# AN INQUIRY INTO FUNDAMENTAL QUALIFICATIONS FOR SCHOOL ADMINISTRATION

and

# A SURVEY OF THE MALE GRADUATES CLASS OF 1949 BROCKPORT STATE TEACHERS COLLEGE

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Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty.

--Thomas Jefferson

(From a letter written from Paris to James Madison, 1787.)

# PART I

## AN INQUIRY INTO FUNDAMENTAL QUALIFICATIONS FOR SCHOOL ADMINISTRATION

# CHAPTER I

## INTRODUCTION

The public schools of our country are the very center of American life. One cannot overlook that other schools, private and parochial, have their place in American life, but the public school is the hub of democracy.

One of the country's leading business executives stated in an address to The National Citizens Commission for the Public Schools that, "the greatest investment this country ever made is its investment in its public school program". He further commented:

> Could we have a vastly productive nation without a trained and educated population? Could we have a great political democracy without an educated population unless, generation after generation, we had given our children understanding, perspective, an awareness of the past and the present, to help them estimate the future?.....
>
> Could we have modern business, skillful management, great markets, the kind of industry we have in this country, if we had not invested heavily in education down the years?.....
>
> Much has been said and written during these tense years about ways of preserving a free society and of expanding the great popular benefits that have their roots in human freedom. But too little has been said, I think, about the final dependence of a free society upon education.[1]

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1. Frank W. Abrams, Chairman of the Board of Standard Oil Company (New Jersey), "The Stake of Business in Public School Education", an address.

Who then is the key person in the American democracy; the person responsible for protecting our free society? The business man? The politician? No, says Wahlquist, the key person in American democracy is the public school administrator who, in the long run, shapes the communities, the states, and the nation.[1] He believes that few persons in any community are potentially more influential than the local superintendent of schools, the local high school principal, or the local elementary school supervisor. These are the people who determine what takes place in the schoolroom from day to day. Through a less obvious type of leadership, it is they, and the teachers under their supervision who are quietly and inconspicuously shaping the ideals, attitudes, and beliefs of future generations.

It is the schools which preserve the traditions of the American way of life and it is in the schools that new ideas germinate and gain root. The school is the mirror of the public; reflecting what the public wants it to reflect but it also foreshadows the major movements of society. A study of the history of American education shows that most of the social, economic, and political innovations in American life were first taught at some level of the American educational ladder.

As taxpayers, citizens, and parents we might well ask,

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1. John T. Wahlquist, The Administration of Public Education, p.4.

"What manner of man is this school administrator in whom we have placed so great a responsibilty"?

Statement of the Problem

The purpose of Part I of this study is an attempt to uncover some of the fundamental qualities and qualifications of the school administrator as they relate to his ability to perform the various tasks of his job. The paper is further limited by confining the problem to the study of the chief school officer--the principal--in the field of elementary education. The presentation of the problem is slanted in the direction of one who is seeking such a position rather than one who has already attained it.

Specifically Part I of this study will attempt to answer the following questions:

1. What personal qualifications should be possessed by a person seeking a school principalship in terms of:
    a. What skills does the job demand?
    b. What abilities are necessary to meet these demands?
2. What professional preparation is necessary or desirable to assume administrative duties?

Part II of this study deals with the results of a survey of the male graduates, Class of 1949 of State University Teachers College at Brockport. The survey was undertaken to discover answers to the following questions:

1. What percentage of the graduates are still employed in the field of education?
2. What percentage of the graduates have done graduate work and in what area of major study?
3. What percentage of the graduates have entered the field of administration?

Definition of terms

In order that common understandings may exist from the start, it would seem advisable to define some of the terms used in this study.

There are many references to the word education in this paper and it seems wise to give the three meanings of the word, as defined by Good, since all three are employed in various sections of the study.

> Education (is) 1) the aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value in the society in which he lives; 2) the social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development; 3) ordinarily a general term for the so-called "technical" or more specifically classified professional courses offered in higher institutions for the preparation of teachers.[1]

Due to the tremendous boom in school population it has been impossible for many school systems to maintain a precon-

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1. Carter V. Good, Dictionary of Education, p.145.

ceived long-range plan of school organization. Faced with lack of space, old inadequate buildings, and great bulges of school children at different levels, the schools have been forced to shift children as needs required and so we find elementary schools following any one of a number of class combinations: K-6, 4-8, 4-6, 5-8, and K-8 to mention the most common. However we can disregard the type of division employed if we follow Good's definition of elementary education as:

> the division of any educational program that is concerned primarily with general education, including those skills, facts, and attitudes that are required by society of all its members; opposed to secondary and higher education as being less specialized in content and less selective as to pupils or students.[1]

Reference is made to in-service teacher education and by that is meant "activities on the part of the employed teachers that contribute to their professional growth and qualification".[2]

And finally, the last definition necessary for common understanding is that of the elementary-school principal who Good refers to as:

> an executive officer in charge of the administrative and, sometimes, the supervisory work of an elementary school; usually limited to a single school or single attendance area; may or may not engage in teaching.[3]

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1. Ibid., p.149.
2. Ibid., p.409.
3. Ibid., p.308.

Importance of the Study

As the scope of the school as an institution and the services which it offers continue to broaden, the task of administrating the school becomes increasingly more difficult. Educational statesmanship is the cry of the hour. Wahlquist states that it is his candid opinion that the education of the typical administrator has not been equal to the tasks placed upon him.[1] This fact is borne out by Olmstead who interviewed 40 school principals and obtained supplementary data from approximately 100 other interested persons. The findings of the study indicated that school principals are: 1) not skilled in supervision, 2) inclined toward favoring practical experience rather than professional study, 3) neglectful of educational phases of the school program, 4) not democratic, 5) not cognizant of the need for good public relations, and 6) neglectful in keeping the public informed about the status of the schools.[2]

Perhaps by being equipped with a clearer picture of the job that lies before him the potential administrator will be able to better utilize the opportunities of experience and education that are available to him as he strives toward his goal.

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1. John T. Wahlquist, op. cit., p.9.
2. Alf H. Walle "Principals in Action" (commenting on an article by M. Dennison Olmstead, "Analysis of the Principalship" which appeared in the American School Board Journal, September 1953, p.50), National Elementary Principal, pp.34-5.

## Sources of Data

Sources of information consisted of published and unpublished researches, educational literature including periodicals, pamphlets, and books, and the results of research conducted by the author.

The published data for the report were secured from the Rush Rhees Library of the University of Rochester, the Rochester Public Library, the Library of State University Teachers College at Brockport and the author's personal library. Unpublished data were secured from the Research Room of the Rush Rhees Library of the University of Rochester.

## Organization of the Report

The report is organized into six chapters. The introduction is contained in Chapter I. Chapter II presents a brief analysis of the school principal's job and the personal qualities which are necessary for successful school administration are presented in Chapter III. Chapter IV describes the necessary and desirable professional preparation for the aspiring administrator. Chapter V is a summary of Part I with conclusions and suggestions for further study.

Part II of the report--the findings of the survey--are reported in Chapter VI. The survey instrument and letters to the class members will be found in the Appendix.

## Weaknesses of the Study

One of the obvious weaknesses of the study is the fact

that it is written as an over-view with a minimum of detail.

A limited time factor made it impossible for the author to conduct a comprehensive survey of published material; instead a representative sampling of texts in the field of administration were surveyed.

Part II of the study which involves the survey of the male graduates of the Class of 1949 contains the inherent weakness of all questionnaire studies--failure to obtain a 100 per/cent response.

# CHAPTER II

## THE ROLE OF AN ELEMENTARY SCHOOL ADMINISTRATOR

It is universally acknowledged that the purpose of administration in general is to get something done. In school administration the thing to be done is educating children and youth. In many of our school systems as they are organized today this is an extremely complex task involving an array of human and material elements so vast that even listing of them would be impossible.

As Greider points out, "the subject matter of school administration is complex because the educational process is complex".[1] Management of high order is called for if waste of both human and material resources is to be minimized. If we agree with Lepawsky that administration is an essential instrument of human welfare to furnish control and direction than we should attach great importance to the administration of public education.[2]

The scope of this study allows for only the briefest examination of the role of the school administrator. However, it would seem that such an examination is necessary if we are to recognize the person fitted to fulfill this role.

The professional elementary school principal is a com-

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1. Calvin Grieder and William Everett Rosenthengel, Public School Administration, p.82.
2. Ibid., pp.82-3.

paratively recent addition to the organization of the school. Historical records indicate that school administration is a relatively young profession; it being only slightly more than one hundred years old.[1] Compared with the professions of law, medicine, ministry, and architecture among others it is extremely young. Many of the early school principals were merely head teachers whose duties more often than not included teaching, clerical and administrative tasks.[2]

Can just anyone handle the position of the principalship? The very complexity of the job demands a professional worker with special training and a wide variety of experiences.

It seems quite evident that although the position of principal is set apart from that of the rest of the staff he must consider his own activities in relation to those of every other school employee. Under the leadership of the superintendent, the principal serves as the head of the school. The principal is the chief executive, supervisor, coordinator, and educational appraiser of the school. His duties are all inclusive. The purpose of school administration is the improved conduct of the pupils. To this purpose buildings, equipment, staff, curriculum, method and evaluation must be dedicated.

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1. Ward G. Reeder, The Fundamentals of Public School Administration, p.625.
2. H. J. Otto, Elementary School Organization and Administration, p.555.

His numerous and varied studies concern management and direction of learning. Principles of classification stress normal, individual, and continuous growth of the whole child. Individual differences are furthered by provision for the sub-normal, atypical and talented groups. The principal should make maximum use of such auxiliary services as the supervisor, psychological, psychiatric, health, attendance and social services. The administrator should foster guidance service, for the greatest number of children, in these formative years, are reached in the elementary school. The movement away from the use of one standard textbook makes a school library imperative. In order to interpret educational literature, engage in research, and use texts in the school, the principal must be well versed in measurement. He must be able to skillfully handle public relations both for the sake of the public and the school officials. The school office, as the focal point of all school and public relations, must be conducted efficiently. Bulletins and records must indicate a knowledge of useful purpose and proper construction. Records must reflect the use of case studies, clinical approaches, and anecdotal records. The principal must serve the pupils, the teachers, the parents, and the board.

The principal must supervise the construction, installation, utilization, and adoption of courses of study. Knowledge of the curriculum is an organized field of specialized study which must be known to the principal. The curriculum

like the principal embraces every phase of the school. Their interrelation is bound by an acquaintance of the history, development, types, guiding principles, present trends, evaluation and future implications of curriculum construction.

The principal's duties are boundless. He must realize that behavior is symptomatic and that his handling of discipline requires knowledge of hereditary, social, and economic influences. In the preparation for the beginning and closing of the school year, the principal must be able to judge the importance of first things first. The principal must understand and appreciate the work of the indispensable custodian. Many times he must guide the in-service training of his staff. Appraisal of the children's development, the teachers' progress, other employees' work, and self-appraisal are important duties of the principal.

The principal is the key figure in the creation and improvement of the conditions favoring a well-coordinated faculty. In the responsibility of the principal and the superintendent for the success of the school, are included the jobs of choosing teaching personnel who may reasonably be expected to fit into a smoothly working staff, of supplying them with the necessary materials to the best of their ability, of affording them recognition of work well done, of backing them up as needed, and of guiding them in every way

possible to adjust themselves to the job and the group.[1]

Taking the word of leading authorities in the field of school administration, there can be no argument as to the principal's responsibility for stimulating morale.[2] The ideal of administration and supervision should be guidance not mere use of authority.[3]

The duties of the principal as shown in the preceeding paragraphs require a command of an organized body of specialized knowledge which must be applied knowingly and skillfully in the service of individuals and the public. Truly, the job of educational leadership in our American democracy is among the most exacting in our whole society.[4]

1. Jay Gibson, "Some Administrative Procedures Affecting Teacher Morale", unpublished master's thesis, p.29.
2. Robert G. Koopman, Alice Miel, and Paul Misner, Democracy in School Administration, pp.113-9.
3. Norman Fenton, Mental Hygiene for School Practice, p.342.
4. John T. Wahlquist, op.cit., p.29.

# CHAPTER III

## PERSONAL QUALIFICATIONS OF AN ELEMENTARY SCHOOL ADMINISTRATOR

It has been stated that a school is no better than its principal; a group no better than its leader. An overstatement perhaps but it calls attention to the singularly most important qualification of an administrator and that is his ability to be an able, democratic leader.

There is no such thing as a portrait of a leader for leadership is not stereotype. While there is no set limits within which the leader stands statistically defined, there are certain definite qualities and abilities which characterize the administrator who is essentially a leader.

By studying the literature we find several studies concerning the changing concepts of administration which have been done on the superintendency level, however, the results might well be noted by principals of both elementary and secondary schools.

Benben pointed out that a major shift in emphasis has been toward selection of superintendents who are able to work with different levels of personnel and are more adept at public relations and human relations.[1] Coladarci, Brooks, and Odell asked 240 superintendents in the five largest

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1. Lloyd E. Benben, "Social Status of the Elementary Principal", Twenty-fifth Yearbook, pp.182-7.

cities of each state to list the research problems which they felt urgently needed solution. Of 541 items listed by these superintendents, 192 dealt with the school staff, and 110 with public relations; in contrast, but 88 dealt with school planning and school finance.[1] An interim report of the Middle Atlantic Region Cooperative Program in Educational Administration reported that of 752 administrative problems identified in New Jersey as a result of an intervisitation program, 128 dealt with teacher personnel, 116 with school-community relations, 75 with administrative and supervisory personnel, 43 with other persons and 63 with school boards. In contrast, 87 dealt with management and 45 with budget and finance.[2]

Flower, Sargent, and Belisle in interviews with a 5 per/cent sample of New England administrators, set out to discover the major problems of superintendents. These interviews uncovered some 350 problem situations of which 23.2 per/cent dealt with public relations and 16.4 per/cent with the professional staff.[3]

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1. Arthur P. Coladarci and Jacob Getzels, "The Use of Theory in Educational Administration", Educational Administration Monographs, p.28.
2. Cooperative Program in Educational Administration, "Results of Action Research in Educational Administration... An Interim Report of CPEAMAR", School Executive, pp.69-79.
3. George E. Flower, Cyril G. Sargent, and Eugene L. Belisle, "Relationships With People Is The Key", American School Board Journal, pp.25-27

Of some interest from the point of view of methodology are inquiries which have attempted to determine certain limited role expectations for certain purposes. Bidwell measured the extent to which the expectations held by a sample of teachers toward their principal and superintendent were actually fulfilled. A high degree of positive association was found between the extent of such fulfillment and satisfaction. Especially interesting is the fact that the quality of the expectation made no difference; thus, either authoritarian or democratic expectations might be held, and either if fulfilled would lead to satisfaction.[1]

Several other studies related to morale are based upon miscellaneous variables. Moyer showed that satisfaction depends upon the degree of group unity in attitudes toward leadership, the more alike were they in the amount of satisfaction they received from working in the school situation.[2] Schultz in a study of recent education graduates who had gone into teaching, found that administrative practices and procedures were of primary inportance in determining morale.[3] Morse found that employees who felt that their supervisors

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1. Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching", Journal of Educational Sociology, pp.41-7.
2. Donald C. Moyer, "Leadership That Teachers Want", Administrators Notebook, pp.1-4
3. Raymond E. Schultz, "Keeping Up Teacher Morale", Nation's Schools, pp.53-6.

took a personal interest in them were more satisfied.[1]

The variables relating to effectiveness and productivity of staff members do not seem to be so well defined as those dealing with satisfaction and morale. The major variable identified seems to be that of "leadership style". Gross suggested that the school administrator can foster improvements in teaching through a leadership style that seems to say, "What can I do to help?"[2] Griffiths indicated that a major criterion for the differentiation of successful from unsuccessful superintendents lies in the area of human relations rather than in the more technical and non-personal areas of administration.[3] Wynn made the point that a leadership style which makes clear to the teacher what is expected in certain critical areas will greatly decrease teacher conflicts and improve performance.[4]

Bills found that the successful educational leader is a democratic individual who tends to fit rather well the description that psychologists give of the "self-actualizing" person. The administrator who tends to have satisfying relations with himself and with other people is more likely to

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1. Nancy C. Morse, Satisfactions In The White Collar Job, p.235.
2. Richard E. Gross, "Teachers Want Supervision!", School Executive, pp.52-3.
3. Daniel E. Griffiths, An Evaluation of the Leadership of the School Superintendent, p.20.
4. Richard Wynn, "The Climate of Good Staff Morale," Educational Outlook, pp.63-9.

be successful.[1] Seeman found that individuals who tended to perceive the organization in terms of status structure exhibited a stronger "pro-leader" ideology than did individuals for whom status was a lesser consideration.[2]

In the area of leadership and supervision, Gragg found that confidence in the leadership of the principal and other administrators was the most frequently mentioned item in a study of teacher morale.[3] Miller showed that a democratic leadership style increases administrative efficientcy.[4] Valenti developed an instrument designed to measure leadership attitudes held by both teachers and administrators.[5] Local use of such a detector would help in establishing group solidarity of role expectations.

Since administrators serve or affect more adult clients than any other business or institution in town, they must pay heed to community relationships. Studies relating directly to the administrator-community relatinship do not seem to group about central themes as in the case of staff relation-

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1. Robert E. Bills, Attributes of Successful Educational Leadership, pp.16-38.
2. Melvin Seeman, "Some Status Correlates of Leadership", Leadership In American Education, pp.40-50.
3. W. L. Gragg, "Teacher Morale: Ithaca Survey Finds Teachers Agree More on Causes of High Morale Than on Low Morale", Clearing House, pp.493-4.
4. Paul A. Miller, Democratic Leaders In Secondary Education, pp.7-14.
5. Jasper J. Valenti, "Measuring Educational Leadership Attitudes", Journal of Applied Psychology, pp36-43.

ships. Rather the factors studied are relatively disconnected. Buffinton characterized the elementary school principal from the point of view of parents and suggested that their most important expectation for the principal is that he organize and implement parent groups and interpret the school to such groups.[1] Armstrong suggested that, in implementing a school initiated community improvement program, there is no best pattern of administrator behavior because of the rapid changes in the role required of the administrator.[2] Gross found the community to be one of the major sources of pressure upon the superintendent. Charters[3] and Oja[4] believe that community pressure, especially as represented by the board of education, is becoming an increasingly powerful force that conflicts sharply with professional values.

The Michigan Communications Study revealed that citizens in general are not well informed regarding many aspects of school administration. Haak reported that, in his studies of several Michigan communities, the best informed citizens, as compared with the uninformed and incorrectly informed, tended

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1. Reed L. Buffington, "The Job of the Elementary School Principal As Viewed by Parents", Dissertation Abstracts pp.943-4.
2. Vernon L. Armstrong, "Role of the Superintendent in School-Initiated Community Improvement", Southwestern Cooperative Program in Educational Administration, Report, p.13.
3. W.W. Charters, Jr., "The School As A Social System", Review of Educational Research, pp.41-50.
4. Andy R. Oja, "Trends in Administrator-Board Relationships", Montana Education, p.15.

to be less satisfied with the schools in general, but better satisfied with some specific aspects such as teaching methods and school costs. These studies concluded that generally persons who are younger, who were better educated, who had been in the community a short time, who did not like the community at large, who were members of business, civic, and veterans organizations, who in respect to occupation could be classified either as in professional or unskilled categories, and who had high income tended to be critical in their opinions of the schools, but not necessarily unfavorable in their attitudes.[1]

Sharpe sees the focus of the dilemma of leadership in the fact that the leader is called upon simultaneously to promote the individual good and yet concern himself with the good of the organization.[2]

Buffington[3] and Medsker[4], in studying the role of the elementary school principal as viewed respectively by parents and teachers, uncovered some interesting inconsistencies in expectations. Thus, teachers see the chief expectation of the principal as providing leadership for teachers, while

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1. Leo Haak, "The Relationship Between Information and Opinions on Schools", p. 12, and "What Citizens Know and Think About Their Public Schools, p.20, Michigan Communications Study.

2. Russell T. Sharpe, "Dilemma of Leadership", Junior College, pp.536-44.

3. Reed L. Buffington, op.cit., pp.943-44.

4. Leland T. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers", Dissertation Abstracts, pp. 946-7.

parents see it as organizing, implementing, and working with parent groups. The teachers tend to see relationships with parents as a matter of coping wi' parental pressures, while parents, on the other hand, apparently hold no expectations at all for the principal's behavior toward teachers.

Posey a political-scientist who has studied the nature of leadership intensively says that the great leaders embody certain personal characterisitcs or attributes: 1) a striking breadth and grasp of information, 2) clear and pronounced opinions on practically all matters, both in and outside their realms of activity, 3) strong confidence in themselves, 4) a high level of skill in self-expression, and 5) an out reaching willingness to accept responsibility.[1]

In this discussion it is not the leader's personality that is questioned but rather the role which these personal attributes play in motion toward some wothwhile goal; in the achievement of which other human beings are expected to participate.[2]

Shane and Yauch see in creative educational leadership the important postulate that education can be improved best by the leadership of ideas and values, rather than by leadership by rank or position. One test of an effective leader,

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1: Harold G. Shane and Wilbur A. Yauch, Creative School Administration, p.9.
2. Ibid.

therefore, may well be the quality of the persons he can find and retain as his associates. These same authors state that an administrator, "should reflect in his behavior: sound human values, a high type of professional literacy, a wholesome, well adjusted personality, and an outlook on life that is psychologically secure".[1]

Nelson and Stoops contend that administrators fail or succeed by their attention to little attitudes, acts and relationships. "By a thousand tangible and intangible acts, mannerisms, expressions, phrases, inflections, and the like the administrator telegraphs his basic attitudes and principles to everyone around. People react to what he is telegraphing rather than to what he tried to say."[2]

Anderson in describing the Tri-Dimensional Concept of Educational Administration: The Job, The Man, The Social Matrix, states that a person brings his total capacities of body, mind, emotion, and spirit to the job and so he inevitably modifies the job just as surely as the job requirements influence him. He has energy reserves, intellectual potential, emotional and spiritual qualities, and established behavior patterns which must form a part of a useful concept.[3]

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1. Ibid., pp.16-17.
2. D. Lloyd Nelson and Emery Stoops, "Why School Administrators Fail", Nation's Schools, pp.55-6.
3. Vivienne Anderson and Daniel R. Davies, Patterns of Leadership, p.211.

Goodlad points to the traits of timing and pacing as essential elements of good administration. Good timing results from knowing when to initiate an action. Good pacing results from knowing how fast to move forward with an action. Goodlad claims that a person can be educated to develop both of these factors.[1]

School administrators are likely to succeed or to fail because of their interactions with their fellow workers and the townspeople; the preceeding studies point that out quite clearly. The obvious conclusion that we must draw from our study of literature in the area of personal qualifications is that human relations comprise the most sensitive barometer to administrative success or failure and there seems to be definite need for providing increased education in the improvement of human relations in the pre-service and in-service training of the educational administrator.

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1. John I. Goodlad, "Individual School and Its Principal: Key Setting and Key Person in Educational Leadership", Educational Leadership, p.13.

# CHAPTER IV

## PROFESSIONAL PREPARATION OF THE EDUCATIONAL ADMINISTRATOR

In his keynote address to the Illinois Association of School Boards, Robert Sargent Shriver, Jr., President of the Chicago Board of Education, proclaimed, "school leaders should be educators first, administrators second". He decried the tendency for the schoolman to be a public relations expert, management consultant and financier, rather than what he has traditionally been, "a man of culture, a true humanist".[1]

Taking a divergent view is Shane who feels that the inherently varied structure of the administrator's job guarantees fresh adventure in the realms of human relations and educational inquiry. He further comments that few other positions offer the appealing combination of individual growth through activities which involve business management, law and finance, the need to engage in research and to gather and analyze statistical data. He would add to these the human elements of work with teachers and to some extent with children, opportunities in local curriculum development and the widening participation in professional organizations at the state and national levels. Lastly, he points to the

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1. W.W. Brickman, "Educational Leader As Scholar and Man of Culture", School And Society, p.147.

professionally rewarding opportunities for service in community activities. "The total of these diverse sources of satisfaction", says Shane, "promises more than enough personal reward to justify the effort which must be invested in attaining them".[1]

Keeping in mind both points of view as expressed above, this chapter will attempt to consider the professional preparation of the educational administrator in broad terms rather than the specifics of state certification or approval.

Most teachers insist that teaching is a profession. As such, it must be characterized by continual professional growth and development. One way of accomplishing this goal is by continuing to study through college courses. A number of purposes may govern teachers in their decision to undertake programs in graduate study, chief among which are these: 1) desire to improve their cultural level and for their personal satisfaction to demonstrate scholarship, which they believe is a primary factor in a teacher's efficiency, 2) wish to become specialists, experts, or outstanding scholars in their particular fields, whether the field is a subject matter area in the secondary school or a specialization in some phase of elementary education, or 3) prepare for promotion.

The practice of promoting teachers without additional educational preparation is no longer current. State legis-

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1. Harold Shane, op.cit., p.516.

lation is requiring preparation above and beyond that held by classroom teachers. Though national uniformity is still absent in so far as requirements are concerned, the trend for definite certification, prescribed by law, is well established. There is a tendency for all types of school administration to require a minimum of two years teaching experience and one graduate year with emphasis on school administration.[1]

Though varying demands are made by colleges in fulfillment of degree requirements the organized field of specialized knowledge usually includes courses in administration, supervision, philosophy and principles of education, curriculum study, statistics and measurement, psychology, guidance and research.

The aspiring administrator is usually faced with the problem of trying to earn an advanced degree while holding a full-time teaching job. He is thus faced with the handicaps that influence the attitudes and efficientcy of extension teachers and students: lack of library facilities, the students' inadequate time for study, the long class periods, and the failure of many extension students to pursue courses in logical sequence. None of these handicaps is so serious that it cannot be overcome or so confining that it prevents the extension student from having a profitable experience.[2]

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1. Ward G. Reeder, op.cit., p.189.
2. Herbert Sorenson, Adult Abilities, p.136.

Further restricted by a fairly well defined course of study, the graduate education student is often the concern of some educators[1] and some critics[2] who feel that he is over-specializing and should pursue a more liberal course of study.

Dykstra points out that many opportunities for attaining recognition in the academic world are available only to those who have the Ph.D. Scholarships, fellowships, numerous research grants, and opportunities for publication are affected in some measure by possession of the degree.[3]

However, the master's or for that matter the doctor's degree is no infallible guarantee of excellent teaching or administrative ability, and yet all other qualities being equal, the extra training required should make any teacher stronger than he would be without it.

Contrary to earlier practices--popular election, local residence and political considerations--school administrative positions are being awarded more and more on the basis of qualifications. The field of selection is often the whole United States as competition for positions becomes keener.

As a result of the various pressures being exerted in favor of the master's degree, we find the college and univer-

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1. William Steere, "Broadening the Specialist", Time, p.43.
2. Lydia Stout, "What Strangles American Teaching", Atlantic, pp.59-63.
3. John W. Dykstra, "Ph.D. Fetish", School and Society, pp.237-9.

sities crowded with candidates for it. Practically every student attending the summer schools of our leading universities is a graduate student.[1] Universities and colleges have developed special courses to prepare persons for the professional position of a principalship as well as meeting the certification requirements demanded by the state.[2]

Since there is a great deal of expense and personal sacrifice involved for the person who contemplates an advanced degree, it might be well to keep in mind the three guideposts suggested by Fordyce. According to this author the person with ambitions in school administration should consider:

> 1) the program of preparation offered by the university he wishes to attend. The university should have adequate courses in school administration and nationally known professors.
> 2) the college or university should have a placement bureau which makes special efforts to place advance-degree candidates in positions for which their training should prepare them.
> 3) the candidate should not attach his career to a place. He should be willing to move for the sake of an advance in position.[3]

The following hypotheses are advanced by Shane as a basis for improving graduate study for the potential leader

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1. J.G. Unstattd, editor, Institutional Teacher Placement, p.129.
2. George C. Kyte, The Principal At Work, p.3.
3. W.C. Fordyce, "So You're Going To Take Graduate Work?", Clearing House, pp.394-6

and for enhancing his on-the-job growth.

1. Discourage premature graduate work in administration.
2. Improve screening of students to help ensure that persons undertaking to prepare for administrative leadership embody a desirable combination of personal, social, intellectual,, and physical characteristics.
3. Avoid too narrow concentration of administration specialities during the students' first year of graduate study.
4. Graduate work preparatory to major leadership activities should include carefully planned and substantial contacts with children in child development centers, good schools and/or clinics.
5. Whenever possible the experiences of persons preparing themselves for administrative-supervisory positions should involve internship.
6. The developing leadership ability of students should be appraised in over-all terms rather than through isolated appraisal in a number of independent courses.
7. Two years of graduate study and preparatory experience should be considered minimal for effective leadership.
8. The preparatory experiences of the leader should help him to recognize learning experiences as related to the concept of developmental tasks.
9. The leader's experiences should help him to become permanently mindful of the fact that readiness must be built continually at all levels of development.
10. The leader's preparation should greatly strengthen his awareness of the importance of good human relations and his skill in improving them within the school.
11. The leader's preparation should help him to grasp the idea that all teachers are to some degree teachers in all areas of the curriculum.
12. The leader should, through his preparation, be helped to recognize elements in culture which influence the concepts that children, teachers, and leaders are developing.
13. The preparation of leaders should stress special competence in at least one field other than administration.

14. Practical research experience in the field of education should be an integral part of the educational leader's advanced study.
15. The leader's preparation should include first-hand contacts with the materials of instruction used in teaching and learning and a knowledge of how to develop a good program in spite of limited resources.
16. Belief in the philosophical and practical values of democratic processes as means to sound curriculum improvements must be developed by the educational leader.[1]

A carefully planned schedule of graduate study based on the principles listed above, which includes state certification as an elementary school principal; a good background of professional experiences (teaching, other school duties, and attendance and participation in professional meetings); and an ever present desire to learn and gain from experience appears to be the surest way to attain professional preparedness.

1. Harold Shane, op.cit., p.524.

# CHAPTER V

## SUMMARY AND CONCLUSIONS

This paper has attempted to present a brief general picture of the role, personal qualifications and professional qualifications of an elementary school principal.

As we have seen the role of the educational administrator is extremely complex and growing more so with passing time. Basically we can assign the critical tasks of educational administration to seven operational areas:

1. organization and structure
2. finance and businesss
3. student personnel
4. curriculum and instruction
5. staff personnel
6. school plant
7. transportation (may or may not be a problem, depending on the area of the school system)

In our concern for the functional aspect of school operation, we should not overlook the admonition of Shriver, "to re-establish teaching as a learned profession".[1] He wants for teachers and administrators, "some time to think, some leisure to prepare classes, some time to develop special interests among their pupils, some moments in which to read

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1. W.W. Brickman, op.cit., p.147.

the scholarly literature in their field, some opportunity, or perhaps a requirement, of producing their own scholarly works".[1]

As we have seen in a previous chapter, the educational leader must be an able person in the field of human relations. He must see education in relation to society at large and have a balanced view of education in the professional sense. He must be a good public speaker, tactful and diplomatic, animated by ideals of service. He should have good moral character, good health, superior mental ability and he should be industrious, persevering and courageous.

His professional qualifications demand that he be a graduate of a reputable college and a graduate student of school administration. He should have a minimum of two years' teaching experience and be fully up-to-date on matters pertaining to the supervision of instruction and curriculum development.

These ideas bring out into the open the fundamental question of what is a teacher or an administrator, on any school level, and what should be his proper functions. Certainly, the school or college functionary must be a learned man over and beyond his other necessary qualifications. Moreover, he should not be required to do certain tasks which can be performed satisfactorily by other persons less trained

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1. Ibid.

in or dedicated to the purely educational functions of schools. An educational leader, therefore, must be a student and a philosopher, rather than an executive or factorum. He should be a supervisor of, not participant in, the multitudinous tasks of administration.

The privileges and responsibilities of educational leadership should draw to administrative positions the highest type of persons the culture can produce; individuals who merit the earned satisfactions which are inherent in the process of being associated with educators of sufficient vitality to contribute significantly to society.

In order to be secure as an educational leader, the administrator needs to develop an accurate understanding of his personal resources, of the demands of the job, and of the requirements of the culture which shapes and is, in turn, shaped by education. He should be reasonably certain that his personal attributes fit him for leadership and, if so, make a sustained effort to prepare for that role and to keep his preparation up-to-date.

Need for further study

Since we are concerned with finding and attracting to the ranks of school administration the highest caliber of individuals, we might well consider the problem of: how to discover latent and potential leadership among staff members? And further, how can this leadership talent best be developed?

Another area calling for more attention and study is a follow-up of work already begun on indices of "leadership success predicability".

Chapter III of this study focuses sharply on the need for more understanding of the vast field of human relations. In education there seems to be a very real need for studies in the area of teacher-principal role expectations and leadership style. One basic fact of creative leadership seems to stand out and, that is, that the psychological behavior of each individual is influenced by his constructive, mutually beneficial interaction with other humans in his environment. So perhaps the most fundamental need for research in the field of human relations is a study of basic human relation techniques as they relate to the every day job of an administrator. A correlate of this study and equally important is research into the means by which an administrator can improve his human relation techniques.

# PART II

## A SURVEY OF THE MALE GRADUATES
## CLASS OF 1949
## BROCKPORT STATE TEACHERS COLLEGE

# CHAPTER VI

## RESULTS OF A SURVEY OF THE MALE GRADUATES CLASS OF 1949, BROCKPORT STATE TEACHERS COLLEGE

Part I of this study sought to determine the cardinal personal and professional characteristics of an elementary school administrator. It also submitted an overview of the role of this educator in an effort to exemplify the desired qualities.

This succeeding part, utilizing the Class of 1949, State University at Brockport, will report from survey the number serving in administrative capacities, other educational offices, and non-educational occupations. It will also summarize the educational and certification stature of those in administrative positions.

Part II, however, will not attempt to equate reasons for the success of its subjects to administration nor the failure of others. No correlation is possible or permissable at this writing with the available data. Gross effort has been expended to discover the number in such situations, their duration, location and preparedness.

---

The male personnel of the graduating class of 1949 from SUNY at Brockport was selected for the survey. The decision to do so embodies two main ideas. These students, con-

ceivably, were considered among the first to return from active military duty following the armistice of 1945. This group, at present, represents ten years experience in the field of education. Implied in this reason are the thoughts that they have decided on their anticipated goal or goals and have crystalized an educational foundation to attain it or them. Additionally, they were looked upon as a good representative grpup of Brockport graduates of the post-war and higher education era. They appeared also to have been a commendable cross-section of the Brockport student body.

These men came from various parts of New York State though the majority came from areas in and surrounding Rochester and Monroe county. Their ages generally ranged from two to five years more than their co-ed sisters. All except one served actively with the military forces. Some were married during their study or prior to graduation. Some capitalized on the seemingly meager employment opportunities to supplement their military subsistence allowance.

In summary it is safe to say that these men had direction, drive, responsibilities and marked maturity. Upon graduation their professional aspirations were culminated. For those in general elementary education there was an attractive horizon. For those with a health and physical education major, the positions were remote, second rate, difficult to find and sometimes a combination of several areas, that is, part-time coach and part-time science or math tea-

cher. Graduates then, in either major field, had extremely limited job opportunities by comparison with today's applicant. These graduates received Bachelor of Education degrees.

Total class membership was 163. Of this number 54% were men. Theoretically the eighty-three men became the subjects of the survey. This number, was further reduced by the impossibility of learning addresses or correct addresses for all of them. The final survey group became sixty-nine.

Questionnaires were distributed to these sixty-nine men. Addresses varied from California to Florida; Michigan to Nebraska. Occupations and teaching assignments also were at broad variance.

From the sixty-nine questionnaires that went out, responses were received from fifty-six with only one follow-up letter. Thirteen did not respond. Thus, results were received for 81% of the male graduates for whom addresses were known. It may also be noted in passing that the mobility of some of these people had rendered the mailing list antiquated. The mailing list was secured from the alumni office. One survey had four address changes before reaching the addressee.

Men in education totaled forty-nine or 87%. Those reported in business of one kind or another, other than education, were seven in number.

Dealing first with non-educator, the survey indicates that all but one of the seven men had some teaching experience--as little as one year and as much as six. This same

Total Questionnaires Sent Out
And Total Returned

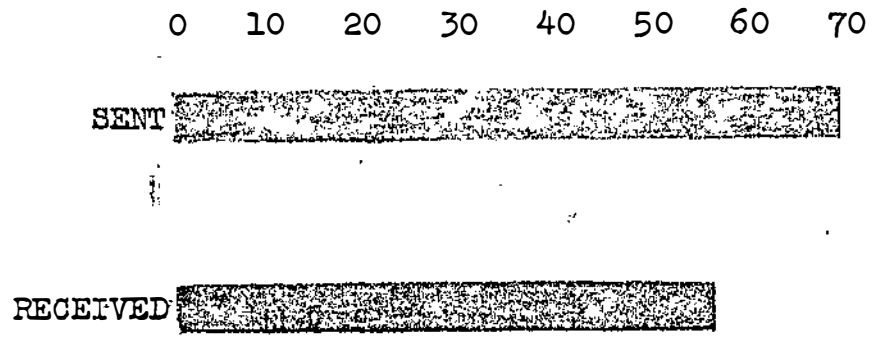


FIGURE 1

General Classification Of Graduates,
Educators and Non-educators, Class 1949

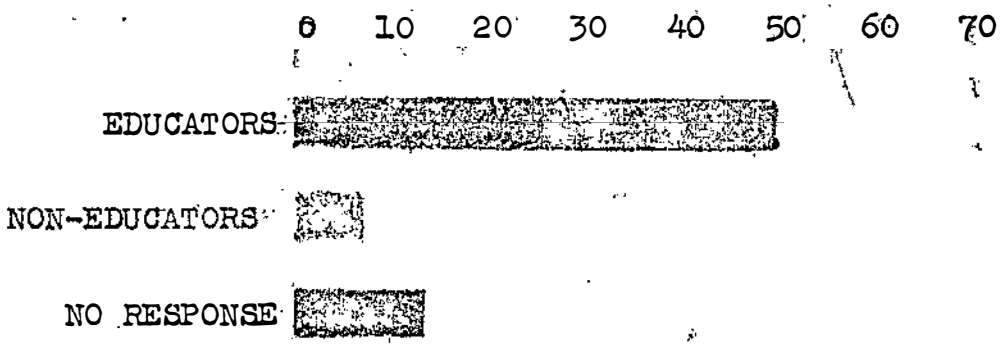


FIGURE 2

group also showed post-graduate work ranging from six hours to master's degrees held by two. Four of the seven were graduates of the Health and Physical Education program. All indicated that they had no intention of returning to teaching.

Educators basically comprise two categories--public school or college education. Two members reported working in public health which places them outside this framework. Two others held education jobs likewise in positions atypical from the generalization; they are a member of the State Education Department and a priest who is teaching theology to seminarians.

Primary interest lies with the number in administration. Five were reported in this service. Four are in elementary and one in junior high administration. They represent 9% of the reporting group.

Four of the administrators held master's degrees in the field of administration. These men reported post-bachelor study up to fifty hours. The fifth one needs only the completion of his thesis for his degree. He also represents the only physical education major to enter the field of administration at the public school level. In addition to these five, one member of the class reported himself a superintendent. He is creditably unique.

There are decidedly more men who have less easily defined jobs than those reported above. They have combination positions that cross administrative, supervisory and guidance

Number Of Graduates Who Have Taken Graduate Work and Number Who Have Earned An Advanced Degree

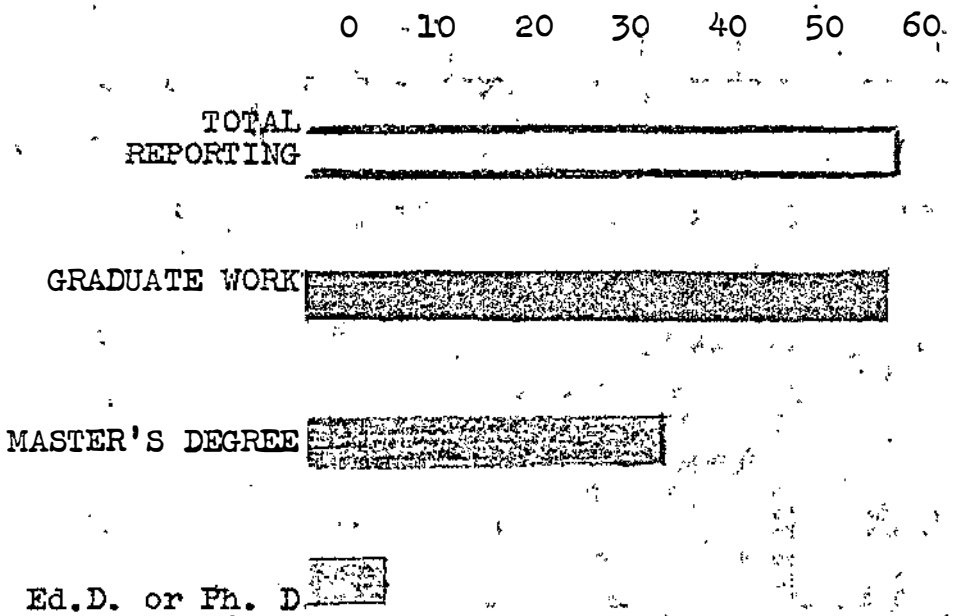


FIGURE 3

lines on the secondary and higher education levels. These men have been classified with the teaching personnel rather than administrative personnel.

No one was solely in guidance. One man was a supervisor. One other person possessed a doctorate and shared an administrative-supervisory position at the college level. Three others held guidance-administrative assignments in the three recognized levels--elementary, junior and senior high--of the public school. Two of these people were originally physical education majors. They possess dual certification. Still another shares his time between physical education and a vice-principal's job. Lastly, one graduate is a reading diagnostician with supervisory duties at the university level.

Classroom teachers number thirty-one with seven in elementary and twenty in the secondary school. They comprise 66% of those in education and 91% of those teaching. Three are teaching at the university level.

The second largest group reported was that of the special teacher. This is to be construed to mean specialized and special as contrasted with the self-contained classroom. Twenty-one are of this classification. Thirteen teach physical education. An added special assignment is one reported by a lone graduate who has a mentally retarded group, and another who works with a handicapped class.

In summary it appears that the jobs in which these graduates are found is astoundingly broad. They have been able to modify the direction of their initial preparations sufficiently enough to qualify for a host of positions. Assistantships and full-time study characterized some of the advanced study although most members reported studying evenings, extension and summers.

In answering the portion of the questionnaire dealing with experience, most of the members reported experience at various levels and grades. There seems to be a decided trend toward the ultimate attainment of administrative or supervisory jobs; their advanced preparation is in that direction and they have indicated that as a desirable goal. It is only speculation to say that these graduates were compelled to shift and scatter across the field to get employment. Yet would it be incorrect to say that manifold opportunities are now available on the elementary level as compared to 1949?

These graduates showed a realization of the need to increase their formal study. Fifty-five of the fifty-six reporting did some or extensive graduate work. Thirty-two hold master's degrees. Several await last moment fulfillment of degree requirements. Doctorates are held by three--one is in secondary school teaching, one in college administrative-guidance and one is with the state department of education. Four others are well along in their course requirements for the doctor's degree.

It could be ventured that this class, the first large male group to be graduated post-war, has succeeded well. The teacher market was not a thing of the time. Neither was there a period of boom growth and expansion as we know now. It took keener personal qualifications, a fine degree of perseverance to find, remain and move forward in the field. That they have done!!

# APPENDIX A

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# APPENDIX B

The following responses, with number of times the item was checked or mentioned, are in answer to B question on the last page of the questionnaire.

B. BSTC could have further assisted my preparation by more:

14 methods courses

11 participations

11 observations

15 student teaching

other:

3 classroom techniques i.e. use of register, marking, test analysis

2 preparation for handling groups and activities other than classes, i.e. clubs, P.T.A., playground

8 courses directed toward more realistic teaching situations; less theoretical

6 more courses in subject field--content courses not education courses

2 more liberal arts courses

1 guidance in the use and critical evaluation of professional journals and materials

4 emphasis on scholarship; higher standards for students work

4 individual guidance
evaluation of each students' capabilities and limitations and help in directing potentialities

# APPENDIX C

The following responses, with number of times the item was checked or mentioned, are in answer to C question on the last page of the questionnaire.

C. The experiences--professional or educational--that I feel have been the most influential in my career are:

8 BSTC did a very commendable job of preparation

6 close association with faculty members who inspired me, influenced the direction of my career and challenged me to realize my potential

4 membership and participation in professional groups and organizations

5 association with other members of the profession who have stimulated, encouraged, and exemplied higher ideals of education

SURVEY

CLASS OF 1949

Name _____

Home Address _____ _____

School Address _____ _____

Please CHECK (✓) or COMPLETE the appropriate spaces.
Be at liberty to write in any comments or explanations deemed pertinent.

If you are in education, please omit item I and ANSWER ALL OTHERS.

If you are not in education, please ANSWER items I, III, IV and VIII.

I. NON-EDUCATORS

A. I retired from school business because of:

| | | Explanations |
|---|---|---|
| ___ | Finances | |
| ___ | Disinterest in teaching | |
| ___ | Other opportunities | |
| ___ | Certification Difficulties | |
| ___ | Militiary service | |
| ___ | Other | |

B. I taught:

___ Years

___ Grade levels

___ K-3
___ 4-6
___ K-6
___ 7-9
___ 10-12

C. I intend to return to the field:

___ No
___ Yes When? _____
Why? _____

II. EDUCATORS

A. My position is:

| | | |
|---|---|---|
| ___ | Classroom | Grade _____ |
| ___ | Special Subject | Name _____ |
| ___ | Administration | |
| ___ | Supervision | |
| ___ | Guidance | |
| ___ | Other | |

B. My school is a:

___K-3
___4-6
___K-6
___7-9
___10-12

C. I have taught:

___Years
___Grade levels

Explanations

___K-3
___4-6
___K-6
___7-9
___10-12 Subject Matter Areas _____

III. UNDERGRADUATE STUDY

A. Initial degree:
B.S.
___Elementary Education
___Physical Education

B. Major area:
___G.E.
___H. and P.E.

C. Graduate study:
___Yes
___No (If answer is "no", proceed to item VI.)

IV. GRADUATE WORK

A. Place:
___BSTC
___Other _____

B. Hours beyond bachelor's:
___Hours (At degree granting institution)
___Hours (Transfered to degree granting institution)

C. Major area:
___G.E.
___H. and P.E.

D. Field:
___Administration
___Supervision
___Guidance
___Physical Education
___Teaching
___Elementary ___Early Secondary ___Secondary
___Other

E. Degree granted:
___No Additional time needed to complete _____
___Yes
___M.S.
___M.A. Date confered _____
___M.Ed.
___Other

F. Basis of study:
___Full-time
___Summers
___Evenings and/or extensions
___Combination
___Other

G. Duration:
___Years ___Months ___Summers

H. Financing:
___GI
___Self
___Part-time work
___Fellowship or scholarship
___Assistantship
___Other

V. POST-MASTER STUDY

A. Place:
___BSTC
___Other _____

B. Hours beyond master's:
___Hours (At degree granting institution)
___Hours (Transfered to degree granting institution)

C. Major area:
___G.E.
___H. and P.E.
___Other

D. Field:
___Administration
___Supervision
___Guidance
___Physical Education
___Teaching
___Elementary ___Early Secondary ___Secondary
___Other

E. Degree granted or Certification granted:
___No Additional time needed to complete _____
___Yes
___Directorship (H & PE) _____Date degree was confered
___Ph.D.
___Ed.D. _____Duration of study
___Other

F. Basis of study:
___Full-time
___Summers
___Evenings and/or extensions
___Combination
___Other

G. Duration:
___Years ___Months ___Summers

H. Financing:
___GI
___Self
___Part-time work
___Fellowship or scholarship
___Assistantship
___Other

VI. IN-SERVICE CREDIT

A. Place:
___School building Explanations
___School System
___Area study council
___Travel
___Workshop
___Other

B. Hours or units:
___Hours or units Define _____

C. Areas of study:
Name _____

D. Recognition:

| | Explanations |
|---|---|
| ___Monetary | |
| ___Promotion | |
| ___Personal | |
| ___Other | |

II. FUTURE AMBITION

A. Remain in education:

___No
___Yes

B. Seek employment elsewhere (non-educational):

___No
___Yes
Where? _____

Why? _____

C. Seek another teaching or administrative assignment:

___No
___Yes
Where? _____

Why? _____

D. Plan to continue in education but:

| | Explanations |
|---|---|
| ___Continue present job | |
| ___Enter another field | |
| ___Administration | |
| ___Supervision | |
| ___Guidance | |
| ___Department head | |
| ___Seek an improved teaching position | |
| ___Same type of school | |
| ___Same locale | |
| ___Different type of school | |
| ___Different locale | |

III. APPRAISAL--EDUCATION HISTORY

A. My advancement in the field of education could have been improved or facilitated by more:

___An F.T.A.
___Undergraduate training
___Professional experiences (Associations, Meetings)
___Student teaching
___Supervision
___Other

B. BSTC could have further assisted my preparation by more:
___Methods courses
___Participations
___Observations
___Student teaching
___Other _____

_____

C. The experiences--professional or educational--that I feel have been the most influential in my career are:

_____

_____

_____

D. Further comments or explanations:

_____

_____

_____

_____

E. I would like to receive a summary of this survey:
___No
___Yes