(check one)		
5			Soliciting suggestions for improvement or change from teachers and administrators						
6			Cooperating in preparing job descriptions for administrative personnel						
7			Developing staff salary schedules						
8			Developing policies regarding sick leave and other fringe benefits						
9			Others (specify)						
IX			SCHOOL BOARD RELATIONS						
1			Soliciting suggestions from board members						
2			Keeping the board informed of progress						
3			Advising the board on policy information						
4			Participating in follow-up survey						
5			Others (specify)						
X			DEMOGRAPHIC						
1			Projecting future school enrollment						
2			Recording past enrollment figures						
3			Tabulating housing starts						

	A		B	C			D		
	Had Experience		Administrative Experience	Value Judgment			Effect of Experience		
	Yes	No		Little or no value	Some value	Much value	Little or no change	Some change	Much change
	(check one)			(check one)			(check one)		
4			Analyzing community population trends						
5			Studying nonwhite-white population ratios						
6			Examining economic characteristics of the area						
7			Interpreting land use information						
8			Interpreting socio-economic characteristics						
9			Others (specify)						

RELATED DATA

1. **THE POSITION WHICH I HELD IMMEDIATELY PRIOR TO SERVING ON THE SCHOOL SURVEY TEAM WAS:**

   (Check the one which most accurately describes the position.)

   1 ____ **Superintendent of Schools**

   2 ____ **Assistant Superintendent**

   3 ____ **Business Manager**

   4 ____ **Assistant Superintendent in charge of business**

   5 ____ **Curriculum Director**

   6 ____ **Director of guidance or other district-wide department**

   7 ____ **High School Principal**

   8 ____ **Assistant High School Principal**

   9 ____ **Junior High School Principal**

   10 ____ **Elementary Principal**

   11 ____ **Other (please specify)** _____

2. **THE LENGTH OF TIME SPENT AS A MEMBER OF THE SCHOOL SURVEY TEAM WAS:**

   1 ____ **Less than one quarter**

   2 ____ **One quarter**

   3 ____ **Two quarters**

   4 ____ **Three quarters**

   5 ____ **Four quarters**

   6 ____ **Five quarters**

   7 ____ **Six quarters**

   8 ____ **More than six quarters**

3. THE YEAR OR YEARS OF MY SCHOOL SURVEY TEAM EXPERIENCE WAS:

1 ____ 1960-1961

2 ____ 1961-1962

3 ____ 1962-1963

4 ____ 1963-1964

5 ____ 1964-1965

6 ____ 1965-1966

7 ____ 1966-1967

8 ____ 1967-1968

9 ____ 1968-1969

4. AT THE START OF MY SCHOOL SURVEY TEAM EXPERIENCES MY AGE WAS:

1 ____ Less than 25

2 ____ 25-29

3 ____ 30-34

4 ____ 35-39

5 ____ 40-44

6 ____ 45-Over

5. THE NUMBER OF YEARS SINCE MY LAST EXPERIENCE AS A TEAM MEMBER IS:

1 ____ Less than one year

2 ____ One year

3 ____ Two years

4 ____ Three years

5 ____ Four years

6 ____ Five years

7 ____ Six years

8 ____ Seven years

9 ____ Eight years

6. DID A CHANGE OF POSITION OR STATUS TAKE PLACE IMMEDIATELY AFTER YOUR EXPERIENCE AS A TEAM MEMBER?

1 ____ Yes

2 ____ No

7. IF YES, WAS THE SURVEY TEAM EXPERIENCE OF IMPORTANCE IN PREPARING YOU FOR THIS PROFESSIONAL ADVANCEMENT?

1 ____ Yes

2 ____ No

8. AT THE TIME OF MY SURVEY TEAM EXPERIENCE THE FOLLOWING NUMBER OF TERM HOURS OF MY GRADUATE STUDY BEYOND THE MASTER'S DEGREE HAD BEEN COMPLETED:

1 ____ Less than 10 hours

2 ____ 10 to 19 hours

3 ____ 20 to 29 hours

4 ____ 30 to 39 hours

5 ____ 40 to 49 hours

6 ____ 50 or more hours

9. IN MY OPINION MY SURVEY TEAM EXPERIENCE WAS SERVED:

1 ____ At the proper time in my graduate program

2 ____ Earlier in my graduate program than it should have been

3 ____ Later in my graduate program than it should have been

10. IN MY OPINION MY SURVEY TEAM EXPERIENCE WAS SERVED:

1 ____ At the proper time in my professional career

2 ____ Earlier in my professional career than it should have been

3 ____ Later in my professional career than it should have been

11. AS A RESULT OF MY SURVEY TEAM EXPERIENCE, MY DESIRE TO CONTINUE AND ADVANCE AS AN EDUCATIONAL ADMINISTRATOR HAS:

1 ____ Increased

2 ____ Decreased

3 ____ Remained unchanged

4 ____ Changed to other related educational fields

12a. IN YOUR OPINION DOES THE SCHOOL SURVEY TEAM EXPERIENCE CONTRIBUTE TO A CLOSER RELATIONSHIP BETWEEN THE UNIVERSITY AND THE TEAM MEMBER?

1 ____ Yes

2 ____ No

3 ____ Not determined

12b. IF YES, OF WHAT VALUE IS THIS RELATIONSHIP?

1 ____ Little value

2 ____ Some value

3 ____ Much value

13. WAS YOUR SERVICE ON THE SCHOOL SURVEY TEAM COMBINED WITH BEING ON CAMPUS AT THE SAME TIME A MAJOR FACTOR IN FINISHING YOUR DEGREE?

1 ____ Yes

2 ____ No

3 ____ Have not completed my degree

14. WOULD YOU RECOMMEND THE SURVEY TEAM EXPERIENCE TO ANOTHER SCHOOL ADMINISTRATOR?

1 ____ Yes

2 ____ No

15. IN YOUR OPINION WAS SURVEY TEAM EXPERIENCE BETTER THAN COURSE WORK?

1 ____ Yes

2 ____ No

16. IN YOUR OPINION SHOULD COURSE CREDIT IN ADMINISTRATION BE GIVEN FOR SERVING ON THE SURVEY TEAM?

1 ____ Yes

2 ____ No

17. DID YOU FEEL THAT SCHOOL SURVEY TEAM EXPERIENCES EMPHASIZED PREPARATION FOR THE SUPERINTENDENCY RATHER THAN FOR OTHER POSITIONS IN EDUCATION?

1 ____ Yes

2 ____ No

18. IN YOUR OPINION SURVEY TEAM ASSIGNMENTS WERE:

1 ____ Individualized to utilize the strengths of team members

2 ____ Individualized to broaden backgrounds of team members

3 ____ Not individualized for team members.

19. DID THE SCHOOL SURVEY TEAM EXPERIENCE HELP TO BRIDGE THE GAP BETWEEN THEORY AND PRACTICE?

1 ____ Yes

2 ____ No

20. DID THE SCHOOL SURVEY TEAM EXPERIENCE HELP YOU TO REFORMULATE YOUR THEORIES OF EDUCATION?

1 ____ Yes

2 ____ No

21. BY USING NUMERALS, PLEASE LIST IN ORDER OF PRIORITY THE VALUES OF THE FOLLOWING EXPERIENCES. (One would be the highest priority while eight would be the lowest.)

1 ____ Receiving individual assistance from the survey team director

2 ____ Benefiting from working with other professors in the College of Education

3 ____ Sharing experiences with the survey team Director

4 ____ Sharing experiences and problems with other team members

5 ____ Working with school systems of differing sizes and locations

6 ____ Working on problems reflecting every facet of school administration

7 ____ Gathering comprehensive data on a community and relating this to the solution of educational problems

8 ____ Working on practical problems and suggesting solutions

22. IF CALLED UPON, I WILL MEET (AT MY CONVENIENCE) WITH THE INVESTIGATOR FOR THE PURPOSE OF A PERSONAL INTERVIEW.

1 ____ Yes

2 ____ No

23. PLEASE COMMENT ON ANY EXPERIENCES ON THE SURVEY TEAM WHICH MIGHT BE HELPFUL TO THIS EVALUATION. PLEASE RECOMMEND ANY CHANGES OR IMPROVEMENTS OF THE SCHOOL SURVEY TEAM AS A TRAINING DEVICE IN EDUCATIONAL ADMINISTRATION.

APPENDIX B

INTERVIEW INSTRUMENT

INTERVIEW INSTRUMENT

1. What do you feel was the primary purpose of the School Survey Team?

   To help school systems____
   To get professors into the field____
   To train graduate students____

   Other:

2. Do you feel that your unique abilities were well used by the team Director and/or by the types of studies in which you were involved?

   Yes____
   No ____

   Comment:

3. How would you describe an ideal School Survey Team Director?

   One who builds confidence and respect____
   One who is committed to the objectives of field studies____
   One who relates well with people____
   One who has status in the Department of Administration____

   Other:

4. How would you characterize the recommendations made to school systems by the team?

   Creative____
   Innovative____
   Practical____
   Appropriate____

   Dull____
   Behind the times____
   Bookish____
   Relevant____
   Unfulfilled contract____

   Other:

5. How would you evaluate the contribution to you from serving on the team?

Much____	Excellent____	Fair____
Some____	Very Good____	Poor____
Little____	Good____	Useless____

Other:

6. In reflecting back what stands out as most valuable in the whole experience?

Working with professors____	Sharing with the team Director____
Sharing with team members____	Working on problems relating to all facets of administration____
Receiving help from the Director____	Gathering comprehensive data____
Working in districts of varying sizes____	
Working on practical problems____	

Other:

7. In retrospect, how would you change the experience if you were the Director?

APPENDIX C

PERSONS INTERVIEWED

PERSONS INTERVIEWED

Clifford Bedore	Administrative Assistant and Business Manager Montcalm Community College Sidney, Michigan
Richard W. Goodwin	Principal Lincoln Elementary School Pontiac, Michigan
J. Edward Green	Director, Off-Campus Affairs College of Education Michigan State University East Lansing, Michigan
Kenneth Olsen	Superintendent Okemos Public Schools Okemos, Michigan
Maurice Pelton	Director of Curriculum Waterford Township Schools Pontiac, Michigan
Marilyn Steele	Consultant Mott Projects Office Mott Foundation Flint, Michigan