

A STUDY OF THE PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS  
EXHIBITED BY FIFTEEN ABLE PUBLIC SCHOOL SUPERINTENDENTS  
IN OKLAHOMA

By

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## PREFACE

In his book, The Fundamentals of Public School Administration, Ward G. Reeder writes: "It would be eminently worth while for the neophyte school administrator to study the lives of great leaders to try to ascertain the qualities that made them great. . . . unfortunately . . . the lives of only a few of the school administrators have been presented in biographical form. Such study, though, need not be limited to dead leaders; to study live leaders is probably even more helpful and interesting."

Anyone who undertakes the study of people must do so with caution. He must be aware before he starts that, in many instances, he will have to be satisfied with mere clues and partial answers. He must realize that he will be conjecturing when he is equipped with facts and certainties as well as when he is in doubt. But the challenge is there and it is difficult to resist it.

In keeping with this idea, the writer has made a case study of fifteen able public school administrators of Oklahoma.

## ACKNOWLEDGMENT

Grateful acknowledgment is made to the members of an excellent advisory committee and to others who have assisted in the study.

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For their courtesy in giving valuable time, indebtedness is due to the fifteen public school superintendents, their families, and their school board members.

F. G. S.

DEDICATION

This volume is dedicated to:

Jeff Evelyn Sandlin, my wife;

Michael Ethan Sandlin, my son; and

Virginia Ann Sandlin, my mother.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Purposes of the Study . . . . .	2
The Need for the Study . . . . .	2
Basic Assumptions . . . . .	4
Delimitations . . . . .	4
Sources of Data . . . . .	5
Definition of Terms . . . . .	6
Organization . . . . .	7
II. DEVELOPMENT OF THE SUPERINTENDENCY . . . . .	8
Early Supervisory Agencies . . . . .	9
The Superintendency Established . . . . .	11
The Superintendent's Struggle for Status . . . . .	12
Further Development of the Superintendent's Responsibilities . . . . .	13
The National Association of School Superintendents . . . . .	14
Training Programs for Superintendents . . . . .	16
Summary . . . . .	18
III. PROCEDURE OF THE STUDY . . . . .	19
The Case Method of Study Described . . . . .	20
Selecting the Subjects . . . . .	22
Developing the Case Studies . . . . .	31
Analysis of the Case Studies . . . . .	33
Summary . . . . .	34
IV. PATTERNS OF EDUCATIONAL LEADERSHIP . . . . .	35
A Biographical Sketch of Superintendent "X" . . . . .	35
Decision Areas of Superintendent "X" . . . . .	37
Summary . . . . .	46
V. COMPARISON OF THE CASE STUDIES WITH A NATIONAL SURVEY OF THE PUBLIC SCHOOL SUPERINTENDENT . . . . .	47
Agreement With the Yearbook Study . . . . .	48
Partial Disagreement With the Yearbook Study . . . . .	52
Degrees of Statistical Congruence of the Two Studies . . . . .	54
Summary . . . . .	57

TABLE OF CONTENTS (Continued)

Chapter	Page
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	58
Conclusions . . . . .	60
Recommendations . . . . .	61
BIBLIOGRAPHY . . . . .	63
APPENDIX . . . . .	65
A. Letters and Instruments . . . . .	65
B. Case Study Data . . . . .	72
Superintendent "A" . . . . .	72
Superintendent "B" . . . . .	87
Superintendent "C" . . . . .	100
Superintendent "D" . . . . .	117
Superintendent "E" . . . . .	128
Superintendent "F" . . . . .	144
Superintendent "G" . . . . .	163
Superintendent "H" . . . . .	178
Superintendent "I" . . . . .	193
Superintendent "J" . . . . .	206
Superintendent "K" . . . . .	223
Superintendent "L" . . . . .	236
Superintendent "M" . . . . .	250
Superintendent "N" . . . . .	265
Superintendent "O" . . . . .	280

LIST OF TABLES

Table	Page
I. Ratings of 36 Oklahoma School Superintendents by 15 Jurors . . . . .	24
II. Juror Ratings of 36 Oklahoma School Superintendents Converted to Quotients or Percent Positions by the Use of Garrett's Formula 75 and Table 44 . . . . .	26
III. Quotients or Percent Positions of 36 Oklahoma School Superintendents Converted to Scores by the Use of Garrett's Formula 75 and Table 44 . . . . .	28
IV. Juror Ratings of the Top Ranking 15 of 36 Oklahoma School Superintendents . . . . .	30
V. The Public School Superintendents Compared on the Basis of the Present Study and the Yearbook Study of the American Association of School Administrators . .	55



## CHAPTER I

### INTRODUCTION

What does an able superintendent of schools in Oklahoma do to carry on his work? How does he get along with neighboring schools? What are his hours of duty? How does he organize his staff? How available is he to teachers and patrons? What are his relations with principals, teachers, and irate parents? What are his attitudes toward faculty meetings and changes in the curriculum? How is he concerned with new buildings, bond elections, newspapers, civic clubs, and his church? How does he apply for the job? Does he make major changes in the school system during his first year in a new superintendency? How does he hire and release staff members? How does he make decisions? What is his role at a regular meeting of his board of education?

The past experience of able school executives is one source of help in discovering answers to such problems of operational school administration. Ralph V. Hunkins said that

Such executives have learned by trial what works and what does not work in operating the people's schools. They have learned how to steer the schools around the negative forces that would hinder their progress and how to marshal the potentially positive forces that support the welfare of the schools. The collective experience of successful school superintendents is a great depository of tested principles of operative school administration.

A basic premise of social psychology is that everywhere human nature is much alike. It is not necessary, therefore, even if it were possible, to tap the experience of all or even a large number of experienced school executives to uncover reliable principles of operative procedure in managing schools. For this treatise narrowed down to one

aspect of operative administration, the experience of seven school executives, representing widely separated parts of the nation, has been sounded.<sup>1</sup>

### Statement of the Problem

The present study is concerned with the questions:

1. What are the personal characteristics exhibited by able superintendents?
2. What are the distinctive behavioral patterns of able superintendents?

### Purposes of the Study

The purposes of the study are:

1. To identify a group of fifteen able Oklahoma public school superintendents.
2. To examine the personal characteristics exhibited by the able superintendents identified in an effort to find a common core of personal characteristics.
3. To examine the behavioral patterns of each of the selected superintendents in an effort to identify a common core of behavioral patterns.

### The Need for the Study

There is a need for many studies in the field of educational administration. Willard B. Spalding calls attention to the difficulties of the work of a superintendent as follows:

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<sup>1</sup>Ralph V. Hunkins, Superintendent and School Board, A Manual of Operative School Administration (Lincoln, 1949), p. 5.

It is increasingly apparent that the office of superintendent of a local school district is a perilous one. Many great and good men have left these posts of educational leadership, occasionally upon request, but more often from choice. Equally great and good men who remain in the profession are uneasy. Many of them move from community to community, seeking what they consider to be advancement and hoping that each new position will be free from the uncertainties which cause anxiety. Living under such trying conditions affects people adversely. A friend of mine who administered personality tests to candidates for the Ph.D. at a major institution of higher education once remarked, somewhat facetiously but with much truth, "The superintendents have more anxiety than any people whom I have tested outside of mental institutions." This anxiety is clearly evident in the 1952 yearbook of the American Association of School Administrators. Running through many of the chapters of this excellent discussion of the superintendency is a strong thread of concern about the pressures which impinge upon the members of the profession. This thread is most evident in the chapter on "Blocks to Leadership," but it also colors the pattern of much of the remainder of the volume. The yearbook tells of an anxious profession.<sup>2</sup>

The need for a knowledge of operative school administration is expressed by Ralph V. Hunkins as follows:

Operative school administration has been slighted in the textbooks used in the training of the recruits for the profession. The texts stress organizational administration. They cover categories for expenditures, forms for financial and child accounting, lists of standards, flow-charts for the course of administrative power, and other features of the anatomy of a school system. The word pictures of the school machine with all its structural parts present and articulated fail to reveal the principles and techniques required to put the machine in motion, to keep it running, and to guide it with wisdom and dexterity.

Moreover, a school system is a machine only in a figurative sense. Were it a machine, its operation and control would be much simpler. Human forces are more difficult to coordinate than mechanical forces. In the milieu of human, social forces in which the schools function, the operation of a school system is different from its organization, and much more difficult.

For the trainee, school administration is a subject of study. As such it needs to move forward as other subjects of study have done. Physiology changed from stress on bones and structure to stress on bodily processes and their hygienic care. History, once a study of dates and battles and epochs, has become a study of the living past as a background for understanding the living present. Economics, formerly a study of logical categories of a presumed static system, now treats

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<sup>2</sup>Willard B. Spalding, The Superintendency of Public Schools--An Anxious Profession (Harvard University Inglis Lectures in Secondary Education of 1953 [Cambridge, 1954]), pp. 1-2.

dynamic and ever-changing economic processes and their human manipulation. School administration as a subject of study should make a similar change. To the stress on organization must be added an even greater stress on operation.<sup>3</sup>

The time and money of a great number of research people have been martialled in an effort to improve school administration through the Co-operative Program in Educational Administration. The adequacy of the program of preparation for administrators is being questioned by many educators and public school superintendents. More effective recruiting, screening, and guidance policies are needed by those responsible for preparation programs for school administrators. The current study offers some suggestions in the solution of problems in pre-service and in-service preparation for school administration.

#### Basic Assumptions

The present study assumes that:

1. Public school administration can be improved.
2. Those who choose the profession will choose more wisely if more is known about the personal characteristics and the behavioral patterns of able public school superintendents.
3. If more is known about the personal characteristics and the behavioral patterns of able public school superintendents, the content of pre-service and in-service school administration training programs can be improved.

#### Delimitations

This study is concerned with the personal characteristics and behavioral patterns of fifteen able public school superintendents

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<sup>3</sup>Hunkins, p. 2.

in Oklahoma. No attempt is made to evaluate the effectiveness of the administrators.

Only material given in the interviews with the superintendents, or the members of their families, or the members of the boards of education is used in the case studies.

#### Sources of Data

The data for the present study came from the following sources:

1. Educational literature and research relative to administration in public school education.
2. Resource persons who are specialists in the field of educational administration.
3. Resource persons who are acquainted with the problems of school administrators.
4. The Educational Directory of the State Department of Education for the 1954-1955 school year.
5. Experienced judgments and evaluations by school administrators of Oklahoma.
6. Visits to the school of each of the fifteen superintendents included in the study.
7. Interviews recorded on a tape recorder with each of the fifteen superintendents.
8. Interviews with the wife of each of the fifteen superintendents.
9. Interviews with other members of the fifteen superintendents' families when they were available.
10. Interviews with some of the members of the superintendents' staffs when they were available.

11. Interviews with at least one member of each board of education concerned.

### Definition of Terms

The term superintendent, as used in this study, refers to the chief school officer of a local school system who has been appointed by a board of education of a local school district to execute its policies and to direct the activities of the school system.

The term school administrator, as used in this study, refers to the superintendent of schools. Other administrative personnel such as principals and supervisors are excluded.

The term personal characteristics, as used in this study, refers to the distinguishing qualities of the superintendents included in the study.

The term behavioral patterns, as used in this study, refers to the many ways in which the superintendents fulfill their roles as superintendents.

The term administrative practice, as used in this study, refers to methods by which the superintendent provides a solution to a significant, perplexing, and challenging situation which requires reflective thinking.

The term case study, as used in this study, refers to information gathered by interviews with each of the fifteen superintendents, with members of his family, and with members of his board of education. The information collected is intended to reflect the personal characteristics and behavioral patterns of these men.

The term able superintendent, as used in this study, refers to superintendents who are considered effective administrators by fellow educators in Oklahoma state colleges and by members of the Oklahoma State Department of Education.

### Organization

Chapter I includes the introduction to the present study, states the problem, outlines the purposes and needs, identifies the basic assumptions, limits the scope, lists the sources of data, gives a definition of some of the terms used throughout the study, and outlines the organization of the study.

Chapter II includes the development of the job of the public school superintendent. It also includes some suggestions for the superintendent's training programs and offers some recommendations made by the American Association of School Administrators, to improve his administrative practices and relations to his board of education and his community.

Chapter III includes the procedure used in conducting the study.

Chapter IV includes a description of Superintendent "X," who is a composite of all of the superintendents in the study. The personal characteristics and behavioral patterns of Superintendent "X" are those which the writer considered outstanding as the interviews were analyzed.

Chapter V includes a comparison of the findings of the present study with similar information of a related study made through a national survey of the public school superintendent.

Chapter VI includes a general summary of the findings, the conclusion of the study, and the recommendations of the writer.

## CHAPTER II

### DEVELOPMENT OF THE SUPERINTENDENCY

The various stages in the development of the superintendent's work have contributed to the present role definition of his job. In order to clarify and make intelligible the work of a superintendent, it is important to reconstruct, at least in part, the stage upon which he has been called to play. The superintendent's role can never be thoroughly understood unless one keeps in mind that he has been first of all a teacher and has "evolved" into his present work and interests.

Early American schools operated without the aid of a superintendent. The Dame Schools were most numerous in the seventeenth century and were administered by women whose education sometimes barely exceeded that of the pupils. The headmasters of the Latin Grammar Schools and of the new type of secondary schools existing during the middle of the nineteenth century did not devote their entire time to administration.

The job of the superintendent of schools has become more complex as time went on. A part of this complexity has been due to the increased school population and the demands by society of a higher level of education. The school has been asked to undertake additional tasks. The superintendent has developed as a special teacher, one whose work increases as the educational task becomes greater. His first call to labor was made by the people of the larger population centers. Theodore Lee Reller states that



The concentration in the city of people of wealth and talent gave it the lead in cultural development. This brought with it the opportunity and the obligation of providing education on increasing higher levels. Such developments in the city were far in advance of those in less populated areas and resulted in bringing into the cities interested persons from all parts of the country. This demand for a higher level and for greater variety within the educational service brought a further challenge to educational leadership within the city.<sup>1</sup>

### Early Supervisory Agencies

During the early part of the nineteenth century, the direct administration of public schools was handled by the school committee, board of trustees, or board of education. Sometimes the school committee was appointed by the town council and, at other times, the town council acted as a committee of the whole to administer the schools. When administration by one man emerged, he often found himself engaged in a struggle for the assignment of authority in the operation of the schools. Present practices now find the superintendent making many decisions which were formerly thought to be the sole prerogative of the board of education.

The first school committees had as many as thirty members. This large number of members reflected the influence of administration by the town meeting. The responsibilities of the school committees often exceeded the zeal of the committee members. Their duties were important but the financial gain rarely provided sufficient incentive to spend the necessary time in carrying out such duties as establishing schools in each district, making regulations for the running thereof, employing teachers, fixing teachers' salaries, purchasing supplies, and making repairs to the school buildings under the watchful eyes of the members of the town council.<sup>2</sup>

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<sup>1</sup>Theodore Lee Reller, The Development of the City Superintendency of Schools in the United States (Philadelphia, 1935), pp. 2-3.

<sup>2</sup>Ibid., p. 12.

A special school committee of Providence, in 1828, recognized the value of supervision by reporting that

. . . unless the schools be visited frequently and examined thoroughly and unless the school committees determine to give to this subject all the attention and reflection and labor necessary to carry the system of education to as great a degree of perfection as the case admits, everything will be fruitless. Without this, every plan of education will fail and with it almost any may be made to succeed.<sup>3</sup>

As the duties of the school committees accumulated, the task of getting men to accept the office of membership on the committee became more difficult. Besides the difficulty of securing board members, the argument was advanced that the service of one responsible man would be more economical and efficient.

The appointment of an acting manager or treasurer of the school committee placed the duties of operating a school in the hands of one man. The city council of Baltimore in 1849 refused the request of the board of commissioners to appoint a man for those duties who was to be called a "superintendent." The board of commissioners resolved the matter by hiring a former teacher and former member of the board of commissioners of the public schools as "treasurer." Prior to this time the duties of the treasurer were performed by a member of the board. The board fixed a salary for the treasurer at five hundred dollars a year and added various additional duties. The board ruled that

. . . the treasurer should be in charge of the stationery; examine the quarterly returns of the teachers and compare them with the admissions returned by the commissioners; report the names of delinquent teachers; visit the schools frequently, to obtain, and report in writing when required by a resolution of the board, statistical and other information relating to the schools, schoolhouses, repairs, books, stationery and finances; attend all board meetings, supply any information he may possess on the public schools; keep office hours and afford to citizens and strangers all information in his power concerning the public

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<sup>3</sup>Ibid., p. 11.

schools. The remainder of his time was to be devoted to the inspection of the schools and the collection of outstanding dues.<sup>4</sup>

Another forerunner of the office of superintendent was that of the acting visitor.

Massachusetts led the way in this development when, in 1826, it allowed the town committee, "for the general charge and superintendence of all the public schools," to delegate to "one or more" of its members the duty of making monthly or more frequent visitations of the schools.<sup>5</sup>

#### The Superintendency Established

The office of superintendent of schools was first established in 1837. During this year the cities of Buffalo and Louisville established city superintendencies. Other large cities followed suit. Philadelphia, one of the last large cities to do so, established the office in 1883.

Byron H. Atkinson describes the office as follows:

The major position in public school administration and supervision today is that of the city superintendent of schools. In terms of training, experience, certificates, and degrees, his is the most difficult post for which to qualify. In terms of prestige, salary, and professional status, his post is the most sought after in school administration.<sup>6</sup>

The first qualification demanded of a candidate for the superintendency was that he be a resident of the city. To this requirement were added many others such as requiring him to pass an examination for a "first principal's certificate," and that he be of suitable learning, experience, and have organizational ability.<sup>7</sup>

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<sup>4</sup>Ibid., pp. 15-16.

<sup>5</sup>Ibid., p. 17.

<sup>6</sup>Byron H. Atkinson, "School Administration Reaches Adolescence," The American School Board Journal, CXXVI (1953), 21-22.

<sup>7</sup>Reller, pp. 89-95.

Before the middle of the nineteenth century, superintendents were elected for a term of one year in the majority of cities. Tenure was brief in some cases where the members of the board thought they could do a better job with a superintendent elected by themselves instead of by a previous board. In 1891, Seattle proposed to disregard precedent and elect a superintendent for three years. The proposal was adopted by a vote of two to one.<sup>8</sup>

At times the board of education elected one of its own members as superintendent. Many of these were professional men who had little previous contact with the schools. Often the superintendency was considered a political "plum." A school principalship, assistant superintendent, or the superintendent of a nearby town continue to be the favorite sources which supply superintendents for the larger cities.<sup>9</sup>

#### The Superintendent's Struggle for Status

The "rule of one man" had many enemies from the beginning. Board members were jealous of their power being curtailed. Early superintendents were accused of favoritism, textbook frauds, overpayment for their services, and too much centralization of education. They were opposed by teachers and principals who objected to sharing their authority with one better trained in education than were the members of the board of education. Some teachers argued that it would lessen the respect of the pupils for their teachers when they should find that, like themselves, teachers were subjects of instruction.<sup>10</sup>

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<sup>8</sup>Ibid., p. 113.

<sup>9</sup>Ibid., p. 133.

<sup>10</sup>Ibid., p. 68.

The authority of the new superintendents was constantly being questioned, and some had to resort to violence in enforcing it:

An interesting case of opposition on the part of a music supervisor was presented in Louisville, where the supervisor did not recognize the superintendent's authority to point out his duty to him [the supervisor] and "intended to show that he did not recognize it." A fist fight resulted and the board of trustees regretted that the superintendent allowed himself to resort to violence.<sup>11</sup>

In many other ways the superintendent had to wrest control of the schools from those in whose hands it had rested through tradition. The power to promote students within the grades by the superintendent was questioned by a Milwaukee principal in 1868 with the case coming before the board of education. When a resolution mentioning the superintendent's right and duty to conduct the grading of the several schools of the city was brought to a vote, it resulted in eight "nays" and eight "yeas." The president of the board decided the issue by casting an affirmative vote.<sup>12</sup>

Some boards of education did not think of the superintendent as their executive. This was shown in many instances by the appointing of an assistant superintendent, who was responsible directly to the board rather than to the superintendent.<sup>13</sup>

#### Further Development of the Superintendent's Responsibilities

The problems of the local school district determined the responsibilities of the superintendent. By 1900, the idea of two co-ordinating officers, the business manager and the supervisor of instruction, had

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<sup>11</sup>Ibid., pp. 67-68.

<sup>12</sup>Ibid., pp. 224-225.

<sup>13</sup>Ibid., p. 211.

developed. From 1895 until 1910, the Cleveland board of education elected a business manager who in turn appointed a co-ordinate officer for the supervision of instruction. After 1900, the idea of dual responsibility lost favor. The major responsibility has since been placed on a chief school officer whose principal interest was in the curriculum program of the school.

Byron H. Atkinson describes the superintendent's responsibilities as follows:

At both the state and local levels his relationship to his board has become that of executive officer. The board directs; the superintendent acts. In large systems, however, the superintendent has come to be the actual initiator of most actions and even of policies. His board exists merely as a check and balance, a veto power which may be exercised, a visible symbol of the lay and local final control of the American school system.<sup>14</sup>

#### The National Association of School Superintendents

In 1865 the city school superintendents banded themselves together into a group known as the National Association of School Superintendents. This took place in Harrisburg, Pennsylvania, although the first regular meeting of the group was not held until 1866 in Washington.

The vigor and influence of the new association and its members were immediately evidenced by two events: In 1866, Congressman James A. Garfield, in response to a memorial from the National Association of School Superintendents, introduced in Congress legislation leading to the establishment in 1867 of a Department of Education /without Cabinet Status/. In 1870 the National Association of School Superintendents, the National Teachers Association, and the American Normal School Association joined forces to found the National Education Association.<sup>15</sup>

The convention of the American Association of School Administrators in 1937 requested that the Research Division of the National

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<sup>14</sup>Atkinson, p. 22.

<sup>15</sup>American Association of School Administrators, The American School Superintendency. Thirtieth Yearbook. (Washington, D. C., 1952), pp. 54-56.

Education Association be asked to supervise two studies, one of which was a field study of superintendents of schools to discover factors associated with their success. The report was completed in 1940 with the following conclusions and recommendations:

1. The American Association of School Administrators believes that the people are best represented and the schools best served when there is a board of education -- (a) Composed of five to nine laymen selected on a nonpartisan ticket to serve without compensation for relatively long, overlapping terms; (b) With authority to determine the school budget, to maintain its own financial accounts, to manage its business affairs, and independently to levy taxes in support of education under such regulations as may be prescribed by law; (c) With freedom from the interference of local governmental officials in the employment of professional and noncertificated personnel, and in the purchase of architectural and similar special services; (d) Organized to conduct its business as a committee of the whole, except where temporary special committees are asked to formulate a program or procedure later to be considered by the entire board; and (e) With full recognition that one of its most important duties is the selection of the superintendent of schools--its chief executive officer.

2. The Association believes that in any statement defining the relationships between the board of education and the superintendent of schools, the following principles should be observed: (a) The superintendent should nominate all employees and the board should elect only upon his nomination; (b) Instruction, curriculum, school organization, and similar matters involving professional competency are responsibilities of the staff under the leadership of the superintendent; (c) The superintendent of schools should submit an annual budget for the consideration of the board of education; (d) The details of operation of the schools should be administered by the professional executive in accordance with the rules, regulations, and policies approved by the board of education; and (e) The superintendent should expect to be held accountable to the board of education for formulating for its consideration an educational program based upon community needs, sound professional theory and practice, and available financial resources.

3. The Association recognizes that an efficient school administration will provide for--(a) Cooperative endeavor in the formulation of educational policies and the utilization of the intellectual and professional resources of the whole school staff; (b) A plan by which any individual employee may present his suggestions and appeals directly to the superintendent of schools, when the usual administrative channels do not function; and (c) Opportunity for organized groups within the personnel to offer their well-considered recommendations to the superintendent of schools and to the board of education.

4. The Association believes that in clarifying the status and relationships of boards of education and superintendents of schools there should be state legislation--(a) Safeguarding the governmental

independence of boards of education; (b) Requiring the selection of all city, county, and state superintendents by board appointment rather than by popular election; and (c) Prescribing the minimum requirements of professional preparation and experience necessary for those entering the superintendency as not less than the following: (1) Twenty-five years of age, (2) United States citizenship, (3) Evidence of sound physical and mental health based upon the written statement of an approved physician, (4) Four years of both professional and cultural studies in a standard and accredited college plus a minimum of one year of graduate study terminating in the master's degree, and (5) Three years of successful experience in classroom, administrative, or supervisory positions in public school systems.

5. The Association urges collegiate institutions to cooperate with it and with state departments of education in providing--(a) Systematic plans for the recruitment and selection of persons with the necessary qualities for leadership in education; (b) Cultural and professional study in areas such as political science and government, economics, sociology, public finance, child psychology and hygiene, teacher personnel, school administration, public relations, vocational education, and curriculum development; and (c) Conferences, surveys, and field work designed to make the foregoing studies an integrated program rather than a mere collection of courses.

6. The Association should take the lead in formulating a code of ethics for superintendents similar to the National Education Association's Code of Ethics for Teachers but incorporating ethical principles peculiar to the superintendency. Effort should then be directed toward winning the acceptance of this code of ethics by superintendents' organizations and by boards of education and toward the development of the appropriate procedures whereby the principles of the code would be respected.

7. The Association should authorize the development of those standards and procedures for admission to the organization which will promote the general acceptance of the foregoing recommendations.<sup>16</sup>

#### Training Programs for Superintendents

Training programs for service in administrative positions developed soon after the opening of the 20th century. Summer courses became common. The master's degree came to be generally accepted as a requirement, and an increasing number of administrators began to take further educational training.

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<sup>16</sup>Committee on Certification of Superintendents of Schools, The Superintendent of Schools and His Work (Washington, D. C., 1940), pp. 45-48.



The superintendent usually came to a superintendency from the position of a high school principalship in which he had served for many years. After the first quarter of the 20th century, less emphasis was placed upon long years of teacher experience or experience as a principal and more emphasis was placed upon professional training, certification, advanced degrees, and organizational ability.

In 1906, E. P. Cubberly proposed that state departments issue administrative and supervisory certificates. At that time only the state of Wisconsin required such a certificate. By 1945 thirty-eight states offered and required credentials in supervision or administration.

Wilson F. Wetzler lists some of the things that will make a man a better superintendent:

The successful school executive should know how to be a member of the academic team, though he is still the organizer and the administrator of a co-operatively agreed upon set of policies. Criticism should be invited, shared, and accepted without resentment. It is his responsibility for placing key personnel, since he cannot be an expert in every area of administration. Confidence is inspired by a scrupulous example of personal integrity and impartiality. He will demand and give loyalty by being human and approachable. Co-ordination and sense of direction will be developed with his staff. He knows that progress in administration is built on individual growth of all staff members, and he uses democratic procedures wherever possible. He insists on systematic and orderly procedures, and finally, he has a sound philosophy of public school education that is based on personal scholarship with a background of teaching and perhaps some administrative experience.<sup>17</sup>

In order that men may be trained for the superintendency, more information is needed about the men who are presently engaged in the work of school administration. Knowing the personal characteristics and behavioral patterns of the present administrators will enable the educators in charge of the training programs to plan the college course

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<sup>17</sup>Wilson F. Wetzler, "The Marks of a Successful School Administrator," The American School Board Journal, CLXXXI (1955), 42-43.

work and certification standards with the view of attracting the proper candidates to enter the profession.

### Summary

This chapter has been an attempt to review the major developments of school administration from approximately 1700 to the present time. The superintendent's profession is relatively a new one. Real development in this field began about 1850; the profession has been oriented, controlled, and really professionalized since 1900.

The origin of the office of the superintendent has been traced in this chapter. The first superintendents engaged in a continual struggle for authority. The present-day superintendent is a product of competition.

## CHAPTER III

### PROCEDURE OF THE STUDY

The writer has pointed out in the preceding chapter that the superintendent of public schools is a member of a relatively young profession. The current study is made to sketch a picture of some of the members of that profession in the present stage of development.

In the preparation of this study, an effort was made to examine the personal characteristics and behavioral patterns of each of a group of fifteen selected superintendents. Decisions had to be made as to the method of research to be used in securing the data, the manner of choosing the subjects, the analysis of the information after it had been collected, and the way to present the data in an organized form.

This study differs in two major respects from much previous research in the area of school administration. First, the decision was made to let the experienced superintendent assist in the determination of what data were important; therefore, it was decided to avoid stifling his initiative and imagination by burdening him with details. Second, it was decided to secure as accurate a picture of the superintendent as possible by collecting information about him and his work from several sources. An attempt was made to view the superintendent in the setting in which he worked by securing personal characteristics and behavioral patterns through a picture of him as described by the superintendent, his family, and a member of his board of education. After making an

examination of the literature and of research methods, the case method of research was chosen as the best way to get the desired information.

### The Case Method of Study Described

Carter V. Good, A. S. Barr, and Douglas E. Scates stated in 1941 that "there are real possibilities in wider use of the case method, which is recent in its application to education."<sup>1</sup>

The case method was related to other methods of research as follows:

. . . in attacking most of our educational problems . . . there are probably four major approaches: (1) to examine the evidence and experience of the past as an aid in analyzing and interpreting the present situation [historical research]; (2) to canvass present practice with respect to plans for dealing with such differences or to set up norms or central tendencies through testing and measurement against which the extent of differences may be checked [normative-survey research]; (3) under controlled conditions, with only a single variable, to try out in classroom or laboratory different ways of dealing with or adjusting to individual differences in pupils in order to determine the effectiveness of a given plan or procedure [experimental research]; (4) to determine relationships through statistical manipulation of data [correlational calculations for example] or through intensive case or genetic study or causal-comparative group analysis, to diagnose the origin or cause of differences and possibly to follow such analysis by remedial prescription and practice [types of research especially adapted to studying complex causal relationships].<sup>2</sup>

No attempt was made to say that one method is more important than another, since

. . . the purpose to be served and the conditions to be met must determine the value of a research method in a given situation. The value of a machine gun, rifle, a shotgun, and a revolver as a weapon must be determined in relative rather than absolute terms. The difficulty of establishing a sharp line of demarcation between fundamental methods of research and minor techniques or devices for collecting or analyzing data will be recognized; since, under the direction of an expert, what was a minor technique in a different situation or in the hands of a beginner--the case study, for example--may become a major procedure in the approach to truth. Therefore, the present arrangement of

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<sup>1</sup>Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York, 1941), p. 221.

<sup>2</sup>Ibid., p. 232.

investigational procedures is intended merely as a working classification of the various methods or techniques of collecting educational data, without any claim for finality.

Rarely does a given study represent a single method of investigation. Frequently several modes of attack must be employed in the collection of data adequate for the solution of a problem.<sup>3</sup>

The case method was chosen for this study because it appeared to be the most promising way to secure the necessary information about the superintendents concerned. The case study is a valuable device for obtaining a comprehensive picture of individuality. It may include the effects of many elusive personal factors in drawing educational inferences. It seeks to reveal processes and the interrelationships among factors that condition these processes.<sup>4</sup>

Carter V. Good and Douglas E. Scates state that

The objectives of case study are no longer limited to consideration of situations or conditions of maladjustment, such as a behavior problem in school, a broken home, or an underprivileged community. Case study of normal or well adjusted children, of effectively functioning institutions, and of well organized communities aids in understanding the normal situation or well adjusted condition and places deviation from normal in proper perspective.<sup>5</sup>

Willard C. Olson lists provisions of case materials for instructional purposes in professional courses as one of the six unique contributions of case study research to general knowledge.<sup>6</sup>

No effort was made to make this a statistical study for the following reasons:

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<sup>3</sup>Ibid., pp. 222-223.

<sup>4</sup>Arvil Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York, 1953), pp. 188-189.

<sup>5</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 730.

<sup>6</sup>Ibid.

. . . many statisticians are likely to think of case studies as only the raw data for a later statistical study. While this is one possibility, it is by no means the chief contribution made by case knowledge. This tendency to seek laws may prove a barren use of the rich pictures produced by case studies; it may be something like analyzing the paintings of great artists to ascertain how many tubes of red paint were used by the various artists. While statistical studies are essential and defensible, in a social field they must be looked upon as the lesser rather than the major influence. Statistical and experimental studies do not play the role in education and in the various social areas that they do in the physical sciences. This is because the social sciences represent, by comparison, not only the scientific aspects of a problem or undertaking, but also the managerial, judicial, legislative, and various other practical aspects of putting science to work in the interest of our social institutions.<sup>7</sup>

### Selecting the Subjects

The next step in approaching the present study was the selection of superintendents in Oklahoma who were doing an effective job in meeting the common problems of administering their schools. No formal criteria were worked out for the selection of the superintendents involved in the study. Administrators of state colleges were asked to nominate able superintendents. This procedure was followed because the administrators chosen worked closely with the superintendents of their college districts, and each had spent a number of years in educational work. For similar reasons the members of the jury were asked to rate the nominated superintendents.

One college administrator from each of the six state colleges was asked to nominate six able school superintendents who were doing an effective job. A list of all of the superintendents in each college area was taken from the Educational Directory of the Oklahoma State Department of Education for the 1954-1955 school year and mailed to the respective college administrators.

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<sup>7</sup>Ibid., pp. 773-774.

In order to obtain a jury to which these names could be presented, the Dean of The Oklahoma Agricultural and Mechanical College School of Education, the Dean of The University of Oklahoma College of Education, and the Oklahoma State Superintendent of Public Instruction were each asked to nominate five of their staff members to serve as jury members.

The list of thirty-six superintendents was submitted to the jury selected as indicated in the preceding paragraph and returns were received from each of the fifteen jury members. The jury members rated each superintendent by placing the superintendents' names in one of four categories: 1. Upper third; 2. Middle third; 3. Lower third; and 4. Unknown to juror.

These data are shown in Table I.

Some of the superintendents nominated were unknown to some members of the jury. For example, Table I shows that Juror "A" knew only twenty-three superintendents well enough to rate them. At the opposite end of the scale Jurors "I" and "J" were able to assign upper third, middle third, or lower third ratings to all thirty-six men. It seemed fair that superintendent number "21" should get more credit for ranking first in Juror "I"'s list of thirty-six than superintendent number "31" gets for ranking first in Juror "A"'s list of twenty-three known superintendents. Both superintendents would be given the rank of "first" if the order of merit ratings were used.

In order to use a method considered fairer than the simple order of merit ratings, the juror ratings were converted to quotient or percent positions by using Garrett's Formula 75.<sup>8</sup>

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<sup>8</sup>Henry E. Garrett, Statistics in Psychology and Education (New York, 1953), p. 324.

TABLE I

RATINGS OF 36 OKLAHOMA SCHOOL SUPERINTENDENTS BY 15 JURORS

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	4	2	4	4	4	3	4	2	3	3	4	1	2	2	2
2	2	2	2	2	4	3	1	2	2	2	3	2	2	1	2
3	1	3	3	2	4	1	1	1	1	1	3	2	3	2	4
4	1	1	1	3	2	1	1	1	1	1	2	2	1	1	4
5	2	3	1	2	4	2	1	2	2	3	2	1	1	1	1
6	4	2	3	1	4	2	1	1	2	1	3	3	3	2	2
7	4	3	4	4	4	2	2	1	3	3	4	4	2	4	4
8	4	2	2	4	4	2	2	2	3	2	2	1	1	1	2
9	2	3	1	2	2	3	2	2	2	1	3	2	1	1	2
10	4	3	3	4	4	3	4	3	3	3	4	4	2	4	2
11	4	3	3	1	4	3	1	3	2	3	3	2	3	4	4
12	1	1	2	1	2	4	1	1	1	2	2	3	3	3	2
13	2	2	2	3	2	1	2	2	1	1	3	3	3	3	1
14	4	3	1	4	4	3	2	2	1	3	2	1	1	2	1
15	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1
16	2	2	2	2	3	1	1	1	1	1	2	3	3	2	2
17	4	4	3	4	4	3	4	3	3	3	4	4	2	2	4
18	1	1	1	1	1	3	1	1	2	1	1	1	1	1	1
19	1	1	2	2	4	1	1	1	1	1	3	4	3	4	4
20	4	4	4	4	4	3	2	3	1	3	4	4	3	4	4
21	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1
22	4	2	3	4	4	1	2	3	1	2	4	2	2	4	4
23	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4
24	1	1	1	2	1	2	1	1	1	3	1	2	2	2	2



TABLE I (Continued)

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
25	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1
26	2	3	3	1	4	1	2	2	2	2	2	3	3	3	2
27	2	1	2	2	2	3	2	3	1	2	2	4	2	4	4
28	4	4	3	3	2	3	2	3	2	3	3	2	2	4	4
29	4	2	2	4	4	3	2	1	2	2	2	4	2	1	1
30	2	1	3	2	2	2	2	2	1	3	1	1	2	1	1
31	1	2	1	4	2	2	1	1	2	2	1	1	1	1	1
32	2	1	2	2	4	2	1	1	1	2	1	1	3	2	1
33	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1
34	1	2	2	1	1	1	1	1	1	1	3	2	3	2	2
35	2	1	2	1	3	2	2	3	1	2	2	2	3	2	1
36	2	4	1	1	4	1	1	1	1	1	1	1	2	2	1

Explanation of Table:

SUPT. -- Thirty-six superintendents nominated as able administrators.

Columns A through O -- Juror ratings of the 36 superintendents.

- Ratings --
1. Upper third.
  2. Middle third.
  3. Lower third.
  4. Unknown to juror.

$$\text{Percent position} = \frac{100(R - .5)}{N}$$

A formula for converting ranks into percents of the normal curve in which R is the rank of the individual in the series and N is the number of individuals ranked.

By means of the formula, it was possible to read the superintendents' positions on a scale of 100 points. These percent positions are listed in Table II.

TABLE II

JUROR RATINGS OF 36 OKLAHOMA SCHOOL SUPERINTENDENTS CONVERTED TO QUOTIENTS  
OR PERCENT POSITIONS BY USING GARRETT'S FORMULA 75 AND TABLE 44\*

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	----	4.84	----	----	----	7.14	----	4.29	6.94	6.94	----	1.79	4.29	5.56	6.00
2	6.52	4.84	4.69	6.00	----	7.14	1.56	4.29	4.17	4.17	8.62	5.36	4.29	1.85	6.00
3	2.17	8.06	7.81	6.00	----	1.43	1.56	1.43	1.39	1.39	8.62	5.36	7.14	5.56	----
4	2.17	1.61	1.56	10.00	8.82	1.43	1.56	1.43	1.39	1.39	5.17	5.36	1.43	1.85	----
5	6.52	8.06	1.56	6.00	----	4.29	1.56	4.29	4.17	6.94	5.17	1.79	1.43	1.85	2.00
6	----	4.84	7.81	2.00	----	4.29	1.56	1.43	4.17	1.39	8.62	8.93	7.14	5.56	6.00
7	----	8.06	----	----	----	4.29	4.69	1.43	6.94	6.94	----	----	4.29	----	----
8	----	4.84	4.69	----	----	4.29	4.69	4.29	6.94	4.17	5.17	1.79	1.43	1.85	6.00
9	6.52	8.06	1.56	6.00	8.82	7.14	4.69	4.29	4.17	1.39	8.62	5.36	1.43	1.85	6.00
10	----	8.06	7.81	----	----	7.14	----	7.14	6.94	6.94	----	----	4.29	----	6.00
11	----	8.06	7.81	2.00	----	7.14	1.56	7.14	4.17	6.94	8.62	5.36	7.14	----	----
12	2.17	1.61	4.69	2.00	8.82	----	1.56	1.43	1.39	4.17	5.17	8.93	7.14	9.26	6.00
13	6.52	4.84	4.69	10.00	8.82	1.43	4.69	4.29	1.39	1.39	8.62	8.93	7.14	9.26	2.00
14	----	8.06	1.56	----	----	7.14	4.69	4.29	1.39	6.94	5.17	1.79	1.43	5.56	2.00
15	6.52	1.61	1.56	6.00	2.94	1.43	1.56	1.43	1.39	4.17	1.72	1.79	1.43	1.85	2.00
16	6.52	4.84	4.69	6.00	14.71	1.43	1.56	1.43	1.39	1.39	5.17	8.93	7.14	5.56	6.00
17	----	----	7.81	----	----	7.14	----	7.14	6.94	6.94	----	----	4.29	5.56	----
18	2.17	1.61	1.56	2.00	2.94	7.14	1.56	1.43	4.17	1.39	1.72	1.79	1.43	1.85	2.00
19	2.17	1.61	4.69	6.00	----	1.43	1.56	1.43	1.39	1.39	8.62	----	7.14	----	----
20	----	----	----	----	----	7.14	4.69	7.14	1.39	6.94	----	----	7.14	----	----
21	6.52	4.84	1.56	2.00	8.82	4.29	1.56	1.43	1.39	1.39	1.72	1.79	1.43	1.85	2.00

\*Henry E. Garrett, Statistics in Psychology and Education (New York, 1953), pp.324-325.

TABLE II (Continued)

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
22	----	4.84	7.81	----	----	1.43	4.69	7.14	1.39	4.17	----	5.36	4.29	----	----
23	----	----	----	----	----	7.14	----	----	6.94	6.94	----	----	----	----	----
24	2.17	1.61	1.56	6.00	2.94	4.29	1.56	1.43	1.39	6.94	1.72	5.36	4.29	5.56	6.00
25	2.17	1.61	4.69	6.00	8.82	1.43	1.56	1.43	1.39	1.39	1.72	1.79	1.43	1.85	2.00
26	6.52	8.06	7.81	2.00	----	1.43	4.69	4.29	4.17	4.17	5.17	8.93	7.14	9.26	6.00
27	6.52	1.61	4.69	6.00	8.82	7.14	4.69	7.14	1.39	4.17	5.17	----	4.29	----	----
28	----	----	7.81	10.00	8.82	7.14	4.69	7.14	4.17	6.94	8.62	5.36	4.29	----	----
29	----	4.84	4.69	----	----	7.14	4.69	1.43	4.17	4.17	5.17	----	4.29	1.85	2.00
30	6.52	1.61	4.69	6.00	8.82	4.29	4.69	4.29	1.39	6.94	1.72	1.79	4.29	1.85	2.00
31	2.17	4.84	1.56	----	8.82	4.29	1.56	1.43	4.17	4.17	1.72	1.79	1.43	1.85	2.00
32	6.52	1.61	4.69	6.00	----	4.29	1.56	1.43	1.39	4.17	1.72	1.79	7.14	5.56	2.00
33	2.17	1.61	1.56	2.00	2.94	1.43	1.56	1.43	4.17	4.17	1.72	1.79	1.43	1.85	2.00
34	2.17	4.84	4.69	2.00	2.94	1.43	1.56	1.43	1.39	1.39	8.62	5.36	7.14	5.56	6.00
35	6.52	1.61	4.69	2.00	14.71	4.29	4.69	7.14	1.39	4.17	5.17	5.36	7.14	5.56	2.00
36	6.52	----	1.56	2.00	----	1.43	1.56	1.43	1.39	1.39	1.72	1.79	4.29	5.56	2.00

Explanation of Table:

SUPT. -- Thirty-six superintendents nominated as able administrators.

Columns A through O -- Juror ratings of the 36 superintendents converted to quotients or percent positions.

By using Garrett's Table 44,<sup>9</sup> the percent positions were converted into scores. When scores were assigned to each superintendent, in accordance with his position in the list, Superintendent "21" received 91 for his first place and Superintendent "31" received 88 for his. These transmuted scores may be combined or averaged like other test scores. The scores are listed and averaged in Table III.

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<sup>9</sup>Ibid., pp. 324-325.

TABLE III

QUOTIENTS OR PERCENT POSITIONS OF 36 OKLAHOMA SCHOOL SUPERINTENDENTS  
 CONVERTED TO SCORES BY USING GARRETT'S FORMULA 75 AND TABLE 44\*

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	TOTAL	AVERAGE	RATING
1	--	82	--	--	--	79	--	83	79	79	--	90	83	81	80	736	81.8	29.0
2	79	82	82	80	--	79	90	83	83	83	77	81	83	89	80	1151	82.2	25.5
3	88	77	78	80	--	91	90	91	91	91	77	81	79	81	--	1095	84.2	16.0
4	88	90	90	75	76	91	90	91	91	91	82	81	91	89	--	1216	86.9	7.0
5	79	77	90	80	--	83	90	83	83	79	82	90	91	89	89	1185	84.6	13.0
6	--	82	78	89	--	83	90	91	83	91	77	76	79	81	80	1080	83.1	21.5
7	--	77	--	--	--	83	82	91	79	79	--	--	83	--	--	574	82.0	27.0
8	--	82	82	--	--	83	82	83	79	83	82	90	91	89	80	1006	83.8	18.5
9	79	77	90	80	76	79	82	83	83	91	77	81	91	89	80	1238	82.5	24.0
10	--	77	78	--	--	79	--	79	79	79	--	--	83	--	80	634	79.2	35.0
11	--	77	78	89	--	79	90	79	83	79	77	81	79	--	--	891	81.0	32.0
12	88	90	82	89	76	--	90	91	91	83	82	76	79	76	80	1173	83.8	18.5
13	79	82	82	75	76	91	82	83	91	91	77	76	79	76	89	1229	81.9	28.0
14	--	77	90	--	--	79	82	83	91	79	82	90	91	81	89	1014	84.5	14.0
15	79	90	90	80	86	91	90	91	91	83	90	90	91	89	89	1320	88.0	4.0
16	79	82	82	80	71	91	90	91	91	91	82	76	79	81	80	1246	83.1	21.5
17	--	--	78	--	--	79	--	79	79	79	--	--	83	81	--	558	79.7	33.0
18	88	90	90	89	86	79	90	91	83	91	90	90	91	89	89	1326	88.4	2.0
19	88	90	82	80	--	91	90	91	91	91	77	--	79	--	--	950	86.4	9.0
20	--	--	--	--	--	79	82	79	91	79	--	--	79	--	--	489	81.5	30.0
21	79	82	90	89	76	83	90	91	91	91	90	90	91	89	89	1311	87.4	6.0

\*Henry E. Garrett, Statistics in Psychology and Education (New York, 1953), pp. 324-325.

TABLE III (Continued)

SUPT.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	TOTAL	AVERAGE	RATING
22	--	82	78	--	--	91	82	79	91	83	--	81	83	--	--	750	83.3	20.0
23	--	--	--	--	--	79	--	--	79	79	--	--	--	--	--	237	79.0	36.0
24	88	90	90	80	86	83	90	91	91	79	90	81	83	81	80	1283	85.5	11.0
25	88	90	82	80	76	91	90	91	91	91	90	90	91	89	89	1319	87.9	5.0
26	79	77	78	89	--	91	82	83	83	83	82	76	79	76	80	1138	81.3	31.0
27	79	90	82	80	76	79	82	79	91	83	82	--	83	--	--	986	82.2	25.5
28	--	--	78	75	76	79	82	79	83	79	77	81	83	--	--	872	79.3	34.0
29	--	82	82	--	--	79	82	91	83	83	82	--	83	89	89	925	84.1	17.0
30	79	90	82	80	76	83	82	83	91	79	90	90	83	89	89	1266	84.4	15.0
31	88	82	90	--	76	83	90	91	83	83	90	90	91	89	89	1215	86.8	8.0
32	79	90	82	80	--	83	90	91	91	83	90	90	79	81	89	1198	85.6	10.0
33	88	90	90	89	86	91	90	91	83	83	90	90	91	89	89	1330	88.7	1.0
34	88	82	82	89	86	91	90	91	91	91	77	81	79	81	80	1279	85.3	12.0
35	79	90	82	89	71	83	82	79	91	83	82	81	79	81	89	1241	82.7	23.0
36	79	--	90	89	--	91	90	91	91	91	90	90	83	81	89	1145	88.1	3.0

Explanation of Table:

SUPT. -- Thirty-six superintendents nominated as able administrators.

Columns A through O -- Juror ratings of the 36 superintendents converted to scores.

TOTAL -- A summation of the scores.

AVERAGE -- A quotient obtained by dividing the totals by 15.

RATING -- Rank positions of the 36 superintendents.

Combining the results of the application of Garrett's formula and table, adjusted weights were given to the ratings of each juror in a final tabulation and fifteen of the superintendents judged to be the most able were selected. Table IV lists, in order, the final ratings of the top fifteen of the thirty-six Oklahoma school superintendents nominated for inclusion in the study.

Name slips were drawn and sequential letters of the alphabet were assigned in order of the drawing. The superintendents are known throughout the study as Superintendent "A," "B," "C," "D," "E," "F," "G," "H," "I," "J," "K," "L," "M," "N," and "O."



TABLE IV  
 JUROR RATINGS OF THE TOP RANKING 15 OF 36  
 OKLAHOMA SCHOOL SUPERINTENDENTS

RATING	SUPT.	AVERAGE
1	33	88.7
2	18	88.4
3	36	88.1
4	15	88.0
5	25	87.9
6	21	87.4
7	4	86.9
8	31	86.8
9	19	86.4
10	32	85.6
11	24	85.5
12	34	85.3
13	5	84.6
14	14	84.5
15	30	84.4

Explanation of Table:

RATING -- Rank positions of the top 15 superintendents.

SUPT. -- Identification numbers of superintendents on the list submitted to jury members.

AVERAGE -- A quotient obtained by dividing the superintendent's scores by 15.

### Developing the Case Studies

The writer first considered using a highly structured interview guide covering the following areas in the life of each superintendent: (1) Early life history of the superintendent; (2) Family and home setting; (3) Neighborhood and group life; (4) Cultural background; (5) Early education; (6) College education; (7) Professional education including advanced degrees; (8) Professional experience; (9) Professional tenure; (10) Recreational activities and interests; (11) Health; (12) Mental attitudes; (13) Income and resources; and (14) Personal characteristics. The writer decided, however, to use only the titles of the areas of interest, in preference to asking many detailed questions on each area because he felt that the interview would be more successful if the superintendent were free to respond in a natural, conversational manner.

The interview procedure finally used was modified to some extent during the interview with the first superintendent. He was asked to talk about the family into which he was born and about his early childhood. Then he was asked to comment on things he thought were important in his life and work as a public school superintendent. After this, he was given a copy of the above fourteen areas of interest and the interview continued until all of the areas had been discussed.

The interview with the superintendent was recorded on a tape recorder. Each superintendent's interview filled about two hours of recording tape. No superintendent objected to having his words recorded in this manner since he was given the assurance that he might delete any part of the recording either at the conclusion of the interview or after the transcription of it had been submitted to him. The recording machine was used only occasionally in the interviews with the superintendent's

family and board member because the writer did not feel that recording these brief interviews would allow the people concerned enough time to feel at ease when talking into a recording microphone. Notes were taken by the writer when interviewing the members of the superintendent's family and the board member.

A check list was made of the items discussed in the first interview. The check list consisted of topics upon which the superintendent, the members of the superintendent's family, and at least one member of the board of education were asked to comment. The check list will be found in Appendix A under Exhibit 6.

Each of the fourteen remaining interviews was handled in a similar manner. However, one change was made. If a superintendent failed to comment on the items in the check list of his own accord, he was asked to comment. Each superintendent was encouraged to add items that he considered important in his own life or work. No additional suggestions warranted the revision of the check list or necessitated the revisiting of the superintendents previously interviewed in order to obtain additional information.

After interviewing each superintendent, the writer talked with the superintendent's wife, some of the other members of his family, and at least one member of the board of education. This was done in an effort to get a picture of the superintendent's home life and his relationship to the board of education. In addition to other questions, the superintendent's wife and the member of the board of education were asked to give reasons which they considered as being important in making the superintendent an able school administrator. These reasons are numbered in the data and are listed in the order in which they were given. They appear in Part II and Part III, respectively, of each case study.

Information contained in each case study was limited to that which the superintendent, his family, and at least one member of the board of education were able to recall at the moment of the interview.

### Analysis of the Case Studies

The check list was an aid to the analysis of the data. It served to arrange the interviews into three parts: Part I: The Superintendent; Part II: The Superintendent's Family; and Part III: The Superintendent's Board Member. In addition to the three major headings, each case study was organized so that each item of the check list was taken up in an established order even though the superintendent might have discussed the items in various orders during the recording of the interview.

Tape recordings of the interviews were transcribed on the typewriter either by taking notes of the recording in shorthand or directly to the typewriter by starting and stopping the recording machine to type a phrase at a time. The recording tape was played back to check it with the typed copy. The "scissor-and-splice" method was used to arrange the typed copy of the interview into the order outlined by the check list. The copy was then edited by the writer. In the interviews with the wife of the superintendent and his board member, the reasons given by them as important in making the superintendent an able superintendent were always listed in the same order as they were mentioned by the wife or board member. Each superintendent read and approved all three sections of the respective interviews as they appear in Appendix B.

As an aid to clarity, the letters of the alphabet from "A" to "O" are used in the place of the superintendent's last name. The letters "BM" are used for the last name of the member of the board of education.

"FBM" would indicate the name of the first board member if more than one board member is included in the case study.

The analysis of the case studies was made in two ways. First, a composite case study was made up for a typical superintendent in the study and represents all of the fifteen men chosen for the study. Second, the findings of the present study were compared with those of a national study of the school superintendent to find their points of agreement and disagreement. These two methods of analysis are presented in chapters IV and V.

#### Summary

In this chapter the writer has reviewed the major decisions which were necessary in the selection of the method of research to be used, the selection of the subjects for the study, the development of the case studies, and the analysis of the data.

## CHAPTER IV

### PATTERNS OF EDUCATIONAL LEADERSHIP

As the case studies were analyzed it became apparent that the superintendents selected exhibited certain personal characteristics and behavioral patterns in common. The purpose of this chapter is to reflect what these personal characteristics and behavioral patterns are.

Since the superintendents of the study have been referred to as superintendents "A" through "O," the writer has named a composite administrator Superintendent "X." For the purposes of this chapter, "X" will represent a typical, able superintendent of schools in Oklahoma. Numbers attributed to Superintendent "X" are the result of finding a mathematical median for the fifteen superintendents included in the study. Personal characteristics and behavioral patterns assigned to "X" represent a "Gestalt" of the "good personal characteristics and behavioral patterns" for all the men of the study as judged by the writer. They are described in excerpts from the case study material.

#### A Biographical Sketch of Superintendent "X"

Superintendent "X" has been married 26 years and has two children. Neither of the children will follow him into the teaching profession. Neither feels that his being the child of the superintendent of schools has been an advantage or a disadvantage in his school work, but he does have the feeling of having lived his life in a gold fish bowl. The public eye is ever present upon the members of "X"'s family.

"X" was born in 1904 into a family of five children. He was born in the Southwest as Oklahoma was the birth state for five men, Arkansas for four, Kansas for two, Texas for two, Illinois for one, and Missouri for one. "X" had a farm background and performed some kind of manual labor in his teens. He entered school sometime after the age of six and often thinks that he has been going to school all of his life in an effort to meet new educational requirements. "X" has at least a master's degree.

In choosing a mate, "X" was not restricted to members of the teaching profession as only eight of the wives are former teachers. He is a member of a Protestant church. In the study, seven superintendents were Baptist; four, Methodist; two, Church of Christ; and two Christian.

"X" entered the teaching profession for many reasons. He liked to work with children, teachers pointed him toward the profession, or he needed a job. After teaching in three schools for a total of 13 years as teacher and principal, "X" is now serving in his second superintendency for a total of 16.1 years as superintendent of schools.

"X" ranked somewhere above the middle of his high school graduating class. He sometimes writes one magazine article a year. He represents his county or local unit of the O. E. A. at the state level and has been president of the county or local unit of the O. E. A. "X" belongs to the Rotary Club and is usually to be found on the board of directors of the Chamber of Commerce. He attends church regularly and often teaches a Sunday School class. He has no financial investments that will take part of his time away from his job as superintendent.

Decision Areas of Superintendent "X"

Points of view on administration and brief observations of what Superintendent "X" believes to be effective administrative practices follow:

1. Relation to county or neighboring schools: Neighboring schools seldom request the use of "X"'s school facilities because they have adequate facilities in their home district. "X" does co-operate whenever possible and sometimes serves as host to the county basketball tournament.

2. Hours of work: "X"'s position requires work from 8:00 in the morning until 5:00 in the afternoon for five days a week, plus a half day on Saturday and four nights of school or civic work each week during the regular school term.

3. Staff organization: "X" holds the building principals responsible for running their buildings effectively. Co-ordinators work through the office of the building principal. "X" would like to have an assistant superintendent and sometimes delegates a part of his duties to the high school principal.

4. Availability to teachers and patrons: "X" is just as available as it is possible to be. His availability is sometimes restricted by the large number of people who demand a part of his time. He is on twenty-four hour call in case of even minor emergencies.

5. Faculty Meetings and Bulletins: "X" averages holding two general faculty meetings during the school term. He would like to issue a weekly superintendent's bulletin but often it is issued only as the need for it arises and his other duties allow time for its composition.

6. Hiring new teachers: "X" takes the initiative in hiring new teachers. This is what he said about his experience.



I do the traveling in most instances, rather than have the teacher do it, for several reasons. One is that I think you can judge a teacher better that way. In the second place, you are not obligated as you are when you invite someone to come in at some expense and trouble on the part of the individual. I do receive applications, but I like to go out to get teachers.

In talking with the new teacher, I ask this question, "Would I want that person to teach my child?" If I can not say, "Yes," then I do not recommend that person to the board to teach someone else's children.

I have never insisted that the teacher tell me during the interview if he is going to work with us: I want the teacher to visit our school and to be sure that it is the place he would like to work before any commitments are made.

7. Effects of the new state law requiring that boards of education notify teachers concerning next year's contracts prior to April 10:

"X" notifies teachers about next year's contracts as early as possible.

This law does not change my schedule. I have always notified teachers by the first of March, and sooner, if I thought I would have to release them at the end of the term.

8. Rewarding strong teachers, helping weak teachers, and releasing ineffective teachers: "X" has no funds to reward the strong teacher who is doing a better job than his fellow faculty members.

If he does something that merits attention it is up to me to mention it to him. For example, "Now this is a good project you are carrying on. I would like to see you go a little further with it. I encourage you in making decisions for yourself. Anytime you can present something new that is helpful, I am behind you."

"X" rarely has the time to do very much work directly with a teacher.

We have non-teaching principals and, basically, we expect them to do it. Then we have an elementary co-ordinator in our elementary schools who spends her time with a variety of things, but one of the things we are holding her responsible for is assistance of teachers who are weak. We think of weak teachers as teachers who are failing because they need help.

I feel the best way to help a person is to be completely frank with him. It is always difficult to tell a person of his weaknesses and the things that he is not doing well. It is never a pleasant thing to hear and it is never a pleasant thing to tell a person; but I have always found that if you let him stay on a job where he has a great chance of

failing, you are not helping him at all. In fact, you are putting off a time of adjustment which may be more serious when it does happen. You are allowing him to build a greater record of failure over a longer period.

9. Loyalty: "X" is convinced that loyalty is a necessity on the part of school personnel.

We have here a general policy now in which our teachers apply within their own ranks some of the disciplinary measures that need to be applied to straighten folks out rather than imposing that responsibility on the superintendent. However, where it is necessary, positive action can be taken and is taken in individual situations.

If a teacher disagrees with me, maybe violently on some particular thing, I do my best not to let that prevent me from recommending that teacher's work as highly as I can. I think that teachers have a right to disagree with me. But I do think you have to have a certain amount of loyalty in your school. I try to go out of my way to sell the teachers on the idea that their attitude in the community and toward the school is of much more importance than their attitude toward me.

10. Curriculum study: "X" has a program for the constant evaluation of the curriculum. At the present time he is interested in reading, mathematics, science, and testing programs.

11. Reaction to recent newspaper publicity concerning the teaching of mathematics and science: "X" makes an immediate effort to evaluate his own school's offerings in the fields of mathematics and science. He called on The University of Oklahoma and The Oklahoma Agricultural and Mechanical College for information to see how his graduates were doing in college mathematics and science. "X" was pleased with what he found, but would like to interest more of his students in enrolling in those subjects.

12. Transfer requests to attend school outside of assigned zones: "X" has assigned zones but is willing to grant transfers if it will not make too large an enrollment at the building to which the transfer is requested.

13. Constructing new school buildings: Superintendent "X" is

willing to face a building situation as far as needed. New building records are as follows for the 15 men in the study: 0, 0, 1, 2, 3, 3, 3, 4, 4, 4, 5, 7, 8, 24, and 25.

14. Bond elections: "X" thinks that whether or not the voting of bonds is successful in the larger cities depends primarily on the confidence that people have in the school board and the school administration as a whole.

The people need something to create confidence that, after the money is given to the school board and school administration, it will be wisely used; that the promises are rigid enough for the laws; are rigid enough for the rules; and are rigid enough to be sure that the money is spent for the purpose for which it was voted.

The bond election itself is not any problem. It is a continuous program, and we do not go to the public just when we need something. We keep them informed all the time, and they know our needs. I think everybody who has any degree of interest understands the schools. If they do not have interest, we try to create interest.

15. School publicity: "X" says that the newspapers, radio, and television are the means by which the community as a whole can keep in touch with what is going on in the schools.

It is important that those windows are clear windows that do not distort and that there are enough windows so that they can see the program fairly and accurately. In order to do that, the superintendent must have good working relations with the reporters and the press as a whole. He has to give the reporters enough information so that they can give a fair and accurate picture.

16. Civic clubs: "X" believes that every individual has a civic responsibility, within reasonable limitations.

Civic organizations have a way of not accepting the full responsibility for certain projects. If it is possible, they will push them off on someone else. If one is not careful, his time will be usurped by such activities, and he will not be in a position to make the maximum contribution to his job. Primarily, I am employed to have the best school here that it is possible to have.

17. Making people like him: To meet this problem "X" practices kindness.

I find that being kind in your dealings with people even into the second mile turns away most of the wrath and distrust of patrons. I have never felt impatient with a parent who wants her child to do well.

Being friendly and speaking to people will make them like you. An old gentleman stopped me in town not too long ago and said, "I just want to tell you that we like you. You are the same every day. Every time you see us, you say, 'Howdy.'" I try to do that. That is a part of my daily living.

18. Making decisions: "X" includes others in arriving at his decisions.

When decisions are reached which affect others, as far as we possibly can, we bring them into consultation during the formative period on making decisions. Every individual who is expected to follow out a policy or program, as far as possible, should share in it. Now there are exceptions to that, and those are the exceptions in which the judgment of the officer of the school system, who will carry the major responsibility for success or failure, may be in conflict with the other recommendations. He has the right to make any variation in the decision.

19. Influence of his religious faith upon making decisions:

"X" realizes his human limitations.

I believe that most of our decisions that we make must be performed through faith and on faith. It is absolutely essential for a person who holds a responsible position with respect to others not only to have a faith in God but also to express that faith in such things as sharing with others and recognizing the dignity and worth of the individual. There is no one big enough to carry alone all the burdens vested in or resting on public education today.

20. Worry about the job: "X" says that there is considerable strain in being a superintendent of schools, particularly if things do not go well.

I suspected this last summer that I had a heart condition and went to the hospital late one Saturday night. The doctor examined me, kept me in the hospital for a week, and finally decided that the pains in my chest were due to emotional strain. You can get some very difficult problems when you are superintendent of schools.

I feel that if I had not ever worried, I might have worked more efficiently at times; but I doubt whether I would have had the incentive to work so hard. It is just a job that is going to take some worrying. Most of us feel that we are keyed up to such an extent by our worry that we put out greater efforts to solve some of our problems.

21. Making an effort to please everyone: "X" realizes that working for the good of the school is more important than pleasing people.

I always try to follow a policy that if I can do the job I should do, be honest, develop and hold a good group organization and please people, then I will do almost anything to please people. If the question comes as to whether I do the thing that is right and proper and best in my judgment or please people, then I always try to do the thing that is best in my judgment. I have found from experience that, if a person does what he honestly thinks is best, he is always in a much better position to defend his actions, or to accept the consequences of his actions than he is by doing things to please some leading citizen or some person that would be highly desirable to please. In the latter case, he would please, but by an act or decision that was not in complete line with his best judgment.

22. Applying for a new superintendency: "X" had one interview with the board.

I gave them the proper references and told them I was not looking for a job but felt that it would be an advancement. I told them that I would not cause a single letter to be written to them or a single person to call them. I told them I was a member of the Baptist Church and I would not even turn the Baptists loose on them. So I came down and they employed me in that meeting.

Now, that is the way I think a superintendent should be hired. I think a board ought to look for a superintendent. I do not think that a person ought to apply for a job until he is asked. Of course, that is not the way it is done in a lot of places, but I think that the school board organization will teach its members how to hire superintendents and that will be the way it will be done.

23. Major changes during the first year in a new superintendency: "X" attempts to understand his community when he moves to a new superintendency.

A superintendent should be careful his first year in a new job. He should try to find out who are the people in whom he can have confidence, what are the policies that have been existing that have proven good and satisfactory, and also those policies or practices which appear not to be good.

On the other hand, I feel that he should take advantage of the fact that, being a new superintendent, he may be able to do things that he can not do later on. A new superintendent sometimes does not know enough to know that he can not do certain things so he goes ahead and fairly soon he finds that he could do it. Quite often there will be people in the community who have over a long period of time taken stands that certain things just should not have been done and could not be done in schools. These people are of such stature in the community that no one who knew

their influence and their strong feelings would dare do these things because of the disruption it would do in the whole community. Sometimes the superintendent, not knowing, can do these things that are good; and the community leader who is so adverse to them is perfectly willing to yield, because of the newness, in order to give this person a chance.

24. Role in working with the board of education: "X" has confidence in the abilities of the members of his board of education.

Members of boards of education are frequently the most intelligent people in the community. They have many understandings and appreciations for schools which are not held by educators. Usually they have had experience in five different areas of business. Some are people who have handled much money in the course of their lives. If the superintendent enjoys the kind of prestige that he should, he will be consulted in all matters regarding the solution of problems, but he should not be a "know-all" at the meeting.

In my training that I received in college, we were taught that board meetings should not be more than an hour or an hour and a half long, which is enough. But many times our meetings will run two or two and a half hours. I never try to rush the meeting. Many times we get off the subject and talk about other things. I think this is good sometimes.

"X"'s board member says,

The best part of our regular school board meeting is after we have transacted our business and "X" unfolds to us some of the things that he is doing, some of the progress that is being made, and some of the things that he is putting into practice to try to make a better school.

Personalities are rarely discussed at a meeting of "X"'s board of education. "X" says, "The board has been kind enough here to let me work those things out almost entirely along with the principals and other people."

"X" spends some time in planning for each meeting of his board.

I give the members an agendum and a financial statement before each regular meeting. About two or three times a month I send them a list of the things that have happened up to that time and some of the things that will come up at the next meeting.

"X" seldom talks with the president of the board before the meeting.

I give him an agendum and he usually stays with that until he finishes it. I have made this a practice: I never go to a baseball game or to a wrestling match with one board member. If we go, we all

go together. When we dismiss here, I go home. I do not stay here and talk with one board member or go down town and get a cup of coffee with one board member. I do not go to visit one board member. My wife and I have never made a social call on a single board member in the ten years that we have been here.

"X"'s board meetings usually follow a pattern.

The president opens the meeting, usually with a prayer by some member of the board, the superintendent, or others. The clerk reads the minutes of the preceding meeting. Then the bills are allowed. Next come any communications that have come to the board, followed by a report by the treasurer of the amount of money that we have on deposit. Then following that, there is usually any general discussion, or people who come before the board are heard. Then the meeting is turned over to the superintendent for his discussion of any items that he feels should be brought to the board's attention.

"X" resists the temptation to block what he considers to be unfavorable board decisions.

If the board votes on something or is about to vote on something and I think they are going to vote in the wrong way, I never interfere. I strongly feel that a board has the same right to make mistakes as I do as a superintendent, although I may feel their mistakes. If I give the board all the facts I have and the recommendations I have, from then on I think it is a board's responsibility and it is their judgment. If their judgment differs from mine, then I think it is perfectly proper for them to make decisions that in my opinion are wrong. Of course, time later on proves who is wrong and who is right.

Decisions of the board are usually unanimous but "X" does not insist that they be.

25. Turning points in the life of the superintendent: One turning point was when "X" decided to continue his education after getting his master's degree.

26. Summary of why the superintendent thinks he has been able to do an effective job: "X" believes that many factors contribute to the effectiveness of a school administrator.

I hasten to say that I am no better than anyone else in this field, but I do think that anyone that comes into my office deserves my attention and consideration. I try to be more patient and considerate with a person that is disturbed emotionally than with someone who is not disturbed.

I do not make issues. The person in the community that wins all the arguments is not very popular. We are just so made that we want to

win a part of the arguments. If a problem is settled, or settled to the extent that it is as complete as possible, forget the issue. Start on something else that is constructive.

I feel that a large part of my success as a superintendent has been due to the colleagues with whom I work. After I tell them what I want them to do and they go ahead and do those things as I want them done, then I think that success comes largely through their efforts and not through mine. The more people can contribute to the successful things which you are responsible for in assuming a position of leadership and attainment, the better off you are. The idea that an individual on his own solves all his problems and that he is an individual of great wisdom is nothing to me but bunk. A superintendent should be very cautious about the credit which he gives himself.

We try to build our school around our children. The schools are for the child. We accept them as they are and do not ever give up on them. We try to teach them whatever we can.

The superintendent must keep abreast of the conditions. He must know some of the answers. I think more and more superintendents are going to have to know how to teach and give more attention to the instructional program.

The principals and teachers must feel that they have an organization in which they are free to operate under the rules and regulations of the board of education and the superintendent. They must not feel that every time some little incident comes up they have to run in to ask the superintendent about it. They must feel that when they have made a decision, right or wrong, the superintendent will stay behind them. We may talk it over and come to a different policy; nevertheless, as far as the public is concerned, the superintendent will be for them one hundred percent.

The superintendent must know his community, and he must know the people of his community. In our democracy, there are people in every community who are going to influence the thinking and the activities in the community more than others. He must work with those people in order to get the things done for the school that he wants to be done. Those people have to help you or else do it for you.

I have been very fortunate in having a wife who is very much interested in my job and very much interested in the community. She works well with people and will accept responsibilities. She quite easily earns confidence in herself and helps earn confidence in me. I think that is important.



### Summary

This is a description of Superintendent "X." The material presented reflects certain personal characteristics and behavioral patterns which were common to most of the superintendents studied. It covers twenty-four areas in which decision making was considered important by these superintendents.

The chapter revealed that Superintendent "X" has a high regard for his school work, his family, his church, and his community. He believes that loyalty to the school on the part of staff members, a good public relations program, and a positive attitude toward making people like him will greatly aid his success in operating a school. He believes that other individuals should share in the making of administrative decisions when the individuals will be affected by those decisions. He respects the ability of the members of his board of education. Superintendent "X" believes that he must enlist the help of many people if he is to be an able superintendent of public schools.

It is the hope of the writer that the description of Superintendent "X" will whet the reader's appetite enough to pursue the full story contained in the organized case studies of Superintendents "A," "B," "C," "D," "E," "F," "G," "H," "I," "J," "K," "L," "M," "N," and "O" as found in Appendix B.

## CHAPTER V

### COMPARISON OF THE CASE STUDIES WITH A NATIONAL SURVEY OF THE PUBLIC SCHOOL SUPERINTENDENT

One technique for the validation of case study data is to determine their "goodness of fit" when related to a body of parallel or known facts.<sup>1</sup> Such a body of facts is found in The American School Superintendency, the thirtieth yearbook of the American Association of School Administrators, published in 1952. The yearbook describes the superintendent's responsibilities, status, administrative practices, and the influences that affect him.

The yearbook outlines briefly a statistical description of the American public school superintendent as of June, 1950.

. . . Of necessity frequent reference is made to the "median" or "typical" condition which is not necessarily best practice or an acceptable goal for the profession. Additional information from the yearbook questionnaire is presented in appropriate places thruout the yearbook.

. . . The questionnaire was mailed in June 1950 to the 3220 city superintendents of schools listed in the Educational Directory (1949-50) of the U. S. Office of Education.

The total number of replies received in time for tabulation was 1586 or a 49.3 percent return of the total number of blanks sent out, but over 75 percent of the superintendents in cities 10,000 or more in population answered the questionnaire. Altho this total was less than the 2100 replies received in 1931 from cities over 2500 in population, the 1950 return is believed to provide representative statistics.<sup>2</sup>

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<sup>1</sup>Paul B. Foreman, "The Theory of Case Studies," Social Forces, XXVI (May, 1948), p. 417.

<sup>2</sup>American Association of School Administrators, The American School Superintendency. Thirtieth Yearbook. (Washington, D. C., 1952), p. 281.

In this chapter the writer provides a comparison of the data or case material of the present study with the data of the study made by the 1952 Yearbook Commission. At all times the reader should keep in mind the limitations which occur in the comparison of a selected group of fifteen able superintendents with a nation-wide group of 1586 superintendents who replied to the yearbook questionnaire. The chapter includes sections on agreement of data, partial disagreement of data, and a statistical characterization of the superintendent as he appears in both studies. Where the data of the two studies agree, the fact of agreement is simply stated as such. A qualifying statement is made in each instance of partial disagreement of data to show how the two studies differ.

#### Agreement With the Yearbook Study

The reader will find the data or case material of this study to be in agreement with the following "good administrative practices" as found in excerpts from the yearbook:

1. There is no failure-proof method of selecting the ideal teacher or nonteaching employee. The true test comes when the employee is observed on the job in a normal situation in the school and in the community. The responsibility of nominating the school personnel rests with the superintendent of schools or his delegated representative; the power of appointment rests with the board of education.<sup>3</sup>

2. Above all, he [the superintendent] must build morale in the entire personnel of the school system.<sup>4</sup>

3. The superintendent owes a high degree of loyalty to the staff. Should some problem become a matter of public dispute, he backs up the assistant manfully and, in case of error, he assumes his share of the deserved censure. He can do this because he is well enough informed of the assistant's program of action that it is also his own and he believes in it.<sup>5</sup>

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<sup>3</sup>Ibid., p. 165.

<sup>4</sup>Ibid., p. 99.

<sup>5</sup>Ibid., p. 77.

4. Altho the superintendent has always been finally responsible to the board of education for the educational program, the growing complexity and magnitude of the problems involved in organizing and administering school systems today have resulted in the superintendent's giving more and more of his time to keeping the business of education in operation. Problems of personnel, bond elections, building construction, transportation, budgets, and public relations have demanded the attention of superintendents with correspondingly less time left for the consideration of the problems of curriculum and instruction.<sup>6</sup>

5. The average superintendent gives from a fifth to a fourth of his time directly to instruction, according to the findings of the yearbook questionnaire. Usually he suffers feelings of guilt because he does not devote more time to this function.<sup>7</sup>

6. The superintendent must thoroly understand the financial and economic condition of the community and the sources of all school income. He must direct the expenditures of the funds so that the community gets the most out of its investment.<sup>8</sup>

7. Public participation from the very inception of any proposed expansion of the school plant gives the best assurance of ultimate public approval of the project. Pitfalls as well as progress are possible in wide-scale participation in school-plant planning. The final decisions are legally the responsibility of the board of education; the board must give critical evaluation and a considered decision of its own, no matter how competent the members of any advisory group.<sup>9</sup>

8. The function of disseminating and receiving information and advice about the school program is usually one of the last to be delegated by any superintendent, and if delegated, is kept closest to his own personal supervision. Even if delegated in part, there are times when the superintendent personally must meet the press, confer with committees of teachers, make speeches before groups of citizens, and take part in other activities in which he interprets the schools and receives the reactions of other individuals toward the school program. And one of his continuing responsibilities, as executive officer of the board of education, is to provide its members with information and advice on all school problems.<sup>10</sup>

9. Membership in such groups as a service club, the community chest or council of social agencies, and the community concert association afford valuable working contacts and opportunities for

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<sup>6</sup>Ibid., pp. 196-197.

<sup>7</sup>Ibid., pp. 101-102.

<sup>8</sup>Ibid., p. 171.

<sup>9</sup>Ibid., pp. 181-182.

<sup>10</sup>Ibid., p. 95.

service that the alert administrator will not bypass. At the same time, it is important that, in affiliating with various community groups, he avoid dissipation of his efforts to the point of being ineffective in most of his community contacts.<sup>11</sup>

10. The superintendent's success as an educational leader is largely contingent upon his leadership in involving teachers, parents, other adults, and students in the over-all program of school-community planning.<sup>12</sup>

11. If we believe in democracy, then the people who are to be affected by a plan should have a part in making it.<sup>13</sup>

12. The superintendent must be willing to share responsibility in making policies and decisions. To do so does not mean that every situation is proper subject for debate. It does mean that every administrator leans toward group consideration and that he deliberately seeks to extend the opportunities for his staff to deliberate and to work together.<sup>14</sup>

13. Authority, in the sense of imposing a decision on an unwilling subordinate, is seldom invoked in a smoothly running system. Most of the operating decisions are made by the authority of the person who is doing the particular work at hand. The classroom teacher, for example, exercises his own authority in most of the questions that arise in his work. The organization chart is needed chiefly when human relations fail and it is necessary to get back into channels.<sup>15</sup>

14. Most communities are willing to accept honest and competent leadership. If the superintendent has not seriously damaged his status as an educational leader, and has not alienated the rank and file of the personnel of the system or the parents, he can weather most periods of turbulence.<sup>16</sup>

15. Since not all children profit equally from school attendance, since the schools cannot do all that all different groups request, and since there are persons who would like to spend less tax money regardless of the needs, there will always be criticism of the schools. The forward-looking school executive is aware of the groups not friendly to schools and recognizes their right to a minority opinion. He informs all those who are rightly interested and is not unduly worried about the others.<sup>17</sup>

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<sup>11</sup>Ibid., pp. 146-148.

<sup>12</sup>Ibid., p. 149.

<sup>13</sup>Ibid., p. 83.

<sup>14</sup>Ibid., p. 65.

<sup>15</sup>Ibid., pp. 85-86.

<sup>16</sup>Ibid., p. 162.

<sup>17</sup>Ibid., p. 16.

16. In recent years schoolboards have been taking more seriously their responsibility in appointing the superintendent. There is no standard practice that will guarantee success. There are, however, certain procedures that have been employed frequently and successfully . . . : (1) The initial step for the board seeking a new superintendent is to set up the list of qualification requirements and conditions, including salary. (2) The next step is often to appoint a smaller screening committee from the board, which is charged with the responsibility of seeking desirable applicants, both from within and outside the school system. (3) All applications, written and personal, should funnel thru the screening committee. (4) The screening committee should keep in confidence the names of persons under consideration. (5) Candidates for the position should be given a complete and honest picture of the problems involved. (6) The screening committee will receive the credentials and information as furnished by the applicant, by universities, by commercial agencies, and other interested sources, all of which should be carefully studied by the committee. (7) It is usually desirable to discourage personal interviews in the early stages of the screening process; such interviews, however, should be held after the list has been reduced to the most promising names. (8) It is often desirable for members of the committee to visit the community where a few of the top candidates have lived and worked in order to get firsthand information that may prove helpful in the final decision. (9) After the list has been reduced to what the committee considers to be the top-ranking two or three candidates this selected list is presented to the entire board. Final action should be taken by the entire board usually after the board as a whole has also interviewed the top-ranking prospects. (10) After the final selection is made by the board, the announcement should be made thru the press and other means of communication.<sup>18</sup>

17. The schoolboard represents a mechanism which the people have provided for their own enlightenment, and thru which they have kept the control of education from falling under the domination of a particular group of bureaucracy. The schoolboard is halfway between the school system and the people.<sup>19</sup>

18. It is not suggested that the schoolboard be a rubber stamp, approving everything that the administration proposes. The superintendent must provide information basic to planning; he must be prepared to give his own considered opinion on issues; but the board must decide.<sup>20</sup>

19. The manner in which decisions are reached and relayed to parties concerned can be an important factor in their acceptance. The board must act as a unit, and board members should not deal individually with problems that have not been cleared thru proper channels.<sup>21</sup>

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<sup>18</sup>Ibid., pp. 113-114.

<sup>19</sup>Ibid., p. 105.

<sup>20</sup>Ibid., p. 118.

<sup>21</sup>Ibid., p. 125.

20. The statements received from superintendents refer to the means they have used to promote sound professional relationships with their boards in such terms as these: "By absolute honesty and frankness at all times. . . . Work with the board as a whole, not with individual members. . . . Establish a clear understanding before accepting a new position. . . . Review periodically this understanding after it has been firmly established."<sup>22</sup>

21. The agenda for board meetings should be well organized, so as to expedite the board's work and also to provide the basis for intelligent action.<sup>23</sup>

22. It should be a cardinal principle in dealing with the board that the board members should never have to learn any important piece of school news from the newspapers.<sup>24</sup>

23. The average superintendent, urban or rural, spends about 58 hours on the job, a longer work week than can reasonably be expected to result in personal happiness or professional competence.<sup>25</sup>

#### Partial Disagreement With the Yearbook Study

Parts of the data or case material of this study are found not to be in agreement with portions of the following excerpts from the yearbook:

1. The development and use of written schoolboard rules and regulations prepared in a cooperative manner have proved helpful in maintaining good relationships between the schoolboard and the administration.<sup>26</sup>

Qualifying statement: In the present study, eleven boards of education have written rules and regulations, three do not have, and one board operates with a partial list. This is a disagreement of what was found in actual practice by the superintendents in the present study. All of the fifteen superintendents of the study agreed that written

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<sup>22</sup>Ibid., p. 116.

<sup>23</sup>Ibid., p. 125.

<sup>24</sup>Ibid.

<sup>25</sup>Ibid., p. 86.

<sup>26</sup>Ibid., p. 114.

rules and regulations are desirable. Several schools without the written rules and regulations are in the process of getting them.

2. Various methods of keeping the board advised and acquainted with the educational program have been reported. Often the board is given confidential agenda in advance of each regular or special meeting. Following the board meeting the superintendent may summarize the major decisions and issues, and forward them in a memorandum to all schoolboard members, apart from the formal minutes. A detailed monthly report, including a complete financial statement of budget balances, is sent to board members by a number of superintendents. A periodical newsletter between meetings is distributed to members in some systems. Other superintendents send frequent but unscheduled mimeographed letters of information to board members on current developments.<sup>27</sup>

Qualifying statement: Some superintendents in the present study were found to use a number of these suggested methods but no one superintendent used them all. A difference of opinion developed concerning mailing an agendum to the members of the board in advance of the meetings. Some of the boards of education indicated that they did not want this done. Other boards thought they could not expedite the business of the meetings without prior knowledge of the agendum. Nine of the fifteen superintendents in the study gave the agendum to the board members in advance of the board meetings.

3. In addition to adequate staff and specialists for special fields, a superintendent needs hours of work and vacation periods at least somewhat comparable to those in other professions.<sup>28</sup>

Qualifying statement: A few of the superintendents in the present study have had very little time away from their jobs for a number of years. Some of them have described a new superintendency as demanding the untiring efforts of the superintendent for at least the first three years.

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<sup>27</sup>Ibid., p. 123.

<sup>28</sup>Ibid., p. 270.



Degrees of Statistical Congruence of the Two Studies

The reader may be interested in the yearbook's description of a superintendent as a statistic when part of it appears beside some of the figures revealed about the superintendents contained in the case studies. He should keep in mind the fact that the national study covered the school year 1949-50 while the present case study deals with superintendents working during the school year 1955-56. He is again reminded of the difference in the size of the population of the two studies if he is tempted to draw exact conclusions from the numbers which are found in Table V.

TABLE V

THE PUBLIC SCHOOL SUPERINTENDENTS COMPARED ON THE BASIS OF THE  
PRESENT STUDY AND THE YEARBOOK STUDY OF THE AMERICAN  
ASSOCIATION OF SCHOOL ADMINISTRATORS

Present Study	Yearbook Study	Items Compared
51.8	49.0	Median age of the superintendents in years. (p. 282)
86.7%	73.9%	Superintendents who had experience as high school principals. (p. 283)
13.3%	34.5%	Superintendents who had experience as elementary principals. (p. 283)
60.0%	85.2%	Superintendents who had experience as high school teachers. (p. 283)
46.7%	46.2%	Superintendents who had taught in the grades. (p. 283)
66.6%	52.2%	Entered the superintendency from the high school principalship. (p. 283)
13.3%	9.7%	Entered the superintendency from the high school teaching position. (p. 283)
6.7%	39.7%	Superintendents with less than 9 years of experience as superintendent of schools. (p. 283)
33.3%	27.0%	Superintendents with 20 or more years of experience as superintendent of schools. (p. 283)
16.1	11.9	Median years of experience as superintendent of schools for the entire group of men in the respective studies. (p. 283)
26.7%	49.1%	Superintendents holding their first superintendency. (p. 283)
46.7%	24.9%	Superintendents holding two positions, counting the one then being held. (p. 283)
13.3%	13.6%	Superintendents holding three positions, counting the one then being held. (p. 283)

TABLE V (Continued)

Present Study	Yearbook Study	Items Compared
13.3%	7.5%	Superintendents holding four positions, counting the one then being held. (p. 283)
10.3	6.1	Median years of experience as superintendent of schools in the present position. (p. 284)
73.3%	78.7%	Superintendents holding the master's degree. (p. 286)
20.0%	8.3%	Superintendents holding the Ed.D. degree. (p. 286)
6.7%	5.7%	Superintendents holding the Ph.D. degree. (p. 286)
73.3%	51.2%	Superintendents reporting no income in addition to their salary as a superintendent. (p. 289)
60.0%	37.2%	Superintendents who were already in the community and known to the school board prior to entering the present position. (p. 290)
33.3%	21.3%	Superintendents who were employed in other communities and were asked by the board to apply for the present position. (p. 290)
6.7%	21.4%	Superintendents who heard of the vacancy and applied for the present position. (p. 290)

Explanation of Table:

Numbers in parenthesis following each statement are page numbers on which the item is discussed in The American School Superintendency. This is the thirtieth yearbook of the American Association of School Administrators and was published in 1952.

### Summary

In this chapter the writer has compared the superintendents of the present study with the superintendents answering the questionnaire sent out to all superintendents listed in the Educational Directory (1949-50) of the U. S. Office of Education. The superintendents of the present study compared favorably with the "good administrative practices" recommended by the national study except those dealing with sending an agenda to the members of the board of education prior to the meetings, compiling written rules and regulations for the board of education, and time spent by the superintendents for recreation and vacations.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study attempted to identify the personal characteristics and behavioral patterns of a selected group of able school superintendents.

Subjects for the study were chosen as follows: One college administrator in each of the six Oklahoma state colleges nominated six people each of whom in his judgment was doing a good job as a public school superintendent in the respective college areas. The thirty-six men so selected were rated by a jury of fifteen educators selected from the respective faculties of The Oklahoma Agricultural and Mechanical College School of Education, The University of Oklahoma College of Education, and from the staff of the Oklahoma State Department of Public Instruction. Fifteen superintendents were selected as subjects for the study on the basis of these ratings.

A case study of each of the fifteen superintendents was developed. The case studies included information obtained in interviews with each superintendent and with members of the family of the superintendent; also one member of the board of education of each superintendent was interviewed. The data contained in each case study were arranged to facilitate comparison among the superintendents without attempting a statistical study.

The personal characteristics and patterns of behavior most frequently noted among the superintendents studied were included in the description

of a composite administrator who is called Superintendent "X."<sup>1</sup> Superintendent "X" is devoted to his family, his religious faith, and his community. His work demands many hours of his time. He must attend many school or civic meetings at night. He believes in loyalty to the school on the part of staff members. He tries to make friends throughout the community and believes that a good public relations program will solve many of his administrative problems. When individuals are expected to follow a policy or program, he believes that the individuals should share in decisions which affect the policy or program. He has great respect for the ability of the members of his board of education. Superintendent "X" believes that if he is an able superintendent, it is due to the assistance of many friends and co-workers who help him in the work of administering a school system.

Areas in which decision making must take place were identified in the study as being important to the fifteen superintendents as follows:

- (1) Relation to county or neighboring schools;
- (2) Hours of work;
- (3) Staff organization;
- (4) Availability of the superintendent to teachers and patrons;
- (5) Faculty meetings and superintendent's bulletins;
- (6) Hiring new teachers;
- (7) Effects of the new state law requiring that boards of education notify teachers concerning next year's contracts prior to April 10;
- (8) Rewarding strong teachers, helping weak teachers, and releasing ineffective teachers;
- (9) Loyalty;
- (10) Curriculum study;
- (11) Reaction to recent newspaper publicity concerning the teaching of mathematics and science;
- (12) Transfer requests to attend school outside of assigned zones;
- (13) Constructing new school buildings;
- (14) Bond elections;
- (15) School publicity;
- (16) Civic clubs;
- (17) Making people

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<sup>1</sup>Infra., pp. 35-46.

like him; (18) Making decisions; (19) Influence of his religious faith upon making decisions; (20) Worry about the job; (21) Making an effort to please everyone; (22) Applying for a new superintendency; (23) Making major changes during the first year in a new superintendency; and (24) Role in working with the board of education.

When the superintendents of the present study were compared with the ideal superintendent as revealed in The American School Superintendency, great agreement was noted with these three exceptions: (1) Six of the superintendents in the present study did not agree that the agendum should be given to members of the board of education prior to board meetings; (2) Four of the boards of education in the present study did not have written rules and regulations; and (3) The superintendents in the present study did not take sufficient time away from their work for recreation.

In the present study, each man was found to have many personal characteristics and behavioral patterns which the writer believes would make him an able superintendent of public schools. The superintendents were able to fit easily into new situations and into new communities.

The superintendency seemed to be a satisfactory job for the men in the study because it allowed them to accomplish things for the good of education. However, their concern and worry about the many details of the work subsided only as they were able to gain a feeling of competence in their work.

#### Conclusion

A conclusion of the study is that there appears to be a common core of personal characteristics which give rise to common behavioral patterns. Superintendent "X"<sup>2</sup> was a synthesis of these personal

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<sup>2</sup>Ibid.

characteristics and behavioral patterns exhibited by the fifteen superintendents included in this study. The personal characteristics and behavioral patterns are the genesis of the administrative practices used in the solution of day-to-day problems involved in the superintendents' work.

### Recommendations

The following recommendations are made on the basis of this study:

1. Oklahoma school superintendents should give further study to the method of using the committee system for operation of the board of education as practiced by Superintendent "E"<sup>3</sup> with the objective of relieving the overburdened superintendents of some duties.
2. Oklahoma school superintendents and boards of education should consider the employment of school business managers with the objective of relieving the superintendents from time-consuming functions that are not of major importance to the educational program.
3. Oklahoma school superintendents should organize their staffs to keep the public informed about the schools.

This study has suggested further investigation into various aspects of related research concerning the public school superintendent. These include:

1. Case studies of this same type involving a like number of public school superintendents who have been unsuccessful in their work as administrators.
2. Case studies of this same type involving other able public school superintendents.

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<sup>3</sup>Appendix B, pp. 139-140.



3. Case studies of a few able superintendents, made by beginning superintendents, involving a study of the strengths of these able superintendents in order that the young superintendents may profit by the example set by the able superintendents.

It is the considered judgment of the writer that these three recommendations could improve the efficiency of Oklahoma public school superintendents. They are indicative of the complexity of the problem and of the need for further research.

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APPENDIX A

August 5, 1955

May I solicit your assistance in helping to select six outstanding public school superintendents in your college district. Enclosed you will find a list of superintendents, by counties, which may aid you in making the selection.

Your nominations will be alphabetized with those made by other college personnel. This list will be submitted to a jury with instructions to arrange the superintendents into upper, middle, and lower third groups on the basis of their effectiveness as school administrators. After having identified fifteen able superintendents, I hope to make case studies of each of them.

I am not trying to guide your selections by submitting selected criteria for success in school administration. It is presumed that you will be able to do this on the basis of your many years of experience in school work and the wide acquaintance with your district's superintendents which I believe your work requires.

May I assure you that no attempt will be made to establish the identity of persons cooperating in this part of the study. Do not sign the nominating blank which is enclosed.

Thank you for your time and consideration in helping me with this problem.

Sincerely yours,

Finas G. Sandlin, Principal  
McAlester High School  
220 East Adams  
McAlester, Oklahoma

FGS:mnb  
Encl.

Nominations for public school superintendents for the purpose of compiling an initial list of Oklahoma district superintendents for their effectiveness as school superintendents.

District Superintendents

1. Name \_\_\_\_\_  
Address \_\_\_\_\_
  
2. Name \_\_\_\_\_  
Address \_\_\_\_\_
  
3. Name \_\_\_\_\_  
Address \_\_\_\_\_
  
4. Name \_\_\_\_\_  
Address \_\_\_\_\_
  
5. Name \_\_\_\_\_  
Address \_\_\_\_\_
  
6. Name \_\_\_\_\_  
Address \_\_\_\_\_

Please return to:

Finas G. Sandlin, Principal  
McAlester High School  
220 E. Adams  
McAlester, Oklahoma

July 27, 1955

Dr. J. Andrew Holley, Dean  
School of Education  
Oklahoma A. & M. College  
Stillwater, Oklahoma

Dear Dean Holley:

Will you assist me by nominating five persons from your staff whom you think would be competent to assist in the selection of effective public school superintendents in Oklahoma.

This request is being made to you, the Dean of the College of Education at the University of Oklahoma, and the State Superintendent of Public Instruction.

You will find enclosed a blank form and a return envelope.

I shall greatly appreciate your help in this matter.

Sincerely yours,

Finas G. Sandlin, Principal  
McAlester High School  
220 East Adams  
McAlester, Oklahoma

Nominations for members of a jury for the purpose of arranging a list of superintendents into upper, middle, and lower third groups on the basis of their effectiveness as school superintendents.

College or State Board of Education Personnel

1. Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_

2. Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_

3. Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_

4. Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_

5. Name \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_

Nominated by:

Please return to:

Finas G. Sandlin, Principal  
McAlester High School  
220 E. Adams  
McAlester, Oklahoma

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



August 23, 1955

Your name has been submitted as one who would be competent to assist in the identification of effective public school superintendents in Oklahoma.

May I solicit your assistance as follows:

- a. Will you arrange the enclosed alphabetized list of superintendents into (1) upper, (2) middle, and (3) lower third groups on the basis of their effectiveness as school superintendents.
- b. If a superintendent on the list is unknown to you, place the number (4) in the space provided in front of his name.
- c. Make any comments which you believe would be helpful.

I am not trying to guide your selections by submitting selected criteria for success in school administration. It is presumed that you will be able to do this on the basis of your many years of experience in school work and the wide acquaintance with Oklahoma superintendents which I believe your work requires.

No attempt will be made to establish the identity of persons cooperating in this part of the study. Do not sign the jury blank which is enclosed.

After having identified a number of able superintendents, I hope to make case studies of each of them as part of a doctoral dissertation.

Thank you for your time and consideration in helping me with this problem.

Sincerely yours,

Finas G. Sandlin, Principal  
McAlester High School  
220 East Adams  
McAlester, Oklahoma

FGS:mnb  
Encl.

The Check List

The check list was divided into three parts.

Part I contained the following topics upon which the superintendent was asked to comment or to answer specific questions:

1. The superintendent's birth date and its order in relation to the birth dates of siblings.
2. His parents and early childhood.
3. His high school, college, and post-graduate education.
4. His writings which have been published.
5. His reasons for entering the teaching profession.
6. His several teaching jobs and superintendencies held.
7. His financial investments.
8. The offices to which he had been elected by fellow school people.
9. His relations to neighboring schools.
10. His hours of work.
11. His staff organization.
12. His availability to teachers and patrons of the school.
13. The number of his general faculty meetings, the use of school time for such meetings, and the distribution of bulletins from his office.
14. His method of hiring new teachers.
15. His reaction to the new Oklahoma state law requiring that teachers be notified concerning next year's teaching contracts by April 10 of each year.
16. His method of rewarding strong teachers, aiding weak teachers, and releasing inefficient teachers.
17. His regard for the importance of loyalty to the school by staff members.
18. His interest in curriculum study in his school.
19. His reaction to recent newspaper publicity concerning deficits in the teaching of mathematics and science in the public schools.
20. His method of handling transfer requests of students to attend school in a different school building within the local system.
21. His building program and the number of new buildings he helped to build in his present superintendency.
22. His role in a bond election.
23. His relations to school publicity media.
24. His relations to civic clubs.
25. His method of making it easy for people to like him.
26. His method of making decisions concerning his work.
27. His religious faith in relation to his decisions.
28. His anxiety or lack of anxiety concerning his work.
29. His efforts to please people in his community.
30. His technique in applying for another superintendency.
31. His attitude toward major changes during the first year in a new superintendency.

32. His role in working with his board of education:
  - (a) Does he use a written agendum and does he deliver the agendum to members of the board prior to the date of regular board meetings?
  - (b) Does he talk with the presiding officer of the board more than to other members prior to the meeting time?
  - (c) Does he make an effort to postpone a decision of the board if he believes that it is a bad decision or that the board members will be divided in their opinions of it?
  - (d) Does his board of education have written rules and regulations for their guidance in making school policies?
33. His major decisions that have greatly affected his life.
34. His ideas as to why he has been able to do an effective job as a superintendent.

In addition, each superintendent was requested to add other topics which he considered important to his life or work.

Part II of the check list contained the following topics upon which the superintendent's wife and other members of his family were asked to comment or answer specific questions:

1. How many years had the superintendent and his wife been married?
2. How many children were in the immediate family?
3. Did the children consider it an advantage or a disadvantage in school to be the children of the superintendent?
4. Did the children plan to enter the teaching profession?
5. Did the superintendent bring the worries of his work home with him?
6. Was the wife a former teacher?
7. What was the attitude of the wife concerning being elected to a major office in the local P. T. A.?
8. To what extent did the family entertain friends in the home?
9. To what organizations did the wife give a part of her time?
10. What reasons did the wife give as being important in making her husband an able superintendent?

Part III of the check list consisted of one question asked of one of the superintendent's board members. It was what reasons did the board member give as being important in making his superintendent an able superintendent?

The case study material is not limited to the items found in the check list. Other items were included, but only those on the check list will appear in every case study when they apply to that particular superintendent.

APPENDIX B

## PART I: SUPERINTENDENT "A"

"A" was born June 25, 1892, at New Burnside, Illinois. He has one half-sister, two half-brothers, and a twin brother who is a few minutes older than "A". The family moved to Oklahoma in 1906 and lived on a farm southwest of Holdenville.

"A" entered the college at Ada in 1912 and completed his high school work and two years of college by 1916. Since high school courses and college courses were taken at the same time, he has no way of telling where he ranked in graduating from the high school department. His estimate is that he was in the upper ten or fifteen percent of his classes.

Before entering the college at Ada, "A" had taught school two years on a county teacher's certificate received by attending normal school. Following his graduation at Ada, "A" spent one year as a high school principal, one year attending college working toward a bachelor's degree, and, after beginning a year as superintendent, left in February to spend two years in the army during World War I. When discharged from the army, he secured a position as superintendent and continued in this work for seven years.

As a high school principal, "A" coached boys on the football team who were older than he.

I was high school principal, taught six classes, coached football, boys' and girls' basketball, baseball, and track. I almost lived at the school, but I was not married at the time. I like to look back and think that my duties in that high school presented so many responsibilities and challenges that that experience of one year probably taught me more than any other one year to accept responsibilities.

"A" received a bachelor's degree in 1924 and a master's degree in 1927 from Columbia University in New York City. Upon completion of the master's degree, he was employed by the Oklahoma State Department of Education as a high school inspector. After one year in this work, he secured a superintendency, which he filled for fourteen years. He changed superintendencies in 1942 and spent five years in the new position. In 1947, he was elected superintendent in his present school system. He has taught all grades, but most of his teaching has been in commercial subjects and physics. He has completed all the work for a doctor's degree with the exception of a written dissertation.

"A" has not recently contributed to the O. E. A. magazine.

"A"'s mother and father encouraged him to enter the teaching profession.

I owe my entering teaching probably to one teacher more than to any other. He was a young man who said to me, "You do not want to spend the rest of your life on a farm. I would like to see you go on to college." This had great influence; however, my mother and father always encouraged me very much to do the same thing.

"A" and Mrs. "A" own a two hundred and thirty-five acre farm inherited from her parents. The farm is located in north Missouri and requires about three visits a year. It has been providing a substantial additional income for the past few years. "A" has made some other minor investments, but none take very much time from his job as superintendent.

"A" served on the Board of Directors of the Oklahoma Education Association for a number of years.

I was president of the Oklahoma Education Association .... I was privileged to serve on the State Board of Education for five years .... The teachers of Oklahoma have been very good to me and have given me many honors, which I appreciate ... very highly. I have worked on numerous committees in behalf of education for twenty-five years or more in our state. ... I have paid special attention to school finance, textbooks, and like efforts that have been put forth by the teachers of Oklahoma.

"A"'s school extends the use of school facilities to other county schools when they request it. Schools of the area have facilities for most of their meetings, but hold the county tournaments in the local gymnasium. "A" is associated with many superintendents in the County School Masters Club where the group members discuss school problems, the state legislative program, textbooks, and other items of general interest.

Ordinarily "A"'s office hours are from 8:00 A. M. to 5:00 P. M. during week days and until noon on Saturdays.

However, I do not believe any superintendent of schools has regular hours. I know of none. We are on duty and on call at any time. Most of our evenings are taken by various meetings and committees. These are some of the things we want to do and which we must do to make a success of our jobs.

In this system, three heads of department help the superintendent in the general direction of the school.

We have an assistant superintendent of schools in charge of elementary schools. He also works with instruction in the secondary schools. A clerk-business manager works very closely with this office. We have a superintendent of buildings and grounds. Quite a large staff of supervisors and a clerical force have their offices in the administration building. We have the usual principals, assistant principals, and boys' and girls' counselors.

"A" tries to be available to teachers and staff members as often as they desire to see him.

Professional faculty meetings in this school system are usually held on education interest levels. These are the elementary, junior high, and senior high groups. Very seldom are all of the faculty members called together in a group, except at the beginning of a new school term. Faculty meetings are held half on school time and half on the teachers' time; that is, school is dismissed thirty minutes early if the meeting is planned to last one hour.

Bulletins are sent to the principals as the need arises. Principals'

meetings are held two or three times a month to discuss the general policies of the school. "A"'s philosophy of administration is that everything which possibly can should pass through the office of the principals.

If "A" knows of a good teacher that he would like to hire, he communicates with that person without waiting for an initial application. If the person is employed at the time, "A" first contacts the people for whom the teacher works. Teachers are too scarce for superintendents to allow them to go unsolicited and to depend entirely upon routine applications.

"A" recognizes that, by law, no one except a board of education can hire teachers. He does interview and recommend all new teachers to the board.

... I have an application blank which I ask all applicants to fill out. It includes their college record, their photograph, their experience and background. Then they are interviewed by about three or four people. If it is for an elementary school job, I refer them to the assistant superintendent of schools in charge of the elementary schools. If they come under a special supervisor, he refers them to the supervisor and next to the principal. The principals in our schools have ... the last say in the ... recommendation of teachers. The principals are the ones with whom new teachers are going to work, so they are given much responsibility in the selection of their own faculty members.

"A" states that a teacher is rarely taken to the board of education. The members usually do not know the new teachers until the teachers are introduced to them at some function after the teachers have been hired.

Coaches are interviewed by Superintendent "A" and the principal. When an assistant coach is hired, the head coach's views are considered along with the views of the principal. The principal decides the academic field in which the future coach will work; the head coach determines how the applicant will fit into his program.



The new law on notification of teachers employed for the following year's work by April 10 has not affected "A"'s program.

In my thirty years' experience I have recommended the dismissal of two teachers. Both of those occurred years ago for reasons other than those things that affect education directly.

... I try to use every means to save a teacher when it is at all possible. The best success, from that standpoint, is had by being as careful as you can be in the selection of teachers. We all make mistakes, but I have noticed that over the years a careful selection of teachers limits the amount of difficulty I have encountered.

"A" believes that loyalty is one of the finest attributes of the successful teacher.

Loyalty is a relative term, it seems to me. A teacher must feel he is a part of the school, or a part of any organization for whom that teacher works. He has to do that in order to be happy. I do not worry a lot about that. I have never run into disloyalty of any major degree. In fact, it is such a small item that it does not seem to be of much importance; yet loyalty is one of the most important things. I am trying to say that I have never had much difficulty along that line.

"A" states that a reading improvement program is in progress under the leadership of the assistant superintendent of schools.

He is well prepared, and we are doing a lot in the field of reading. We have also moved into the fields of language and mathematics. As far as writing out a lot of curriculum materials in pamphlets and papers is concerned, we have not done that. When we think we have accomplished things that might help others, we will possibly move into that field. But I want to repeat, we are working diligently on the improvement of instruction in all fields .... What ... must be emphasized soon is this added emphasis on science. We must attack it from the first grade on through the twelfth grade. ... We have a study now under way in trying to improve the ... teaching of English in the secondary schools.

"A" believes that much good will come from recent newspaper publicity pointing up the need for added emphasis in the teaching of mathematics and science in the public schools.

... I think we all should accept constructive criticism in the spirit in which it is given and go from there to improve instruction, if we have been shown that definite things might improve the way we are doing things. I do not think the school people of our state should be disturbed at all, except to be thankful for some of the things that have been called to our attention, by the so-called Oklahoma University

statements .... I also feel the same way about the discussions we have had with reference to articles and to the book that has been written which said, "Johnny can't read." Those things eventually are going to be of much help. Though books sometimes are written to be sold, occasionally statements are made that will cause us to take inventory of ourselves, and that is good for anybody.

So I think teachers should never worry about honest, constructive criticism. The only criticisms that ever worry me are the ones which are of a personal nature. Naturally, people in school business, especially administrators, must have ... "thick skins." ... We need to take things in stride ... and not take offense because somebody may differ with us about our own duties.

In the school system where "A" is superintendent, a definite zoning system is used to guide attendance at elementary schools and that is rarely changed. Transfer requests are a minor problem, since parents readily accept the definite policy of the board of education. The people are consulted before the zone boundary lines are changed. The board does not simply make the change and say, "Here it is."

In the past nine years the school district has erected one Negro high school and one elementary school building, and has added to and improved some twenty other buildings.

"A"'s last bond election was in 1949.

In this past bond election we took about eighteen months to instruct and to educate our people about what we wanted to do. We put on an extensive, quiet campaign to tell our people what we thought the schools need in this community. That bond issue was to add some facilities to several school buildings and to remodel and repair buildings where some of that work had not been done for several years. We had a very fine response when it came to the bond election. We had practically no opposition.

"A" has never experienced a failure in a bond election campaign.

I have known bond issues to fail because they were called too quickly and voted upon too soon, before the people had an opportunity to study the program of expenditure enough to feel they were well informed. The people's lack of knowledge about how the money is going to be spent is, I think, the usual cause of all bond failures. People need information about the taxes that they are voting upon themselves to pay in the future.

It seems to me that is the big problem. However, I assume that in many bond issues other items and problems have some effect. I do not have any personal knowledge of those things.

In this school system, newspapers are not asked to hold school stories for later publication. Such matters are left entirely to the discretion of the editor of the paper.

We have a reporter at every school board meeting. ... I think that is wholesome. No boards of education should have anything to withhold from the public .... We call the newspapers just as regularly as we call the school board members for a meeting ....

One of the duties of Superintendent "A" is to be a good public relations person.

I want to distinguish between public relations and publicity. I think we as superintendents have to be very careful about this thing that some people are prone to call publicity. I never care to get in the newspaper. If it is something that goes along with our work, well and good. ... Any administrator should perform that public relation to the best of his ability and take the story of the schools to the people.

I think a superintendent of schools should belong to every organization possible that is for the betterment of the community: civic clubs, Chamber of Commerce, Y. M. C. A., and other activities. ... However, he must budget his time and first take care of his own particular duties with reference to education.

"A" believes that patience, kindness, and letting people help make some of their own decisions are some of the ways to make people like you. This becomes complicated when people come to the office of the superintendent when they are disturbed by some problem.

I try to find out kindly and unemotionally, if possible, and from their standpoint what the difficulty is. I try to present the problem in its true light by getting all the facts before any decisions are made. Each case has its own peculiarities. Each case has to be handled a little differently from other cases because people are different.

"A" believes that the biggest part of a superintendent's job is to make decisions.

Some decisions have to be made rather quickly. I think that I do just like other men in taking a little time on those that do not require an immediate answer. Time solves a lot of problems. Maybe just a few days will solve a problem. But on those questions that require quick

answers, we just have to use our best judgment. When we shoot from the hip, we must be pretty sure of some of those decisions, because they may be far-reaching.

I think the success of any school administrator depends upon the number of decisions he makes that are right against the ones that are wrong. It is just a matter of something nobody can explain particularly, except as the years come and go, we become a little wiser. ... We learn much from past experiences. This helps us many times to make decisions that otherwise we could not make without taking much longer. I want to repeat that haste in making decisions sometimes causes the most trouble, especially if we speak out when we should have kept quiet until at least we had all the facts in the particular case.

A lot of the superintendent's decisions are concerned with policy in the matter of suggestions in the educational leadership of the community. These are not problems which are brought to him, but he has to sponsor some activities as well as assume leadership where his staff and the faculty need leadership and to let them know that they are included in decisions. I do not want to leave the impression at all that many decisions are made just by me. If a superintendent can get ... advice ..., that is one of the finest things he can receive. It may save a lot of trouble. He must have people on his side.

"A" is a member of the local Christian Church. He has taught an adult Sunday School class for some twenty-eight years and has been regular in attendance at church services.

"A" tries not to worry.

However, ... whether we call it worry or studying about our problems, I think many of our answers come in moments of worry or moments of reflection or moments of thought. These make us better prepared to answer questions than we would be if we just went along and never thought much about them. I am not a believer in worry. Worry is a relative term. ... I rather think ... it is calling attention to our problems and thinking about solutions that we may have to make the next day. I think that is true. One should not worry. I would not recommend it.

... As things come and go, a person must move into new areas. One should never make issues of things that cannot be corrected. I think it has been of great help to me to realize that the worst thing one can do is to make issues and to keep making issues out of things that should have already been settled and passed by.

... I can seriously say that I have never been too worried about professional tenure. Now, that is not bragging at all, because I have always felt that if things did not work out, I could take care of myself .... Therefore, I have never asked for more than a one-year contract and have never accepted one, though it has been offered to me.

"A" does not try to please everyone.

I do not think anybody could claim that. I just minimize the number who might not be satisfied as best I can. If they are not satisfied, I try to find out why and do not just drop it. Usually, people are pretty generous and are ... free to see the right side ... if things are explained to them. I think our definite zoning has solved a lot of our problems. If we were to start shifting every few years, we would have problems just like any other community which might try the same thing.

"A" has not been required to apply for the last three positions as a superintendent. He has been invited, along with other men, to visit and confer with the board of education.

I suppose that if I wanted to seek a position, I would ... talk with the men and women in whose hands that selection rests if the position were open. I would have to study it through, and maybe I would have to learn a little more about [the method of making application].

... It seems to me that the board of education that is looking for a new person to head their schools should seek that person very diligently, learning about various qualified men from the colleges, educational institutions, state department of education, and should invite the number of men to come and confer with them with reference to the position that is open .... A committee of the board should visit the prospective superintendent in his present position, and should meet with leaders of the community in which the prospective superintendent is working. Then, if necessary, they should invite again a limited number of good men for the final conference and should make the decision from the standpoint of all qualities and elements that enter into the welfare of the school that is to choose the new superintendent of schools.

The fact that some man might come and apply for the position ... should not preclude his being considered very seriously for the position. In fact, he might turn out to be the one to be chosen. The point I am trying to make ... is that boards of education should think very seriously about the task ahead of them in securing a superintendent to lead their school program in their community. Every precaution should be taken and sufficient time to make a considered decision should be given before someone is selected.

... A board of education may visit some good school man and say, "Bill, where can we find a good superintendent?" He will say, "Here is Mr. X over at so-and-so, and here is Mr. Y over at such-and-such a place, and Mr. Z." He may name five or six. That gives the board an opportunity at least to start in search of a superintendent. Even though they do not secure one out of that first five or six, they will learn something about how to go about it. That seems to me a very wholesome way, while the board still accepts applications from anybody that would like to make application.

Any changes of policy during the first year at a new superintendency should be approached rather patiently, according to superintendent "A."

I think the new superintendent should go into his position paying not much attention to what he has heard about the past. He should find out for himself the true facts and the true values of elements in the community and the school that might have had some attention in the way of disturbances and he should go at correcting any imaginary or other types of wrongs and misunderstandings rather slowly. ... Give plenty of time before decisions are made to bring about any changes of a serious nature.

... The community is watching and evaluating a new administrator during the first year. I think ... that the majority of people are willing to give a new administrator all the advantages and opportunities possible for success. ... But people naturally do not like changes that come too quickly. They do not like disturbances. They may have their ups and downs, but eventually they are very anxious to settle down and get back on an even keel. I think that is the general nature of any community.

"A"'s role at a meeting of the board of education includes presenting school problems to the board of education, trying to keep the board informed of what the schools are doing, making recommendations, and answering any questions that may arise from any member of the board, reporters, or other visitors who come to sit and watch the board at work.

"A" prepares a written agendum for the meeting. It includes from three to perhaps a dozen items. The agendum is delivered to the board members a day or two before the meeting. The agendum is also given to the newspapers, which generally carry a story listing the items that are coming up for discussion at the board meeting.

According to "A," the president is usually consulted more often than the other members of the board.

Many times, little things will come up about which I will call the president of the board and say, "What do you think of this?" He generally says, "Well, I think the fellows will take your recommendation. You just go ahead and handle it and report what you have done at the next board meeting." You have to have a pretty definite understanding between

the superintendent and the board to do things like that. ... All of those things are brought up at a subsequent board meeting at which everybody is informed, including the press and everyone else.

"A" believes that it is important that members of the board do not feel that one is being favored or consulted over another member.

That is one of the important problems with which a superintendent has to deal. ... It just should not happen. ... I have never had any difficulty as such on that problem. Each board member has equal standing and the president's additional responsibilities are limited to supervising the meetings. He has no more power than does any other member of the board. I think it must be kept like that.

We have written policies that cover certain items. We have not developed the idea from the standpoint of a book or pamphlet of school board directions and policies. We have been working on it and have a lot of material assembled, but we are not in any particular hurry ....

Members of Superintendent "A"'s staff do not attend meetings of the board on a regular schedule. They are present when the things that they do are affected by the board's decision at a particular meeting.

"A" considers his decision to attend Columbia University to get a master's degree to be one of the turning points in his life. In addition, other challenging situations have arisen concerning leaving one position to go to another.

"A" has not been able to notice any difference in the way he has handled educational problems in his last three positions.

Human relations are stressed in a summary by superintendent "A."

I have tried to be as considerate as I could ... toward all people with whom I come in contact .... I try to have patience. I get into trouble when I make decisions and jump off the deep end too quickly. I try to learn from those experiences ....

... I hasten to say that I am no better than anyone else in this field, but I do think that anyone that comes into my office ... deserves my attention and consideration. Sometimes we find after everything is well understood, the problems are much smaller than they were first thought to be .... Some people are more emotional than others. I have to consider those things and ... be more patient and considerate with a

person that is disturbed emotionally than with someone who is not disturbed. The superintendent has to be aware of a lot of those things and use them to the advantage of helping him to succeed in his position.

... There are responsibilities we can not shun, and somebody eventually has to say "yes" or "no." At that point I try to say it as kindly, as courteously, and as courageously as is necessary for me to say it.

... I also hastily say that a superintendent of schools is a servant of every citizen in the community, regardless of his station in life. I think that we should not ever overlook that. At least we should let the people in the community believe that that is the philosophy we have with reference to administrating a school.

I have found ... that most people are good people. The other kind rise up occasionally, but they do not last too long .... If I have opposition, I try the best I can to have an understanding agreement; but if I can not, I have to accept reality. I want to repeat something I said in the beginning, "Do not make issues." The person in the community that wins all the arguments is not very popular. We are just so made that we want to win a part of the arguments. That is the reason I emphasize the word "issue." If a problem is settled, or settled to the extent that it is as complete as possible, forget the issue. Start on something else that is constructive. I am trying to say, let us not chew over the old facts to the extent that it makes one obnoxious or a nuisance.

... Teaching is a serious business and should have the pull or the attraction for the highest type young man we can find. That is the only type of people we need in school administration .... Not that I have been of that type, but I have gleaned enough information throughout the years that I know that the direction of children in the classrooms ... needs the best minds that we can obtain. I am happy to see that more people in our country are thinking about education than ever before, and I believe that our profession is going to be more and more attractive as the years come and go. At least, I hope so.

## Part II: "A"'s Family

Mr. and Mrs. "A" have been married for thirty-three years. They have three children. The eldest is a twenty-eight-year-old daughter who lives at home. She works at a T. V. Station in the continuity writing department. The middle child is an ex-helicopter pilot. He has been out of the service for sixteen months. He lives with his wife and three children at Bartlesville, Oklahoma, and works for an oil company.



The younger of the sons is in the Air Force, now serving as a B-25 bomber instructor.

Mrs. "A" taught school for two years prior to their marriage. She uses some help on an average of a day and a half a week to assist in keeping house. She says that she has not tried to be the wife of a superintendent of schools; she has tried to be the wife of Mr. "A." Mrs. "A" would not refuse to take a job such as being the president of the P. T. A. if it were offered to her. She taught a Sunday School class in the local Christian Church until two or three years ago. She is president of Christian Women's Association. The family previously did more entertaining in the home than it now does. Mrs. "A" belongs to various clubs but does not play bridge. The game of bridge was frowned upon when she and Mr. "A" came to the present school job and she has not become interested in it. The days, according to Mrs. "A," belong to her. She often accompanies Mr. "A" in his school and committee meetings at nights.

Mrs. "A" thinks that being children of a superintendent of schools placed the children at a slight disadvantage. The daughter was not noticeably affected by it. However, because their dad was superintendent the two boys tried not to do too well in some class work.

When Mr. "A" comes home at noon, he usually drops off to sleep for about fifteen minutes. He may wake and stay awake at night if he has a particularly difficult problem, but his ability to drop off to sleep is valuable. He is not grouchy at home. He discusses school problems with his wife in order to think them out better for himself.

Mrs. "A" does not desire a different occupation for her husband. The men in her family were all lawyers, and she thinks that Mr. "A" may

have had a secret desire to become a lawyer.

The following reasons are listed by Mrs. "A" as being important in making her husband an able superintendent:

"A" (1) does not make pop-judgments, (2) listens to all who want to talk before making his decisions, (3) is fair, (4) is kind, (5) does not display his temper, (6) usually anticipates things and prepares his part beforehand, (7) is liked by most people, and (8) has very little personal opposition.

### Part III: "A"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "A" an able superintendent:

"A" (1) has a knack of drawing a good faculty to him, (2) refused a raise three years ago until teachers' salaries could be adjusted upward, (3) can sit down with an upset parent and make him happy, (4) keeps up on all legislative matters, (5) is allowed to run the school by the board of education, (6) does not try any major changes without consulting the board, (7) recommends all staff members to the board for hiring, and (8) has not found it necessary to recommend the firing of anyone in the last nine years.

Mr. "BM" was one of three board members who visited several towns in search of a new superintendent at the time "A" was hired. They did not visit the city where "A" was working, but, instead, they visited the city from which he had moved five years previously. In the language of Mr. "BM," they had a hard time getting out of the city after mentioning their purpose. The people wanted to talk about "A." Mr. "BM" visited the banker, and the other two men visited each side of main street. The two members met "BM" and all three were still getting favorable information about "A" when the bank closed that afternoon.

"A"'s name had headed a list of twenty-five prospects given to the board by one man in the school business. The five men who headed the list were visited by members of the board of education. The state retailers

association gave the board a financial and character report on the prospective superintendents.

## PART I: SUPERINTENDENT "B"

"B" was born January 24, 1901, on a farm in Dewey County, Oklahoma. There were two girls and three boys in the family. "B" was the fourth child and had one brother younger than he. The parents had homesteaded the farm in 1898.

"B" attended rural school for one year; and then the family moved to Weatherford, Oklahoma, where he finished his high school work in 1919. He estimates that he was in the middle group of a senior class of seventeen members.

I did not do very well in Latin I and II; nor was I a very good English student. But in science, ... mechanical drawing, wood work, and shop work, I made A's and was considered a very good student. ... I did well in some things and quite poorly in others, depending upon my interest in the subject matter field. ... I did relatively little home study because I was interested in athletics and participated after school and at night.

After two years of college work, "B" taught a year in high school as an industrial arts teacher. He had planned to enter dental college, but he had an opportunity to move to his present school district as a classroom teacher. During the summer terms "B" completed work for his bachelor's degree, in 1926, at the same college where he had done his first two years of college work. He received a master's degree from another Oklahoma college in 1931.

"B" has not written for publication in the O. E. A. or other magazines.

Three reasons are credited by "B" as being influential in directing him toward work in education. One reason was that he finished high school at a time when it was very hard to get a job and when almost everyone was having financial troubles. The second reason was his high regard for the man who was superintendent of schools at the high school where he was graduated. A third reason was the inspiration he received from his college industrial arts teacher, a basketball, football, and track coach.

"B" taught industrial arts in his present school for five years. He became principal of the junior high school in 1927 and remained in that position for nineteen years. The superintendent resigned in 1946 and "B" was offered the position.

I do not want to seem egotistical, but I think it was because I had sold myself to the people as junior high school principal. I had been here long enough that the people generally thought I was the one who should have the position. ... They did offer it to me ... and I accepted.

"B" owns some stock in a cooperative hotel, but he thinks that any other business venture would be in competition with his job and not good for him as a superintendent. He does not own a farm or other business.

Elective offices held by "B" include membership on the state North Central committee and membership on the Oklahoma Commission for Teacher Education.

"B" attends school masters meetings throughout the county. His school does not compete with other county schools in athletics, but other schools use the local district's gymnasium to hold the county basketball tournament.

Hours of work for Superintendent "B" begin at about 7:45 in the morning and continue until 5:00 in the afternoon. The night schedule is very irregular. About two thirds of the time he must go somewhere at night. Even then he can not attend all the things which, as the superintendent of schools, he is invited to attend.

In this system, the basic responsibility of staff coordination lies with the building principals.

"B" is readily available to teachers and staff members.

My office is open all the time. That is one reason there is no door on the outside. I am very accessible. I never lock myself back. My door is open all the time.

According to "B", school time is not used for faculty meetings.

We have never been able to work out a feasible plan to use school time. That is partly because of the interrelation between the bus schedule of the high school, the junior high, and the grade school. It is just difficult to arrange. ... It is bad to turn youngsters in grade school out at an odd time of the day. Maybe the parents have not made plans to be there when they get home.

We have about two general faculty meetings a year. The high school principal has a faculty meeting every ... Monday afternoon. The junior high school principal has occasional meetings on call, but they do not have a regular schedule. Our elementary schools have different plans. ... I do ask the principals to have enough meetings.

Because of the liberal attitude of the community, "B" does not go into many details of teacher restrictions when talking with prospective or new teachers.

I think all teachers ought to have an idea of what they are getting into when they are employed. This community is large enough that we do not have many of the problems of the smaller communities. For example, the matter of smoking or of dating and things of that kind are rarely mentioned in my discussion with a prospective teacher. I do tell them that they will be expected to do the things that are acceptable generally in a community.

The new law on the notification of teachers about next year's contract has caused no change in "B"'s school policy.

The board normally has elected the superintendent in the January meeting. In February I nominate the principals, and in March we have been electing the teachers. That is the schedule we have been following the last three or four years.

"B" rarely has the time to do very much work with a teacher at the teacher's level.

We have non-teaching principals and, basically, we expect them to do it. Then we have an elementary co-ordinator in our elementary schools who spends her time with a variety of things, but one of the things we are holding her responsible for is assistance of teachers who are weak. We think of weak teachers as ... teachers who are failing because they need help .... ... When a new teacher comes to us ... we assign some teacher on the same grade level in that particular building where the teacher is to teach, who will assist her. ... We just never count on anybody's failing, because we try to pick up any weaknesses one may have, ... recognizing, however, that some people just have basic qualifications which will make them better teachers than others.

... I am sure all of us ... can look back to our first year of teaching and see some of the problems we had there. There are problems for beginning teachers in education ... that have to be learned. They can not be taught. They just have to be learned from experience.

... I think all of us who have to employ very many teachers make some mistakes on personnel. Most of the mistakes that I have made ... were due to not having the kind of personnel available that I would like to have. ... All schools are facing that problem today.

... It is very difficult to release anybody from a teaching position unless it is just obvious, very obvious, that he is totally incompetent or unable to carry on the work. The new state law makes us file a notification and actual charges have to be issued against a person before he can be released. For example, I heard the superintendent of schools in a large city in Texas say that they never fired anybody any more, because it was not the teacher on trial; it was always the superintendent, the principal, and the administrative staff [on trial] when a person was ready to be released. No matter how poor a teacher one is, there is always somebody who is sympathetic with him and ready to raise an objection if he is released. I have said this, that no teacher is so good that he does not have some people who think he is poor; nor none so poor that some people do not think he is the best.

... One of the boogaboos of administration today is what to do with a teacher who apparently, from all general observations of the administrative staff, fellow teachers, and even parents of the community, is not very good and ought to be replaced. Maybe in some cases we do not know where there is anybody better. With all the

difficulties involved in the release of such a person, we do not know whether it is worth while or not. Those are problems where good common sense and understanding of the superintendent, the teachers, and the people of the community are very important.

"B" has had to dismiss three or four teachers in the last four years.

I go to them very early in the year and tell them that I have found circumstances which seemingly they have not been able to overcome. As a consequence, I would like them to find a place to teach other than here next year. I try to give them the facts in the matter. It is very difficult to talk with people like this. Sometimes they feel that they are doing their job even though their fellow teachers, the principal, the superintendent, the co-ordinator, or the parents are convinced otherwise. But during the last three or four years, at least, I have not failed in selling them on the idea.

... There is no good way to release a teacher, but I think that the way I have done the last four years has been the best that I have been able to work out. That is by ... explaining to them that they just have not been able to meet our requirements and that I believe it will be better for both them and us if they will find a place somewhere else where ... they will fit to a better advantage.

"B" believes that it is imperative that a teacher be loyal to the school system.

Since you get so many different people in large school systems, there are always some people with a lukewarm loyalty, both to the school system and to the administration. It is imperative ... that the teachers be loyal to the school program .... No businessman downtown would long tolerate someone working for him who would go up and down the street and say that his competitor sold better merchandise at a lower price, that they had better go over there and trade. I think the same thing applies pretty much to the school system. In the long run, it is just expected. People would wonder, too, why anyone they knew to be absolutely disloyal to the school system would be continuously employed.

This is a problem that confronts superintendents who start in many larger school systems. There are a lot of people who were ... loyal to his predecessor and perhaps they can not see anything very good about the man who goes into his position. Maybe there are half a dozen people in the school system who would have liked to have had the better job, and those people can not very well be turned out. ... It is a big selling job to sell yourself to people under such circumstances. The truly great administrator ... has to demonstrate by his work with those people that there is no animosity and no hard feelings ... or he will not be successful, himself.



"B" does not have an over-all plan for curriculum, but he feels confident that each principal and building faculty works continuously on the improvement of the curriculum.

The recent publicity concerning the teaching of mathematics and science has not caused much concern in "B"'s program of studies. The school has always been in the position of offering subjects to meet the requirements of service academics and the better colleges in the United States.

In this school system most students attend school within the definitely assigned zones.

We draw definite lines and do not permit any crossing of those lines except in emergency cases. An exception might be a youngster assigned in one building to a second floor and not able to go up and down stairs. We would permit the mentally handicapped ... to go outside of their regular areas. The areas are set up with the basic idea of the population that can be handled in the school building and the regular students are not permitted outside of these areas. ... We do stick very definitely to our boundary lines.

"B"'s district has built eight entirely new buildings in the last six years.

In addition to that, we have had many additions to existing buildings. For example, we have built on to elementary school "X" twice. We have built on to "Y" once. At "Z" we have built on three times. We have built on to junior high once. We have done a very extensive building program, including our new high school, which is a two and three-quarter million dollar project. And we now are contemplating voting bonds this spring for a new junior high which we estimate will cost in the neighborhood of a million and a quarter dollars. We have had probably the most extensive building program in the state on a percentile basis. Another school district may have built more classrooms than we have, but their buildings have not been quite so permanent a type of building as we have built here.

"B" always works on a bond campaign.

We have been fortunate enough to be able to sell the people on the idea of the needs and have never had any appreciable vote against a bond issue for schools .... We have never carried on a bond issue yet ... that has not had the support of the newspapers and the radio and television stations. It has been sold to the Chamber of Commerce, a group of men who control a great deal of the wealth of our

community; and they have supported bond issues on every occasion. In addition to the P. T. A., we have a Citizens Education Council in our community. It is a small group, but it does carry representation of all the civic groups in town, as well as from any individual who might care to belong.

The local newspaper has a reporter present at all meetings of the board of education in "B"'s district.

Any final action taken by the board is always published and we never ask them not to publish it. ... Sometimes we would rather the newspaper would not come out and say that such-and-such a board member said so-and-so. We had rather they would not do that on the discussions. But after they vote, if they want to write up how so-and-so voted, that is all right.

Civic club work provides "B" with numerous worth-while contacts with people in his community. He was president of the Kiwanis Club the first year that he became superintendent. Other civic work includes the Red Cross, the Community Chest, and the Chamber of Commerce.

"B" believes that being friendly is one way that a superintendent may extend his influence throughout a community.

The man who was superintendent at the time I finished high school has always been one of the outstanding characters in my life, because of the influence that he had over the youngsters in the school. I know many people today ... who have a high regard for him because of the example of friendliness, of liking people, and doing things for people that he set there. ... If someone does not like me, certainly I will have very little influence on his life.

I have often said to our teachers, "Think back in your life to the best teacher you ever had and try to remember what the qualifications of that person were. Then as you teach, try to exemplify those characteristics which you looked upon as being the outstanding characteristics of a teacher. ... Then you will approach being the teacher that is ideal in the eyes of your students."

... One does not get to be a superintendent by making everybody angry. It is imperative that you be a person that is friendly and have an understanding of your fellowman. Superintendents are people who have been sifted down pretty well. A lot of people go into education, but relatively few are chosen as superintendents.

I do not make an effort to go down on the main street and start going through business houses, trying to become acquainted. I think our community is too large to do that successfully. There are a lot of people that might think the superintendent had more time on his hands than he ought to have. I do make a vigorous attempt to meet many people of the town through organized groups.

I have said to many groups that my business is education. While I want to think about everybody else in the community, my primary objective is to get the best schools and the best teachers possible, ... within the availability of money and man power, for the boys and girls of this community. That is my number one objective, although I realize that in order to do that I have to sell myself and the school program as a whole to the people of the community.

"B" tries to keep personal feelings out of his decisions for the school.

I try to weigh all the evidence as best I can as to wants and needs of ... boys and girls. Occasionally, something will slip into the school system that I may think from my experience is not best for the school. There may be enough people who feel that it is good to overbalance my feelings and to make the decision another way .... But I think all decisions have to be rendered after weighing all the facts possible and doing one's dead-level best to keep out the matter of personal feelings. ... If a superintendent is successful very long, he is going to have to operate on reasoning rather than on feelings or emotions.

His church has played a very definite part in "B"'s mental and emotional life. He is a member of the local Methodist Church.

I have taught an adult Sunday School class for about sixteen years. Since I have been teaching this class, I have tried not to take a major job in the church, because that class takes several hours of my time every week. I feel that I am making about my share of the contribution considering all the contributions I have to make to other organizations.

As "B" gets more experience as a superintendent his inclination to worry about the job decreases.

Currently, I am not worrying as badly as I did a few years ago. When I first came in as superintendent, I faced what everybody said was insurmountable difficulties. ... Morale was low among our personnel. Secondly, we were faced with such building difficulties that no one could even draw a picture of how they could be solved. ... I worried because I did not feel that I had any solution for the problems that lay ahead. I realized that there were many people in the community who expected me to provide the solution for how we

were to house all the boys and girls that we could normally expect to come on into our schools even beyond those who were crowded in buildings we had at that time. ... I injured my health to a certain extent during those first four or five years by worrying and fighting the battles that seemed to be necessary.

Many superintendents ... worry too much with the complexities of the operation of a school system. No superintendent operates in an ideal situation. Every community has its dissenters, the people who are opposed to further expansion .... Actually, we have in every community a few people who would rather not pay any taxes at all, and they do not care whether or not the schools operate. The superintendent does not carry the load by himself. The whole school system and everybody in the community have to carry it. But the biggest obligation of all is that of the superintendent of schools. He is expected to take the ball. He is expected to offer the plans even though boards of education are, under the law, responsible for the building and maintenance [of schools].

I feel that if I had not ever worried, I might have worked more efficiently at times; but I doubt whether I would have had the incentive to work so hard. ... It is just a job that is going to take some worrying. ... Most of us feel that we are keyed up to such an extent by our worry that we put out greater efforts to solve some of our problems.

There is no resolving all problems and finally pleasing everybody in education, according to "B."

I do think that the people have a right to say what they want; and then it is up to the school administration and the board of education and the principals and the teachers to make an effort to give a majority of them, as nearly as they can, what they want. ... Yet even today we have people ... who think it is a mistake to put in a school cafeteria because it takes business away from other business houses. Others will say that the food is not so good as they want for their children. ... I like to please everybody, recognizing at the same time that not everybody is ever going to be pleased.

In applying for a new job as superintendent, "B" would find out the route for applicants as set up by the board of education and follow that route. He has never had the experience of applying for a job.

"B" would not make too many changes during his first year at a new superintendency.

I do not think it is customary to make too many changes the very first year. I would want to see what would work out. In a school system of any appreciable size, I think the whole school program could be hurt materially by too much change all at one time ....

Personalities are rarely discussed at a meeting of "B"'s board of education.

The board has been kind enough here to let me work those things out almost entirely along with the principals and other people.

The president opens the meeting, usually with a prayer by some member of the board, the superintendent, or others. The clerk reads the minutes of the preceding meeting. Then the bills are allowed. Next come any communications that have come to the board, followed by a report by the treasurer of the amount of money that we have on deposit. Then following that, there is usually any general discussion, or people who come before the board are heard. Then the meeting is turned over to the superintendent for his discussion of any items that he feels should be brought to the board's attention. We have no standing committees and rarely appoint a special committee, because we believe that the board should work cooperatively and not on committees.

There is always a very short, written agendum, just to keep everybody together. I never mention the specifics in the agendum. If we are letting a contract, I will have there "Letting Contracts," for example. ... I do not mail the agendum to board members before the meeting. ... On big issues ... they are likely to make some statement which would make it difficult for them to operate in a way that would be in co-ordination with the other people at the time of the meeting. Occasionally I call the board members about some particular thing that needs immediate attention that I feel they all should know about, but that is a rare occasion.

I have made it a practice never to discuss any item with one member of the board. I will either discuss it with all or none. I have always done that, and from my experience, I always will. ... When I first came in as superintendent, that disturbed one member of the board. The former superintendent had always gone to this member to talk with him about things ... and the other four members of the board had never liked it. ... I do that in order to make the board feel that I am not trying to play favorites or trying to ... get in with one fellow to override somebody else.

I would not say that our board has always uniformly voted for everything. They have not, and I think it is better that the board feel that way. I would not want a board whose every member fully agreed on every issue of importance that was brought up. I would not have much board. I think it would be a nonentity.

... Boards of education ought to be democratic, and there will be some of them that will not agree because of their viewpoint and outlook on life .... ... Our board has been generally very coherent and very much together on things, although occasionally they have voted in opposite ways. The majority has always ruled when they have. On such issues they nearly always ask me to make a recommendation and almost never go against my recommendation.

They are not extensive, but we do have written rules and regulations which have been approved by our board of education.

One turning point in "B"'s life was when he decided to teach industrial arts instead of going to dental school.

If I had gone the other way, it might have turned out to be entirely different. I think that is true of everybody's life. ... You can plan but life still depends on chance.

The reason that I did not go to dental school was primarily financial. I was going on a scholarship which would have been a very meager, a hard, and maybe even an impossible way.

Teamwork is emphasized in a summary by "B."

Schools are no longer one-man operated. It takes all the people working together to make good schools. That is why you have to have somebody as the chief administrator who can unify and bring together these people and make each group feel that they have a part in the running of the school.

... I have members of the classroom teachers come into our board of education meetings. ... When they leave, almost universally they come to me and say, "Well, I had no idea that it took all this to keep a school running. I was thinking in terms of school in my classroom out in an individual school and my teaching the youngsters in the classroom. It has never occurred to me that it took all this back in the background." ... If that teacher out there on the firing line in that classroom does a good job and sells the parents on our schools, then they think we have a good school. ... By selling it themselves to that one child out there, they have sold the city public schools as far as that individual is concerned. It takes a lot of ... teamwork and that is what we strive to do in our school system.

... I consider good morale of all our personnel the number one thing. ... With good morale and good people ... we can have a good school system.

... I have been determined to win the approval of the people in my community by making every effort that I could to provide better school facilities of education for the people of this community. I have worked diligently at the job. ... The degree to which a

superintendent is successful in getting all these groups to cooperate is going to be totaled pretty well in the degree of education that is found in the community.

## Part II: "B"'s Family

Mr. and Mrs. "B" have been married for twenty-nine years. They have two children. The twenty-year-old daughter is a senior in college. The son is a senior in high school.

Mrs. "B" taught school for a total of eleven years. Her last year of teaching was twenty-two years ago. She does her own housework and has time for playing bridge some afternoons. She belongs to a women's forum, the P. E. O., and the D. A. R. She has held no office in the P. T. A. and believes that it is better for the superintendent's wife to take a back seat so far as the P. T. A. is concerned.

The children of the family said that it is somewhat like living in a gold fish bowl to be the son or the daughter of a superintendent. They would not prefer another occupation for their father, however, since he is an important man in the community and is highly respected. Neither of them will go into teaching.

"B" does not talk about the school problems at home. Mrs. "B" says that he is quieter around the house when he has a particularly difficult problem.

Mrs. "B" says that being the wife of a superintendent has its problems, but she does not desire a different occupation for him.

The following reasons are listed by Mrs. "B" and the two children as being important in making "B" an able superintendent:

"B" (1) works hard and sticks to the job, (2) is fair to the

teachers, (3) makes a lot of speeches and contacts a lot of people in the city, (4) spends the summer interviewing and getting good teachers, and (5) is given a free hand to run the school by the board of education.

Part III: "B"'s Board Member.

The following reasons are listed by Mr. "BM" as being important in making "B" an able superintendent:

"B" (1) is a business man and operates the school as a business, (2) is given a full rein to run the school by the board of education, (3) is a psychologist and handles employees beautifully, and (4) creates harmony within the board of education.

Mr. "BM" believes that the employees of the school are the happiest four hundred people employed in a public supported institution.



## PART I: SUPERINTENDENT "C".

"C" was born March 10, 1904, at Stigler, Oklahoma. He was third from the youngest in a family of eight children. There were two girls and six boys in the family.

The family lived on a farm near Stigler until the mother died in 1910 at the age of 29.

My father moved into Stigler for a year and a half. Then we moved to the little town of Ringling, Oklahoma, and lived there from 1913 to 1922. I attended elementary school there and at Stigler, where my grandparents lived. In junior high school, I traded back and forth between the two towns; consequently I lost about three years of my school life along there. That was a time when I was debating whether or not school was worthwhile.

In 1922 a local druggist at Ringling took a personal interest in me. I was thinking at the time rather seriously of going into the ministry ... for the Methodist Church. The druggist was a leader in the Methodist Church at Ringling.

"C" moved to Norman with the druggist and his family in 1922. He attended Norman high school during his junior and senior years, graduating at mid-term in the school year 1923-24. There were sixty-six members of the graduating class, but they were not ranked at that time. When "C" later became principal of the same high school, he was able to check some of the records. He estimates that he was in the upper middle group or a "B" student.

In junior high school I was one of those boys who is just between not going to school and going to school. I went to school about a minimum amount in order to get by. I did not apply myself too well in the freshman year. ... I worked pretty diligently through my sophomore year. In my junior and senior years I applied myself, but I would go to work right after school at 4:00 and would work in the drug store until closing time, which would be

from 10:00 to 11:00 o'clock at night.

"C" started to college when he was nineteen. He received a bachelor's degree in 1927 and a master's degree in 1928. Getting behind in his school debts had forced him to drop out of college during the school year of 1925-26. During that year he taught at the fifth grade level. After graduation and marriage in 1928, both he and his wife went to West Texas to teach. There "C" had a job as high school principal. They remained there for four years. When the depression came in 1932, the school paid them in non-cashable warrants. These were held until 1938 when they were redeemed by the school district.

"C" secured a classroom teaching job in an Oklahoma high school in 1932. He was moved to the position of principal of the junior high school in 1936. Within two years he had been moved to the position of high school principal.

When the war came along, the superintendent, who was a captain in the National Guard of the 45th Division, was called into the service. He was mobilized along with the 45th and asked me if I would take his position as acting superintendent until he came back. At that time we thought it would be for only a year or two ... and I told him I would be glad to do it. I filled in for him as acting superintendent from 1940 to 1944.

"C" secured a position in 1944 in his present school system as a junior high school principal, for it looked as if the war was going to be over soon. The move was agreeable with the superintendent for whom "C" had been substituting since a college professor was willing to fill the place for the duration of the war.

I worked for two years as principal of the junior high school, which was the place I had planned and hoped to stay with for the remainder of my school teaching career. But there was a vacancy in the senior high school. There had been difficulty filling the vacancy because of trouble in the high school, and the principal had been dismissed.

I had gone on a vacation in August. When I came back, the board said they were going to send me out to the senior high school. ... I thought that if I were going to continue to work with the board of education here I had better go along with their wishes, so I went out to the senior high school. They were very nice about it. They gave me a substantial raise in salary and a month's vacation with pay. The only thing I asked was that they give me a vice-principal at the high school. One of the problems the other principal had had was that he did not have enough time to do the administrative work plus the other details of the job.

At the end of the year there was a vacancy in the superintendency. ... I was not particularly interested in superintending, but I knew, too, that there are some people that are easier to work under as superintendents than others. I told the board that if they got a good school man to come as superintendent, I would like to stay where I was.

So the board said that they would visit Oklahoma Agricultural and Mechanical College and Oklahoma University to talk with the Education Department deans and members of the Education Department and let them select a list of names of the outstanding school men in the state that they would recommend for the job. The University of Oklahoma made out a list of five names. Oklahoma Agricultural and Mechanical College made out a list of four names. There was some duplication when they had finished.

The board had four names when they had eliminated the duplications. They invited those four men for personal interviews. Then they asked me if I would come in for a personal interview at the end of that time. ... I felt very much complimented that the group said they would rather have me than the others when they asked me if I would ... take the superintendency.

... I told the board that there was just one thing that I would want. I would have to have at least a three year contract, because ... the community was in a little turmoil at the time. At the end of the year they could unceremoniously pitch me out, and I had my family to think about as well as my own professional future.

At the end of the first year, things had calmed down to where it was very congenial, and everything was going on fine. ... Ever since then they have just extended that contract another three years.

"C" feels that his experience in the school system helped to place him ahead of the other candidates for the job.

I think the idea that was in the minds of the board was that I had been at the junior high two years and at the senior high a year; therefore, they felt that I had a little better knowledge of the internal working of the school. Since there had been some community friction, I think the feeling was that the school might have a little

more difficulty with an outside man. I think that the reason they had sent me out to the high school was that I knew the situation well enough. A lot of outside people would not have even considered it, because they knew what had happened out there, and professional people just do not like to stick their noses in on something like that. I did not stick mine in. I had it stuck in. It did work out all right.

"C" contributed an article to the O. E. A. magazine last year in which he explained the proposed legislative program for the teachers.

I also contributed another one on our five-year building maintenance program. ... It also had to do with our equipment. We started out with a five-year rotation period on typewriter purchases. ... Now all of our machines are just three years old. We replace one third of them every three years. We have found that it really pays. When you count your maintenance and depreciation, you will come out just about even on this three year rotation and always have good, new machines for youngsters to use.

"C" credits the Ringling, Oklahoma, druggist with encouraging him to attend college. Two superintendents with whom he worked guided him into the administrative phase of the teaching profession. One was the man who gave him a job in West Texas as high school principal, and the other was the superintendent who asked "C" to fill in for him during that superintendent's war years with the 45th National Guard Division.

Two rent houses are owned by "C". They are valued at \$8,000 and \$10,000, and they rent for \$75 and \$80 a month. They do not take any time away from his job as superintendent of schools.

Elective offices held by "C" include membership on the Board of Directors of the O. E. A. for the past seven years, chairman of the legislative committee of the O. E. A., president of the Kiwanis Club in 1949-50, membership on the Board of Directors of the Y. M. C. A. for the last seven years, and vice-chairman of the county Red Cross Unit for two years.

County teachers are welcome to use the school facilities of "C"'s district whenever they schedule a meeting. A neighboring

school plays "C"'s football team on a home and home contract basis, but all games are played in "C"'s school stadium.

Office hours for "C" are scheduled from 8:00 A. M. to 5:00 P. M., five days a week.

But of course you do not set hours in school administration. During the school term you have some place to go every night in the week. The hours really run from about 8:00 in the morning until about 9:00 or 10:00 at night.

Many people take part in the administration of "C"'s school system.

In the high school we have a principal, a vice-principal, and a dean of girls. In the junior high school we have a principal and an assistant principal. In the elementary schools we have the coordinator. We have a man principal in each one of the elementary schools, primarily for the purpose of the play ground activities for the upper elementary grade youngsters. In this office we have the superintendent and the assistant superintendent whom we have had just for the past two years. We have a business manager who does all the purchasing. Then we have three secretaries and a superintendent of buildings and grounds.

... The assistant superintendent does all the work the superintendent can not get around to doing. ... The board had asked me to get an assistant to help relieve the superintendent during the building program. The assistant superintendent works with the curriculum, the staff, and the testing program, with public relations and those things, while the superintendent is doing the general public relations and is administering the school system.

Then, as I explained to the board, during the fifties is a very crucial time with superintendents as far as their mortality rate is concerned, and the board would never be caught short handed if it had a good assistant. The board would always have somebody in reserve. Our town ... is accustomed to operating with administrative assistants. The heads of the different companies have a number of administrative assistants, and all the department heads have administrative assistants. ... That was the idea with which the board approached his appointment, that he would be an administrative assistant, although his exact title is an assistant to the superintendent ....

"C" has more time now since the assistant superintendent has been devoting much of his time to visiting in the schools. However, "C" is always available if a teacher asks for a conference.

When some organization asks for the superintendent to come to talk to that organization, they do not intend for him to send some one else. They want the superintendent. I try to keep myself available for those occasions and to make the assistant available for visitation in the schools, working more directly with the curriculum and with the staff. It will give him some very good training, too, when he does take over as superintendent.

"C" calls four or five general faculty meetings each year. The local O. E. A. unit has a dinner meeting, a picnic in the fall, and usually a picnic in the spring. Building faculty meetings are called by the principals and are held half on school time and half on the teachers' time. The members of the high school Future Teachers of America club are used in the elementary schools when the regular teachers are taking part in in-service training meetings which are held on school time.

A bulletin is sent out of the office of superintendent "C" each Tuesday and Friday. It is sent to all employees. This includes the teachers, principals, custodians, cafeteria workers, and secretaries.

New teachers in "C"'s school are introduced to the system in an orientation program and with the help of the local O. E. A. unit.

We take the morning of the first day just to get acquainted. The local committee puts name tags on all teachers so that they will know each other well enough to use first names. ... We give each of them a copy of our written policy book and highlight the school policies. It gives the ... salary schedule, the sick leave plan, hospitalization program, ... and the philosophy of the school. The president of the local education association talks with them about ... the importance of belonging to their professional organizations.

The board of education pays half of those professional dues as an incentive to get those people to belong. The board would pay all of it, but I have always felt that every person ought to have some investment of his own in his professional organizations. The board also pays half of their Blue Cross and Blue Shield hospitalization program for them.

... After a luncheon, we take them on a tour of the town. We have someone who has already made the tour explain the various industries. ... We also visit the local museum.

The next day they meet in the buildings in which they will teach, and the principals ... go over the routine of their buildings. ... One of the older teachers, who teaches next to them, is assigned as a buddy teacher.

Before the new teachers get here, the secretary to the superintendent has made available our housing list ... for locating a place to live. Since the local education association has a committee of teachers who make themselves available, we can call one of these teachers, and he will go with the new teachers to show them the various places that they can find to live. I think that is one of the things that breaks the ice the best for them and makes them feel that we are personally interested in them.

The new law on notification of teachers concerning next year's contracts has had little effect on "C"'s time schedule. He had made a practice of notifying the teachers by March 1 and had asked them to notify the board by May 1 if they did not plan to return. The board of education notifies the superintendent, the principals, and the elementary co-ordinator in February.

"C" believes that every superintendent makes mistakes in hiring personnel, because he has to hire the ones he can get and not just the ones he would like to get.

If a teacher is having trouble, the principals in "C"'s school work with him; the co-ordinator helps in the elementary grades. Fellow teachers are enlisted to give information and to exchange ideas. Also, the assistant superintendent works directly with the teachers who need help.

Prior to the dismissal of any teacher, "C" holds conferences with the teacher and the principal.

I try to let the principal take the lead in pointing out just what this teacher's weaknesses are and what he has done to try to help the teacher. In light of that information, I ask the teacher

how he feels about it and let him give his own feelings.

Then if I am convinced that the teacher really does have a weakness and has not been able to correct it, even though he has been treated fairly, I advise him that it would be best to resign. ... If he has been professional, if he has tried his best, I ... help him to get another job.

... I point out, "Now here are your weaknesses. You just do all that you can to correct those in ... the next school you go into. If you have tried and have failed to correct them here, it will be extremely difficult for you to stay in this system. You can go into another school and correct those right from the beginning." He will usually resign if he feels that it is to his best interests and the best interests of the school. I can not recall an instance of having to fire a person outright ....

I knew one superintendent who was very diplomatic in talking with teachers when it was necessary to terminate their contracts. One teacher said that he had been in for a conference and was three blocks on his way back to his building before he realized that he had actually been fired ....

"C" thinks that teachers may be accused of being disloyal a lot of times when they only lack judgment.

Patrons take almost anything that a teacher says about a school as being an absolute fact. ... Teachers have to be very careful in their statements about the school or about school personnel. I think that is even more true of a superintendent.

That is one of the hard lessons I had to learn after becoming a superintendent, that for some reason people feel a little different about the things I say now from the way they did when I was a classroom teacher with them. For instance, I had some teachers in the first superintendency to whom I had gone to school, and with whom later I had taught as a classroom teacher. I would talk with them in a light vein and never think anything about joking with them. But after I became superintendent, they took those things in a little different light. In some instance I might offend someone unintentionally, just in a joke, for he was thinking the subject to be serious. We must be very careful when we are talking about the school system, the school program, and the school children.

Curriculum studies are carried on by the teachers in the various fields, such as mathematics and reading. "C" feels that the adoption of textbooks by a teachers' committee has helped to interest the teachers by showing them various ideas and the ways in which they might be



incorporated into their courses.

As soon as the recent newspaper publicity concerning the teaching of high school mathematics and science came out, "C" called the Dean of Admissions at The University of Oklahoma and asked for a report on his students.

He sent us a written report. We were very well pleased that our students did rank toward the top. Our students ranked well in the placement tests in their work at The University of Oklahoma for the first semester. We have also asked for the same information from The Oklahoma Agricultural and Mechanical College.

Transfers between elementary buildings in "C"'s system are handled in the office of the elementary co-ordinator.

We have our elementary schools divided into... fixed wards, and some have elective or optional territory. ... Most of them have rather fixed boundaries; however, since 1948 we have been shifting the boundaries each fall to fit the enrollment needs. That is a difficult thing to do at first. ... But once you get started shifting, the people get used to it, and they do not mind it. We feel that it is better to shift the boundary line to utilize vacant classrooms that we have in the system than it is to build additional classrooms to a building that is overcrowded.

We publish a map in the papers showing the exact boundary lines of all those school wards. The students enroll in the ward in which they live and make a transfer request at the time of enrollment. The elementary co-ordinator tabulates all of his enrollments and ... if he has a small class in the school to which someone requests a transfer, he grants that transfer.

The school district has built four entirely new buildings and added classrooms to nine buildings since "C" has become superintendent.

A bond election is held about every two years in this community.

The first thing we do is to get the board to agree on the need and the amount of the bond issue. Then we prepare a brochure to pass out to all of the civic club members, to all of the P. T. A. members, and to every group to which we speak. We prepare a big chart that is an exact duplicate of the material in the brochure. While the person is looking at the brochure, we talk from the big chart and explain the population growth, the increase in school enrollment, the need for the school building, the amount of the bond issue, and the actual cost to each tax-payer. All of that information is drawn up in graphs and charts in this brochure. After the meeting

they may take the brochures home ... for reference or further study. This plan has proved very satisfactory.

We have a regular series of articles in the newspaper. Usually, there is a series of articles twice a week until election time. We also use the radio. Of course, we send material home through the schools, just as we do when we are urging patrons to buy their automobile license tags in this county.

When possible, we get the president of the school board to do the talking to the civic clubs on the bond issue. This is very effective, because someone who is looking for an excuse to vote or talk against it can not say, "Well, that is just the superintendent. That is just what he wants done." That is the procedure we usually follow in explaining our bond issue to the public.

"C" states that the local newspaper gives the school system a column twice a week. It is entitled, "How Good Are Our Public Schools?"

I shall always remember something that Dr. Bender told me one time at The University of Oklahoma. He said, "Whenever you go out as a new superintendent, of course you want as many friends as you can get. But if you have just one man that you are going to make a friend of, one that you really are going to get acquainted with, make that your newspaper editor." I have always remembered that advice, and I have tried to follow it. Fortunately, I have been on very good relations with the local newspaper. The local radio stations have been very cooperative. We do not have it now, but we did have a weekly radio program in which we would explain various phases of the school program.

"C" consults his board of education before accepting additional civic responsibility that will require a great amount of his time.

I talked with the school board before I accepted the presidency of the Kiwanis Club here in 1949 and 1950. I told them, "It will take quite a bit of my time. I want you to know it. What do you think of it?" They felt just as I did, that the contacts would provide many opportunities to sell the school program that I would not get in regular school work. I think that it paid dividends and that it was well worth the time it demanded.

... In the same way I explained to the board that I would be out of town a lot as chairman of the legislative committee of the O. E. A. But, as I explained to them, unless you protect your own school's interests on the state legislation program, you can not expect somebody else to do it for you.

I think any worthwhile civic work that can be done by school people is just another means of helping to sell the schools.

... Although we do not advertise it, we try to get some school person into every organization in town, such as the American Legion, the Kiwanis Club, the Lions Club, Mental Health Association, and others. If the schools are involved, or if there is something the schools can do, it gives you an opportunity for your school people to carry that information back to the organizations.

At the present time "C" is enrolled in a Dale Carnegie course on how to win friends and influence people.

If you will just be conscientious, sincere, straightforward, and honest with the public, and if you will really put in the time and work, you will get along all right as a superintendent. ... It takes a lot of patience to be a superintendent. ... In working with the public, you have to let the other person have his say .... Maybe then you can show him wherein he is wrong, or that the thing he is arguing about really will not change the situation a lot, anyway.

In making decisions that deal with personnel, "C" tries to put himself in the other person's position.

I think, "Now, if I were in that person's position, would I look at this as he is looking at it?" Then I try to look at the question from the point of view of the over-all value or the effect it would have on the entire school system. Then I try to get the teacher to look at it from the viewpoint of his particular school as well as in the entire school system, or in the entire community.

I think it is a good practice, if you have the time, to teach one class ... to keep the classroom teacher's viewpoint. It is very easy to sit in an office and say, "Well, this is the way it ought to be done, and that is the way it ought to be done." But you do some things just a little bit differently when you teach and see them from the pupil's point of view or the parent's point of view.

"C" believes that his religious faith has an important part in the making of his decisions. He is a member of the local Church of Christ.

I think it [religious faith] does help you over the difficulties, and the older you get, the more it does. The older you get, the more you realize that, after all, this life is very short at its best. Those fifty-two years got away in a hurry, and I know I am not going to be around for another fifty-two years.

The job of being superintendent does not worry "C" as much as it used to do, especially during the war years.

I think the sheer joy in superintending or teaching is the joy of accomplishment. If I feel that I am getting something done, I do not worry. I have adopted the philosophy of an old gentleman who taught school for forty-three years. It was this: He said he would take his problems just as he found them and would do the very best he could with them. Then he would not worry. I think that is a good philosophy. I want to be sure I have done the best I can, though. That is one way a person can dodge a problem if he says, "Well, I have done all I can about it," when he has not.

... One problem with which all superintendents are faced is that of letting the job take all of their time so that they do not have enough time for their family. I let it slip up on me before I realized it. I have two boys, and the one regret I have in life is that I did not take more time to live with the boys as they were growing up. I realize now how much I have missed and how much they have missed. A superintendent gets very wrapped up and intense in his work, and there is always a demand for his time. He has to have some time to spend with the family and be able to say "no" to some things without offending people.

"C" keeps the welfare of the child in mind and does not worry too much about whether he is going to please all the people.

He tries to keep in contact with the influential people in the community, particularly when an outlay of money is involved, as in a bond election. This contact is made without having standing committees, because he feels that they sometimes over reach their objective and become involved in something that is not for the good of the school or the community. Committees are used only for particular projects.

"C" is willing to describe how he views the method of applying for a new superintendency, although he has no personal interest in such a project.

Frankly, I am in my last one. I certainly would not try to get another superintendency, because it takes too long. It is too strenuous to get the confidence of the public and to get your feet on the ground. I worked at this job night and day for four or five years, and it has paid dividends, but I think a superintendent going into a new job has to work that hard.

In normal times the school board should seek the man. ... If the board is permitted to do its own interviewing, its own investigating, and to arrive at its own conclusion, it is not going to be very far wrong. I have never liked the idea of trying to high pressure a board for a job. There have been some terrific mistakes made by the superintendents and by the schools as a result of that practice. During the depression you had to get out and beat the paving to get a job .... If you did not use high pressure methods to get a job, not only to teach school but to do anything else, you usually did not get one. Superintending is now on a very high professional plane. I think it ought to be kept there.

"C" would be cautious about making changes in a new superintendency during the first year.

Although we say that schools are the same wherever you find them, they are not in a sense. Communities differ a great deal. I noticed this difference very much more than I might have, for I came from a college town into an industrial town. Basically, the education is the same, but you must fit the way you do things into the program of the local community in order to carry them out successfully. It takes much time and energy to find out the thinking and feeling of the people in a community. You can not afford to get too far ahead of them, yet you can not afford to get behind them. ... That is why I say that when I am through superintending here, I will never superintend another school. It takes too much time and energy and effort to lay the groundwork to get ready to do a good job.

A brochure or board folder is sent to each member of the board of education of "C"'s school system on Friday before the board meeting on Monday. It contains the minutes of the last board meeting, a listing of all bills to be paid, the items for which the bills were presented, the bond and building fund expenditures, and other matters to be taken up at the Monday night meeting. In the meeting, "C" tries to avoid giving the board new items for action on which they have not had prior information. The board folder may include letters written to the board about school activities by principals, the elementary school co-ordinator, the school nurse, or other staff members.

When the board comes to the meeting, there is only the question of getting their thinking together. One of the nice things we have had here is that the board members are rather unanimous in their opinions on matters. They are not unanimous in their discussion of them. There are

divergent opinions while they are arriving at what should be done, but when they finally decide what they are going to do, they are usually unanimous in their decision.

An advantage of the board folder method is that it allows "C" to tell each member exactly the same thing in the same way at the same time.

Business men are busy and do not always have the time to listen to the superintendent .... Before he gets through with all five of them, he is not sure that he has told all of them exactly the same story the same way, because he may have been influenced by the opinion of some of the earlier discussions.

Then the brochure saves a lot of our time, although it takes about a week to compile it. After each meeting I start dropping items in a drawer to be presented in the next brochure. On the Monday a week before the meeting of the board, I dictate my part of the brochure to the secretary, who writes it out in the rough. After we correct that draft, she cuts a stencil on it. The business manager and the principals work on their parts in the same manner. A lot of thought goes into the brochure before it is presented to the board members.

After being directed by the board to do something or to check for information on items, "C" sends each member a news letter which gives him information about the final disposition of the business that the superintendent has been requested to take care of.

Board folders are delivered by the superintendent, the assistant superintendent, and the clerk to the five board members, the treasurer, and the board attorney.

I always make it a point to deliver the president's folder so that I can have an opportunity to brief him on any necessary item or answer any questions he has. ... I do not try to influence him or ... to indoctrinate him or to get his opinion ... or try to influence his thinking one way or the other. I merely try to give him as much background information as I can. He can call attention of the others to this or that fact, and it merely gives him the advantage of the additional information as a presiding officer. I think it is a very touchy thing to ... have some of your board members better informed than others, because they certainly resent that situation, and I think rightfully so. We have been rotating members as president. He asks for that additional information, so that he will not be caught poorly informed about some particular topic of discussion.

In "C"'s school system, the high school principal, the junior high principal, the elementary co-ordinator, the superintendent of buildings and grounds, the clerk and business manager, the treasurer, and the attorney, plus the superintendent and the assistant superintendent attend all board meetings, in addition to the regular board members.

They stay for the entire meeting. ... My feeling has been that the better informed you can have your own personnel, the better public relations people they are going to be. Should any question be asked about any of these matters and if the man had been present at the meeting, he could say, "Well, I was there. I know what was said. I know what was done." Now I tell them, "You are welcome to attend, and we will be glad to have you attend; but if you have some conflict with some other school program, you go right ahead." They have been at most of the meetings.

"C"'s board of education has written rules and regulations for their guidance.

Since his is a non-state aid district, "C" makes a special effort to get patrons to purchase automobile license tags in their own county.

We have the principals take the applications for the automobile licenses for a while [each year]. That calls it to the attention of the parents, and it gets a lot of people into the schools who do not have children in school. The principals put all of the applications in a big envelope and bring them to my office. The clerk takes them to the tag agent's office. The principals ... pick up the tags for the previous day, and the patron picks up his tag and auto title the following day.

A turning point in "C"'s life was his decision to enter the teaching profession. He applied himself, and, with the aid of correspondence courses, he was able to finish a bachelor's and a master's degree in three and a half years.

Hard work is emphasized in a summary by "C".

You must be sold on your job. Just make it your life. If you do that, you will really work at it. I think that lots of work, really

hard work, and lots of time, energy, effort, and enthusiasm are needed if you succeed.

There are certain personal characteristics that you must have. If you do not have them, I think you have to develop them anyway. One is that you must have patience so that you can listen to people. Let them have their say. Do not be too hasty in your judgment, and try to see their points of view. Another is that you must solve your problems and the school's problems in the light of the general welfare of the school and community, rather than in your own personal interest and welfare. ... Your job will take care of you if you take care of your job.

A superintendent must know his community, and he must know the people of his community. In our democracy, there are people in every community who are going to influence the thinking and the activities in the community more than others. He must work with those people in order to get the things done for the school that he wants to be done. These people have to help you or else do it for you.

Another suggestion I would make, which I did not follow, is that the superintendent should take a little more time for recreation and other interests rather than just working at the job.

## Part II: "C"'s Family

Mr. and Mrs. "C" have been married for twenty-seven years. They have two children. The older son has worked for an oil company, but he is in the army now for two years. The eighteen-year-old son is studying in Chicago at the DeVry Technical Institute on a three year course. Neither son intends to enter the teaching profession.

Mrs. "C" is now attending a state college, taking courses leading to a bachelor's degree. She does her own housework. She is not interested in afternoon clubs and would be bored by having to play bridge. She has taught the Women's Bible Class in her church, but she does not at present. She has accepted no major office in the P. T. A., as she would rather have other people take those places.

Mrs. "C" does not believe that being the sons of the superintendent has affected the attitude of the teachers toward the two boys.



When "C" has a particularly difficult problem, he does not talk much about it at home. However, he does discuss his school work with his wife on occasions.

Mrs. "C" does not desire a different occupation for her husband. She does not think that a superintendent's wife makes more sacrifices than some wives of men in other professions.

The following reasons are listed by Mrs. "C" as being important in making her husband an able superintendent:

"C" (1) has a knack of getting along with people, (2) is optimistic, (3) is tolerant of the views of other people, (4) allows the other person to have his say, (5) has the confidence of the teachers, and (6) is constantly working at the job.

#### Part III: "C"'s Board Member

The following reasons are listed by Mr. "BM" as being important in making "C" an able superintendent:

"C" (1) is experienced in his particular field, (2) knows when to consult people and when to take action without consulting people, (3) never takes action when he should not, (4) joins the board in being able to win a majority of the people over to their ideas, (5) has the teacher's confidence and support, (6) is a well-informed man, (7) is an intellectual type with a curious mind, and (8) is a psychologist and is able to analyze people well.

## PART I: SUPERINTENDENT "D"

"D" was born November 20, 1907, at Mena, Arkansas. He is an only child. His father worked in a general merchandising store as a clerk and later moved to a farm about three miles from Mena.

I would say that we were not well-off, by any means. A clerk in a general merchandising store did not receive very much money. Then as a relatively small farmer, the income was not too good. The family never wanted for any of the necessities of life, but they were always anxious that I get a good education. My mother has helped in the field in order that I might go to school and not have to stay at home to do the work. I think that has caused me to have more ambition. I have been somewhat ambitious to succeed and have worked hard in that direction.

"D" was graduated from high school at Mena in 1925 and started teaching that fall. He ranked sixth from the top in a senior class of thirty-two members.

During my senior year in high school I had taken three normal training courses, which entitled me to a two-year certificate in Arkansas, at that time .... I taught for a year and a half and then moved to Pine Valley, Oklahoma, to work in a lumber mill for six months.

An additional year of teaching was followed by enrollment in college in the spring of 1928. After two years and two summers, "D" taught in a one-teacher school and then moved to a position as junior high principal. Following two years as junior high principal and two years as high school principal in the same school, "D" moved to his present school system as high school principal. Here he served for six years as high school principal and was elected superintendent in 1941.

"D" received a bachelor's degree in 1931 and master's degree in 1935. Both degrees were taken at Oklahoma colleges. He is presently enrolled in an extension course in Educational Sociology which meets once a week. His present school system has the regulation that all staff members complete six hours of college work every four years.

"D" played football and basketball in high school and football for one year in college. His present athletic interest is in playing golf once or twice a week.

"D" tries to get something in the O. E. A. Magazine every four or five years. He has written about his guidance program, attendance problem, and other school problems.

A first grade teacher is credited by "D" with having a great deal of influence upon his entering the teaching profession. She had been his first teacher and possibly suggested that he be employed as a teacher under her supervision.

It could have been the job. I needed a job. I was just a high school boy growing up and realized that I was going to have to turn some way. I did love sports and liked to work with boys. Then, after a year or more of teaching, I thought, "Well, maybe this is not best for me." That is when I went to work for the lumber company .... After about six months of that, I realized that I liked teaching better; and I have been either going to school or teaching ever since.

"D" has no financial investments other than a small farm located on the outskirts of the city.

Elective offices held by "D" include membership on the O. E. A. Board of Directors, director of the Oklahoma Association of School Administrators, and a past presidency of a District Teachers Association.

"D" believes that a very fine working relationship with other schools exists in the county. He tries to help the other schools in any way that he can.

The school day for Superintendent "D" begins at 8:00 in the morning. It often includes answering mail, visiting the elementary schools, inspecting a building under construction, visiting offices of the school board treasurer, school board attorney, county superintendent, and discussing matters with individual members of the board of education. The office of the superintendent is not kept open on Saturday mornings. This time is reserved for going through the mail, for conferences with the business manager, or for special appointments.

"D"'s school staff includes a business manager, a clerk-secretary, a curriculum coordinator, junior and senior high counselors, and six principals. The main burden of supervision of instruction is placed upon the principals. The principals are told that the responsibility of running a particular school is theirs.

"D" tries to be available to faculty members.

My door is always open unless there is some private conference .... They will make appointments, because I am frequently out of the office. Anytime they call and want to see me, I am more than happy to talk with them. I do not think that I am inaccessible at all as far as our teachers are concerned.

... I seldom have a teacher come to me who has not already discussed the matter with the principal involved. We have something that I believe is a little unique; it is known as a superintendent's advisory council. A teacher who feels he may have been abused by the principal may go to this member of the advisory council, who is elected by all the teachers of that particular building, and discuss the matter with him. That member of the advisory council may contact me by telephone, or come to see me if he so wishes.

We discuss the problem without the principal's knowledge if it is of a personal nature and the teacher does not feel that he could discuss it in an unbiased manner with the principal present.

I would not need to know who the teacher was that first went to that member of the advisory council. I feel that the teachers have access to me through that advisory council.

The principals understand that there are times when they can be circumvented by some teacher, and I do not believe that I have ever run into any resentment on the part of the principals over the advisory council.

The advisory council also serves as our representative board of the city unit of the Oklahoma Education Association.

About two faculty meetings are held each year in "D"'s school system when all staff members are present. Most principals hold building faculty meetings once each week. School time is not used very often for these meetings.

One of our principals tried something last month that I thought was good. She had an unusually long faculty meeting planned and had mothers come up to take the places of the teachers ... until about ten-thirty o'clock .... Those mothers were quite anxious to see those teachers come back at ten-thirty, too.

Bulletins for "D"'s school faculty are picked up each morning by the principals. They are put on the teachers' mail box where they sign in and sign out, so that all can see and initial them.

New teachers are welcomed into this school system by a planned program.

Our new teachers come in one day before our other teachers, and we work with them a whole day. We divide the responsibilities for certain areas of the administration with the principals. I usually discuss the policies and rules and regulations of the board of education. We try to acquaint all the teachers with the forms that they will use and usually appoint an older faculty member to help them. We try to help them to get adequate housing if they do not have it already. Then we usually take them to a civic club for luncheon on that day .... In the afternoon they go to their respective buildings and work with the principals.

The new law on notification of teachers about next year's contracts has made no change in "D"'s time table.

The superintendent is re-elected at the regular meeting of the board on the first Monday night in January. The principals are elected or re-elected on the first meeting night in February. The teachers are elected or re-elected on the first Monday night in March. That has been our policy for a number of years. We find that March is early enough to notify the teachers.

"D" believes that he had made few mistakes in hiring teachers.

Perhaps we employ one or two teachers a year who do not turn out to be good teachers. I have been rather partial to employing younger teachers. We have not employed any teachers over forty-five years of age for the last six years, unless an emergency comes up. ... If we did employ those over forty-five, before very long our faculty would be composed largely of older people, and that is not good.

... It is largely through the work of the principal that any remedial work is done with teachers. I used to try to help the teachers personally; but since we have become considerably larger, I do not have the time .... The principals report any weaknesses in their teachers ... and we discuss them.

Releasing teachers is always a difficult problem. I have a talk with them. I call them into the office to tell them that I do not believe it would be advisable for them to seek re-election for the coming school year, and I tell them reasons why. They are entitled to a hearing before the board of education if they wish one. Generally speaking, they do not. During my fourteen years as superintendent, I have not had a teacher who has appealed to the board over my recommendation.

"D" believes that it is important in a good school system that the teachers be loyal.

I have always tried to treat all teachers alike. I believe my teachers respect me for that. It certainly displeases me when I give one teacher a room of new school furniture and cannot provide other teachers with the same thing.

"D" groups students in the junior high school according to their reading ability.

... We are finding this year that the teachers like this method much better than the heterogeneous grouping that we have been using heretofore. We think that it is a better basis than intelligence tests. We do get students of about the same ability in each group. Now I know that some people argue, "These youngsters do not have the same mathematics ability." But ... there is a great deal of correlation between reading ability and mathematical ability, I find.

I encourage each teacher to attempt something new each year-- something that he has not been doing heretofore. First, of course, he talks with his principal and gets his o.k. on it, because we would not want something that is out of line. But every teacher is encouraged to experiment, and we give him any materials and help that we can ....

"D" is trying to do something about the new interest in the teaching of mathematics and science.

We had a meeting with Dr. Bliss, of The University of Oklahoma Science Department, about two weeks ago. We had people who are interested in science meet and agree to help any student who is interested in science in any way they can. That is, if the youngster who is interested in chemistry wanted something over and above what he is getting in high school, or what the high school instructor could offer him, these chemists would be willing to talk with him and help in any possible way that they could.

Transfer regulations in "D"'s school system are relaxing a little, but definite zones of attendance are used.

There has to be a very good reason before we permit students to attend another school. One exception is in the case of a woman teacher who has a child and teaches in another area different from that in which she lives. Then we permit her to take that child with her. It also depends on the crowded conditions of the school. One views requests in a more reasonable light after he has been in a place for fourteen years.

Since "D" became superintendent, the district has built three new school buildings and added thirty-four classrooms to old buildings. Plans include the addition of thirty-two classrooms by August of 1956.

Our most desperate need right now is for a high school that will cost in the neighborhood of a million and a half dollars. We have no way of getting the money, because our valuation is \$10,460,000. With our 10 percent limit now, we could raise just a little more than a million dollars even if we did not owe anything. At the present time we owe \$183,000 and recently we voted a \$275,000 bond issue. That together with what we have accumulated in our building fund is to take care of these thirty-two rooms that we are going to build from January 1 to August 15.

School bonds are not hard to sell in "D"'s district.

We must have more buildings. I know some places have to go all out to get a bond issue across, but we are growing at the rate of 275 to 300 pupils a year. It is not very hard to show the people ...

that it is going to take at least ten classrooms to house those youngsters. We seldom have more than two to five votes against our bond elections.

"D" does not try to withhold any story from the press.

If I have something distasteful coming up, I go to the editor of the paper ... and tell him that I would appreciate it if that did not receive any publicity. If I tried to keep it from him and he got an inkling of it, I think he would be justified in going ahead and printing it. ... You can withhold things that would be damaging to your school system ... with that kind of feeling between you and the editor of your leading newspaper.

Reporters do not often attend the meetings of the board of education but "D" gives the news to the newspapers the following day.

Civic club work claims its share of "D"'s time.

I am nearly always up to my ears in civic responsibilities. I have served in nearly every capacity in the Kiwanis Club on the local level. It adds to the work of a superintendent, but I think it is everyone's duty and opportunity to participate in civic club work.

"D" believes that it is not an easy task to make people like you.

I think perhaps my personality is not of the effusive type. I know of some people who mix much better than I. It is something that I would like; that is, that I would like to accomplish. One of the most difficult things that I have to do, I think, is to try to make myself well liked. I do not think I necessarily try to be popular because I know that some of the methods ... used by people in order to be popular are distasteful to me. I can not see myself doing the same things, even though by doing them I might get more recognition or more popularity by doing them.

"D" tries to get all of the information before making a decision.

Sometimes I even go so far as to take a sheet of paper, draw a line down the center of the page, and put on one side "for" and on the other side "against." Then I jot down everything that I can think of for a proposition and against a proposition. I try to weigh those and see which is the heavier, so to speak. If the majority of the evidence or reasons is for it, then that is what I advocate.

... The only reason that I might expect someone else to accept my views on a proposition is that I have had experience in quite a number of areas. I am a believer in experience.



"D" is a member of the local Baptist Church.

For the past fifteen years I have been an assistant teacher of the businessmen's class .... It is important that the superintendent participate in church work, but I do not feel that he should load himself down with church work. There are others who have fewer demands made upon them that can be trained and should conduct many of those things. That is the way I feel about it. We should be training leaders ... to do those things. I do not want all of our school teachers ... to feel that they are duty bound and obligated ... to teach Sunday School classes. If they want to teach, they should; but it is quite a bit to ask of a teacher and make it necessary for her to be there every Sunday morning to teach a Sunday School class.

"D" is aware that there is considerable strain in being a superintendent of schools, particularly if things do not go well.

I suspected this last summer that I had a heart condition and went to the hospital late one Saturday night. The doctor examined me, kept me in the hospital for a week, and finally decided that the pains in my chest ... were due to emotional strain. If everything goes well, there is no strain. But you can get some very difficult problems when you are superintendent of schools.

At home, I talk about practically all of the problems that I face. It sometimes does me good to discuss them with my wife even though she may not be of much help in finding a solution. It is good to get them "off my chest."

"D" is not able to please everyone, but he does not think that he has many enemies in the city.

I try to get along with people. I try to be as tactful as possible. ... That is where most superintendents have trouble. They are not as tactful as they might be. I am always willing to try to work things out with anyone who has a complaint .... ... Of course, the board of education must make the final decision in all school matters ... since a superintendent has no real authority unless it is delegated to him.

The former superintendent of "D"'s school recommended the promotion of the high school principal to the job of superintendent. After a two-minute interview with the board of education, "D" was hired. "D" has never applied for a job as superintendent and can not speak from experience.

I would take some of the work that I have been doing to see if I could get the individual members of the board who were doing the selecting to look at it ... to see if they were interested in that type of program. Of course, I know the regular channels that I should go through. I should not apply for the position until it is vacant. Then I would contact the president of the board of education, or anyone designated by him to be the contact person, ... and arrange for an interview. ... In the interview I would tell the members of the board some of the things that we have been doing in our school system. If they liked that type of program, then I would like to be considered for the position.

"D" does not remember making any major changes during his first year as superintendent.

"D"'s concept of the superintendent's role is to advise and make recommendations for action by the board of education.

Almost all the items on our regular agendum are discussed with the president ... of the board of education prior to the meeting. I send onion skin paper duplicate copies [of the agendum] to all of the board members ... three or four days in advance of the meeting. It is not always possible to do that, however. Sometimes the agendum is made up on the afternoon of the board meeting day.

The president of the board of education usually asks me for my comments as to why or what should be done on any specific items. If the board sees fit to adopt or approve that recommendation, it is so recorded in the minutes.

I do want to say this. Our board of education has not handed down a split decision in the fourteen years that I have been here. One or two of them have not gone along whole-heartedly, but they will not vote contrariwise to the majority. They will sound out each other, and all motions passed are on the basis of unanimous decisions.

If the board is about to vote on some issue on which it seems to have divided opinions, "D" will usually suggest that it is not necessary to make a final decision on the matter at that particular time and that more information is needed before the final decision.

"D" finds that written board of education regulations are almost necessary.

They are a protection for the superintendent. They are a protection for the board of education. The board of education can see what its policies are and be governed accordingly.

I studied the rules and regulations of five or six different schools. Perhaps I leaned more heavily on the policies of the Dallas public schools. I had worked with the superintendent in a conference out at Boulder, Colorado, one summer and learned to like him very much.

... I drew up our regulations in a tentative form and discussed each one with the members of the board of education and explained it fully. Then the board voted to adopt them, and they became our governing rules and regulations.

The one major decision recalled by "D" was made when he decided to return to teaching after working for the lumber mill. He is also happy, now, that he took the job as high school principal in the present school system rather than the superintendency in the system from which he moved.

The influence of other people is emphasized in a summary by superintendent "D".

I can remember Mrs. Floy Perkinson Gates, an English instructor. I can remember Tom Houston, a history professor, and Mildred Riling. Now, those people did something for me. They made me realize that I wanted to succeed. Then, superintendents who have been in authority over me have boosted me along.

I feel that a large part of my success as a superintendent has been due to the colleagues with whom I work. I have some very capable people working with me in the school system, and I think most of the credit should go to them. After I tell them what I want them to do and they go ahead and do those things ... as I want them done, then I think that success comes largely through their efforts and not through mine. I feel that such people as my high school principal, my curriculum coordinator, my school census and attendance officer, my business manager, and ... the clerk of the board of education could ... make or break me so far as my success is concerned.

## Part II: "D"'s Family

Mr. and Mrs. "D" have been married for eighteen years. Two children were lost in infancy.

Mrs. "D" was a secretary for her father before their marriage. Her father was an attorney in the city where "D" is superintendent of

schools. Mr. and Mrs. "D" live in the home of her mother. Mrs. "D" has held no major P. T. A. offices and would prefer to remain in the background in that organization. She is active in church work and is a member of the local Christian Church.

"D" talks over his difficult problems with her. He studies decisions very carefully and does not make hurried decisions.

Mrs. "D" does not desire a different occupation for her husband.

The following reasons are given by Mrs. "D" as being important in making her husband an able superintendent:

"D" (1) is honest, (2) makes a stand for what he believes, (3) is active in civic affairs, (4) does not make too many snap judgments, and (5) draws his friends from all classes of people throughout the city.

### Part III: "D"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "D" an able superintendent:

"D" (1) has necessary information ready for the board of education, (2) is able to sift the chaff from the corn and gives the board the right information, (3) knows the teachers that he wants to hire, (4) is able to support his ideas with facts, (5) keeps up with education by attending national meetings, (6) furthers his education by reading and is able to talk about advanced ideas in education, (7) has a good vocabulary, (8) attends church, (9) has the good of the school first in his thoughts, and (10) wants to see that everything about the school goes off in good order.

Mr. "BM" says that, "We have one of the best school men in the state and are very fortunate in having him."

## PART I: SUPERINTENDENT "E".

"E" was born on November 23, 1904, at Jonesburg, Missouri.

There were five children in the family. "E" was the youngest child, twelve years younger than a brother who is next in line in the family, and he grew up practically by himself.

"E"'s father was a stock buyer-farmer-banker in a small community.

In the summer he would have me work on the farm. I thought it was hard work. My father did not think it was. ... Going to school seemed to be my chief occupation. I started teaching in a high school at nineteen, and I was superintendent of the schools before I was old enough to vote. However, it is a small town with only about 175 students enrolled in the school.

"E" spent only a little more than a year in formal high school work.

The community did not provide a full first-class high school ... until several years later when I returned as superintendent of the schools and was able to work with the electorate in providing funds for such a school. Through special summer work and by writing to the State Superintendent of Public Instruction in the state of Missouri, I was permitted to receive private instruction. ... I had no senior class ... but did complete the total number of units of work required for graduation.

I spent the winter in 1923 formally in college in undergraduate work. I did not spend another full year until I took a master's degree in 1928. I graduated from Central Wesleyan College in 1926 with a bachelor's degree.

After serving as principal-teacher for one year and as superintendent of schools for three years in my home town, I spent one full year in graduate study in geology for which I received a master's degree from Washington University in St. Louis. ... When it became apparent that I would continue in education, which I did not particularly plan at the time, I went back and worked a sufficient number of college credits to qualify for another master's degree.

After voluntarily resigning the position of superintendent in order to work on his master's degree, "E" secured a position in the college from which he had received his bachelor's degree to teach geology and to head the department. From that place, he came to his present school system as a classroom teacher.

I taught as a classroom teacher for one year. I spent six years as an elementary principal. Then I spent six years as assistant superintendent for elementary schools and three years as assistant superintendent for elementary education and junior high school education, which made a total of nine years in that particular type of position. ... I came into this position twelve years ago.

... I came here as a result of placing an application with the Clark-Burr Teaching Agency in Kansas City. They needed somebody to take in the tail-end courses, and they had to have someone who would teach two courses in geology as well as courses in economics, geography, biology, and physiology. ... So if it had not been for the fact that I had had the training in geology, I would not have been here.

"E" completed the requirements for the doctorate in education at Colorado State College of Education, Greeley, Colorado, in 1941.

In the school which I attended, the degree is interpreted as a practitioner's degree. There were three areas of concentration. One was in the field of school administration; the second, in the field of psychology; and the third, in the field of elementary education in which I was engaged at that time.

... I used specifically a study of the reading problems and program as conducted in public schools with particular emphasis on the adaptability and value of textbooks and manuals in the teaching of reading. I used twenty-seven readers and manuals as a part of the study to find out what the better practices were so far as educational literature is concerned and in an effort to determine to what extent the authors were using those practices as disclosed in the content of the material which they were writing. I found a great discrepancy, as one would imagine.

"E" has not found time to write a book, but he does write extensively for publication in magazines. His most recent contribution is an article for one of the largest trade journals in the world. It has to do with the controversy between the colleges and the high schools on science and teachers.

"E" does not remember being urged by anyone to enter the field of education.

My grandmother had taught for one year before the Civil War. She had enjoyed it. Incidentally, I still have the bell in the other office somewhere that she used in calling her classes together. But there is no incident to which I can attach any particular importance, or no individual who ever urged me to or not to.

"E" has no financial interests that require a part of his time. His chief interest is in informing the public and promoting the interests of the local public schools.

Elective offices held by "E" include being a member of the O. E. A. board of directors and the executive committee, a member of the legislative committee of the O. E. A., chairman of the O. E. A. planning committee on legislation, and a member of the teacher retirement committee.

So far as being elected to other positions is concerned, I have been a member and am now eligible for life membership of the board of directors of the Chamber of Commerce; a member, just re-elected for the sixteenth time, of the board of directors of the Y. M. C. A.; a member of the board of directors of the community chest; and I was elected as trustee of a medical center and hospital out here this last summer.

Other schools seldom request the use of the "E"'s district's school buildings. Some of the private and parochial schools use them on a rental basis. They are available to the public when they are not scheduled for use by the school staff.

"E"'s hours of work are scheduled from 7:00 o'clock in the morning until 4:45 in the afternoon.

Sometimes I get home at ten or eleven o'clock at night. This past week there have been five dinners and meetings so far, and I will have a couple of them tomorrow. ... The hours are very unpredictable. The day runs anywhere from eight or nine hours to twelve to fifteen.

Superintendent "E"'s office is open on Saturdays part of the time, depending on the season of the year.

"E"'s school staff has a functional type of organization.

The superintendency is divided into many of the functional sub-divisions. There are three people who serve in the rank of assistant superintendent and one who carries many of the responsibilities of an assistant superintendent, making a fourth division. These divisions are assistant superintendent for instruction; ... for guidance, pupil personnel, and special services, and ... for business. We have an individual with a similar but not identical rank, the director of administrative services. Then the superintendent has as his special advisors the heads of eight departments .... There is a little deviation there over and against what is the common practice throughout the state in that certain individuals are placed by our board of education under the direct supervision of the superintendent, rather than being directly responsible to the board. They do perform such duties as might be required by law, directly for the board. There again, the board delegates that responsibility to the superintendent. While there is no violation of the law there, there is no provision for this type of arrangement. That makes it possible for these folks such as the treasurer and clerk and attorney in turn to have general supervision, which is not accorded individuals in those positions in other communities large enough to have them. ... The superintendent, as the executive officer of the board of education, is the chief administrative officer. The other individuals in the major categories are administrative officers for those divisions or departments.

"E" tries to be available.

So far as the members of the superintendent's staff are concerned, ... I am available any time during the day that I am in the office. I am in the office every day that I am in the city. In the twelve years, I have been out four days for personal illness and four days for personal vacation. The personal vacation period covers twenty-one years.

So far as availability to principals is concerned, we have an hour and a half meeting once a week with all principals and supervisors. More than a hundred of them meet in this building, in a room designated for that purpose. On alternate weeks the topics vary somewhat. We will have a discussion of the administrative and management problems on one week. The next week we will take up in-service education and our instructional problems. It is a very common practice for us to break up in both meetings. There will be a general meeting of all the folks for half an hour for discussing information and problems relating to the entire school system. Then they will break up into the elementary and secondary divisions, under the direction of the director of elementary education and of secondary education. ... Every meeting begins as a general meeting. When we meet as an in-service group, the individuals will break into groups according to the problems in which they are interested, or to which they might possibly be assigned.



Each Friday throughout the year, summer and winter, we have a staff luncheon meeting in this room [adjoining the superintendent's office]. Yesterday, for example, we had twenty-three people here who had lunch together and we do that regularly. That is not the only meeting we hold; but that is the only regularly scheduled meeting, at which time everyone reports on progress he has made, what he has been doing the past week, and what his plans are. They may receive assignments at that time; or they may report on some special assignment. But then we will have one to two called meetings during the week in which the major divisional heads will be called in as a usual thing. Sometimes they are restricted to only a part of the regular members of the superintendent's staff, depending upon the business to be transacted.

We meet more frequently than you will find is true in many school systems this size. In fact, we have a higher degree of unity than most school systems. By that I mean there are more people who know more about the general problems and their co-workers .... As far as we are concerned, it is absolutely mandatory.

We try to be sure that the senior high school teacher of trigonometry knows something about the problems of the first grade teacher of reading or the teacher of spelling. While we are not one hundred percent successful, as could go without saying, we are continually working on the matter of integration of our entire program. ... That is one of the major responsibilities of the superintendent, the matter of in-service education.

Principals of "E"'s school system are urged to have meetings not less than once every other week, and some of them have meetings every week on their own. Monday is reserved for local meetings in the buildings, and Wednesday is reserved for meetings at the central office. Few city-wide teachers meetings are held because the district has no building to seat properly all the personnel.

A weekly bulletin goes out from the Superintendent "E"'s office.

The superintendent's bulletin goes out every Monday to every employee in the school system, teachers and others, and announces special events, meetings, trends, policy, plus the departmental meetings which are commonly held on Tuesdays and Thursdays .... Besides that, we have a monthly house organ that goes to all employees. It is of a much broader nature and of a more personal interest, probably, than the professional weekly bulletin. These two are printed. A mimeographed bulletin is given to the principals each Wednesday when they come in. ... It takes in an agendum of the items to be discussed at the meeting, although items to be discussed are not necessarily restricted to that agendum.

"E" is no longer able to interview prospective teachers.

It has reached the point where any interview that amounts to very much will require some time, and I have not been able to find the time. I try at least to greet them and to ask them a few questions, but the interview is carried on by staff personnel. We have three to five people who conduct those interviews and make recommendations to the superintendent in writing and on printed forms designed for that purpose.

We have a four-page application blank which is to be filled out in detail. This gives us our first material to screen. We require about eight references. Wherever possible, we do the investigating on our own.

We give applicants two printed items at the time they apply. One item describes the school in general; the other describes the cultural, educational, and religious opportunities in the city. We have other information if they want it. A manual of operation is available to all teachers. We have a handbook for new teachers ... to help them to become oriented or to learn something about the school system.

The matter of teacher recruitment is making a tremendous difference this year. I came in a while ago with an applicant who was waiting at the front door. The personnel office is open and will remain open week ends and any other time we can get applicants. We have a very serious problem in recruiting approximately three hundred new and replacement teachers for this coming year.

The new law on notification of teachers about next year's contracts has made no change in "E"'s policy since the school system has been operating on what they call a gentleman's agreement. Teachers have been notified for some twenty years around the first of March.

An attempt is made in this school to help all personnel at all times.

That is a continual problem in the growth and the strengthening of a school program. There is a continual re-evaluation of what is being done, and we attempt to do something with the results that we find.

We have a three-year probationary period as part of the rules and regulations of the board. ... During this probationary period, a teacher may be called at any time after the supervisor in the area and the principal and the divisional head concerned have reported that his work is not satisfactory and have presented a description of what they have done over a period of time to assist him and of

their interviews with him. We must have a running-written record on the case, and if everything reasonable has been done, then he may be notified at any time that his services will not be needed. However, we will give him a thirty-day notice during the year as provided within the contract with him. If it is at all possible, of course, we let him continue until the end of the year and then do not recommend a renewal of contract for him.

"E"'s teachers help in disciplining their own members.

We have the most loyal group of employees that I have ever seen or heard of any place. ... We have here a general policy now in which our teachers apply within their own ranks some of the disciplinary measures that need to be applied to straighten folks out rather than imposing that responsibility on the superintendent. However, where it is necessary, positive action is taken and can be taken in individual situations. But we are very fortunate that our own folks are sensitive to these things. ... In order to become a profession in its highest sense ... we are going to have to apply any disciplinary measures that need to be applied, so that the disloyal individual, disloyal to the school system and disloyal perhaps to the contract which he signed, is promptly handled by his co-workers. It is an unusual situation. It has grown up in recent years. I am proud of our personnel and their sense of personal responsibility in this matter.

"E" is able to list some changes in curriculum emphasis during the past twelve years.

I do not know how major they are. It is hard to tell, if you are too close to it. Others have to evaluate that. We have added courses, such as speech on the junior high school level. We have intensified that program on the senior high level. We have gone into guidance council in the schools .... It has now grown to where we are offering many more services to youth. We also have a full time child guidance clinic center here in the community as an independent enterprise. Emphasis on citizenship is probably made from the standpoint of developing a consciousness on the part of the youth of his individual responsibility toward his community, state, and nation. ... It is a matter of keeping abreast of the times, mostly, being continually alert from the standpoint of what are the better practices in education, rather than trying to introduce anything that is revolutionary.

Recent newspaper publicity about the teaching of mathematics and science has caused no changes in "E"'s program of studies.

We have kept a running account of what we are doing there. We teach science in the elementary schools because we have a semi-departmental system. Our figures show ... that we are running from two and a half to ten and a half to one over the number of children who are taking courses in science and mathematics in comparison with

other high schools in the state. I mentioned the elementary schools in the beginning, because we think it provides an early incentive and interest in the field of science. It shows up later on. Both in the field of physics and chemistry we are running two to three and a half or four times the number of youngsters who take it on a state-wide level. I am not meaning to be critical of any other section of the state, for the small high schools do not have the facilities to offer that kind of a course. We have 101 different courses that we offer in the public high schools here.

Students are expected to attend school within their assigned boundaries in "E"'s district.

The main school districts and the sub-divisions of those districts and most of the schools are closed to transfers from the outside. If the school enrollment is not heavy, then the person wishing a transfer, or the parent, may apply to the assistant superintendent for special services and secure a transfer ....

Twenty-three or twenty-four new school buildings have been constructed since "E" became superintendent.

We have eight buildings on the drawing board at the present time. In the next five years we will need an additional twenty-one elementary schools if we do not decrease our class size on the elementary level .... We will need eight and a half junior high schools. We will need four senior high schools. Two of the senior high schools are on the drawing board. If we do decrease class size on the elementary level, which is away beyond what it should be, we will need nine additional, or a total of thirty elementary schools in the next five years. ... Now, that is based upon the birth rate with a very small margin for influx in population.

"E" takes the position that any school bond election could fail.

We go into it as though this one that we are working on at the present time might fail. We take nothing for granted. It is a mark against the schools to have a bond issue fail. It is an all-out effort every time we go into one.

There is no one way of handling it. Usually we call in a citizen's committee. One is appointed, and no two times are they ever selected or appointed alike. We try to have the common element of a cross section of interests in the city. Sometimes the Chamber of Commerce will come out ahead and aggressively take the lead. In that case, no committee may be appointed. In all instances ... we try to inform the public not too far ahead or not too close to the time that the election is held. The timing is important. The thoroughness and simplicity of the material which is presented to them as a justification for the voting a bond issue is always considered.

... Because we have been having a number of bond elections in the community, we carried our last election only by about seven and a half to one. Very often we run as high as twenty-three to one ....

There is no formula. It depends on the circumstances. The important thing is that none of the circumstances just mentioned should be ignored in the evaluation as to what is the best approach. Just keep one thing in mind: Do not cover up. Give your people every bit of information that they want and that you think would be helpful to them.

Once in a while "E" points out to the press the merits of holding a story until more information is secured.

There is always a tendency on the part of some sections of the public to draw conclusions on the basis of a limited amount of information. But our newspapers are very cooperative with the schools, and they have made a big contribution to ... our program.

I am interviewed every day and sometimes twice a day by regular reporters. Each newspaper has a full-time educational reporter covering education in the community, in our case the public schools, the university, and possibly private schools. However, very little time is spent on those other areas. Then we have a school-community relations department that works regularly with the newspapers in securing information, making suggestions which may or may not be accepted so far as stories are concerned.

The relationship with the newspaper is a matter of great importance. It ought not be considered in terms of a necessarily selfish motive in doing this. Newspapers can be the best friends of the school program in helping the people to become informed on what the schools are trying to do and on what the schools' needs and problems are. Some of the tragedies of public education in some of the cities over the country, particularly in the large cities, have been conflicts between the schools and the press. In some instances, from this vantage point, a few of them appeared to be unnecessary.

"E" does not feel that civic clubs require too much of his time.

I welcome it as an opportunity to personally bring information to them. I have spoken ~~three times this week~~, telling them about our needs and program and the educational prospect for the next five years here. Very often, if these things stack up, which they do, I ask the club for permission to send a member of the superintendent's staff to perform some of those responsibilities. We all work together in interpreting the schools to the public. They are very cooperative on it.

"E" states that a chief principle in creating harmony and cooperation among school staff members is the recognition of the

dignity and the worth of the individual.

We ask teachers to recognize that characteristic in the classroom. We cannot expect them to do that effectively unless we in turn, as department and divisional heads, recognize in our relationship with our own co-workers their right to respect and to their position of responsibility and personal dignity. We permit them, in a degree, to share in the formulation of policy which the superintendent may later recommend to the board for its appraisal. That does not mean every item that comes up is handled in that way; but when we consult them within reason, the superintendent has an advisory council composed of elected people on a system-wide basis, who come in to advise him on anything that he may ask or that they may wish to propose. We meet periodically throughout the year. The activities of the group are reported to the personnel of the school system.

... There are times when one must be firm with conviction and without fear. But a dictatorial attitude on the part of supervisors or principals is catching as far as teachers are concerned. It will be taught whether the teacher is intending to or not, by indirection, by personal relationship in the classroom.

When making decisions, "E" allows each situation to stand on its own feet.

... If there is something in which the superintendent is going to carry the major responsibility, ... he, of necessity, has to be consulted about it or has to be informed about it. Most of those decisions made by the department or division heads or principals are in matters of keeping the superintendent apprised of what is going on so he may, in turn, speak intelligently to the board and the public.

When decisions are reached which affect others, as far as we possibly can, we bring them into consultation during the formative period on making decisions. Every individual who is expected to follow out a policy or program, as far as possible, should share in it. Now there are exceptions to that, and those are the exceptions in which the judgment of the officer of the school system, who will carry the major responsibility for success or failure, may be in conflict with the other recommendations. He has the right ... to make any variation in the decision ....

Of course, most decisions affect policy or interpretation of policy which is set up by the board.

"E" believes that his religious faith enters into his formulation of school policy and in the making of decisions. He is a member of a local Christian Church.

I was brought up in a religious family, and I taught a Sunday School class for twenty-eight years. I believe that most of our decisions that we make, most of the acts which we perform, must be performed through faith and on faith. It is absolutely essential for a person who holds a responsible position with respect to others not only to have faith in God but also to express that faith in some of the things that I have been describing ... such as sharing with others and recognizing the dignity and worth of the individual. I think it is absolutely necessary. There is no one big enough to carry alone all the burdens vested in or resting upon public education today. I think the concept of faith is imperative, not only in the superintendent, but also in the principal or the teacher.

"E" is always concerned about his work as a superintendent.

I think a superintendent who is not always concerned, and that concern may be expressed in worry, is doing a poor job. I think the individual who says, "That is it. I have made my decision and that is it regardless of what the outcome may be," has a lack of foresight, a lack of vision. We can never be too sure that we are right, regardless of all the information that we have. The individual who never worries, or says that he never worries, is not alert to conditions or times or changing needs of the community.

Foresight, "E" believes, will also aid the superintendent in pleasing the people with whom he comes in contact.

People will be happier about decisions if you are ahead of conditions which contribute to misunderstanding and to dissatisfaction. For example, if salary raises are desirable, do you wait until a committee comes to you from a group when they feel that they have not been properly treated? Or are you continually pointing out to them any obstacles which may stand in the way or what your plans are for the future?

... You can not please everyone; but you can convince the vast majority of people that your intentions are right, ... if they are right and if you live up to any commitments that you make. If you make any changes, tell them why and you will always solicit their support. ... There it is: the matter of pleasing folks. In fact, you find them taking the lead and coming in to offer their services to promote any program you may have, or that you as a member of the total organization might promote as a group member to the group.

"E" is not interested in applying for a job as superintendent in another city.

Inquiries have been made in years past, but I am not interested in it. I do not know how I would go about doing it. I did not ask for this one. I know what the good practices are supposed to be, but

I do not have the slightest idea how I would go about doing it. I have not entertained any thought like that.

There were no radical changes made during the first year that "E" was superintendent in the present position. He was an assistant superintendent for nine years before he became superintendent.

Most superintendencies become vacant as the result of protest on the part of either the boards of education or the public in general to the practices which were in effect at the time. Many times individual superintendents have been accused perhaps of some type of malfeasance in office, or inefficiency, or lack of economy, or lack of educational perspective. Therefore, a change is expected.

Many superintendents' conception of their responsibility in going into a new position is that everything that they have inherited is bad; and, therefore, they try to start from scratch as best they can, particularly in some small communities. Since I have been in a small community, I can speak fairly well from that point of view. But I think, in general, that is poor educational practice.

"E"'s board of education does much of its work by dividing into committees.

This type of organization, I would say, is not always approved. Because of the way we handle it, however, it has been highly satisfactory. No committee is composed of the majority of the board. No business is transacted by a committee, and all committee meetings are open to all other members of the board. Most of them attend. No business is transacted that is not transacted in public. Representatives of the press do not usually attend committee meetings since no final decisions are made. They are really report meetings.

The immediate members of the superintendent's staff attend the meetings of the board, as a usual thing. ... Frequently the board members ask questions of the superintendent which are referred to the members of the staff, and sometimes they ask questions directly of the staff members about business to be discussed.

Sometimes I meet with the board members in conference to discuss matters, without anyone else there, but not very often and not for business purposes.

All items of business which the superintendent has are written out ahead of time and provided board members. These are sent out from one to three days before, when we want to counsel with them on matters and perhaps to get more information which will go into the final decisions made at the regular board meeting. Sometimes when the business is light and of rather a routine nature, there will be no prior preparation for it.



"E" talks with the president of the board somewhat more than he talks with other members.

... It relates ... to something which might be helpful to him in interpreting some of the business to come up before the board. However, I talk with all the chairmen of the committees, and each board member represents a committee.

We do have committees, and for us it is highly successful. It takes a great burden off the superintendent. He does not have to sit there and present every item presented. The chairman of the committee presents it, takes a position on it, defends it; and the superintendent sits as a counselor to the board. It makes for a very delightful relationship.

"E"'s board of education operates with written rules and regulations.

We have everything in writing that we can get in writing. That is the way we transact business. One practice we have is, "Do not transact business in the halls when you meet people." There is always a tendency to say, "Oh, by the way, is it all right to do this?" We may talk about it, but it is not official until they receive a letter, and they will not receive a letter until they put a request in writing. Then we know what we have done; we know what has been said; and we avoid some of the confusion that comes up, because I think any superintendent is subject to a lapse of memory.

"E" can remember no critical or crucial turning points in his life.

"E" has known a great many superintendents of schools throughout the United States and comments on some of their characteristics.

One of the requirements seems to be public speaking. Yet, while a good public speaker will hold on for a while, if he does not have some depth in what is actually happening and taking place in his school system, it is soon found out. I have seen others who are not adept in that at all.

... There are some pretty good looking people, and there are some who are not. There are some who have a fairly good knowledge of education; but I would say this: If there is one characteristic which they have, the majority of them are not too well informed on the details of classroom teaching and the problems specific to curriculum construction and courses of study.

There are people who have persuasive personalities and temperaments. There are people who have a great deal of exuberance and drive. There are people who are in various stages of nervous maladjustment, very often. There are lonely people.

Team work and public relations are emphasized in a summary by "E".

The more people can contribute to the successful things which you are responsible for in assuming a position of leadership and attainment, the better off you are. The idea that an individual on his own solves all his problems and that he is an individual of great wisdom is nothing to me but bunk. Any program, to be successful, ... must be shared with others who in turn do their very best and through loyalty and cooperation have provided the teamwork. They must be recognized for it and encouraged to do it. ... There is no such thing as a self-made man. I believe it is through the hard work, the persistence, the loyalty, and the determination of many people that successful things are accomplished. ... A superintendent should be very cautious about the credit which he gives himself.

The major responsibility of the superintendent, aside from the part of a good educational program, is to build confidence in the schools on the part of the public, the people who support the schools and who are the stock holders in public education in this country. ... In a large city, you can no longer depend upon doing a good job within itself as satisfying this responsibility. A good job in teaching of reading or spelling or science will not within itself promote good feeling within the community. People will not know, ... and they have no way of knowing, how well their children are doing unless an aggressive program of education through school-community relations is carried on, not only by the superintendent or under his leadership, but by every employee in the school system.

The success of any program ... lies in the willingness to sacrifice personal interests sometimes in order to promote the common good. The common good in our case is the education of youth. If we do a good job there, we can expect a grateful public to respond as far as the needs of the personnel is concerned. At least, they have in this city, without exception, for as long as I can remember.

#### Part II: "E"'s Family.

Dr. and Mrs. "E" have been married for twenty-four years. They have two children. The twenty-year-old son is in his second year in college. The sixteen-year-old daughter is a sophomore at a local high school.

Mrs. "E" was a secretary to three former superintendents of the city school system. She has help with her housework for a day each week or every other week. She belongs to two bridge groups, but night entertainment of friends is usually held to a minimum because they are out so many nights on school business. She has never held the presidency of a P. T. A. while her husband was superintendent and feels that it would not be wise. She has held major offices in church work. They are both members of the local Christian Church.

Mrs. "E" is now president of the United Church Women. She is a member of the board of the Y. W. C. A. and has been board president. She is a past-president of the Babies Milk Fund board. She is co-chairman of the United Drive for the Community Chest which guides about 2,500 women. She is on the executive committee of the Council of Social Agencies. She is a contributing member of the League of Women Voters. She is a member of P. E. O. and Delta Kappa Gamma, the teachers' society.

"E" is quiet at home, and thoughtfulness shows on his face when he has a particularly difficult school problem to solve. Mrs. "E" feels that his religious faith is deep and that he has spiritual values that can be read by other people. At home he reads the New Testament. He uses religious references in his bulletins to teachers and in his appearances before groups of people. According to Mrs. "E", his grandmother was very influential in the life of her husband.

Mrs. "E" says that being the wife of a superintendent has its compensations, even though she does sometimes feel as if she were living in a glass bowl.

The daughter states that some teachers have favored her and others have been careful not to favor her because of her father's being the superintendent. The daughter was elected to the student council in the ninth grade.

The following reasons are listed by Mrs. "E" as being important in making her husband an able superintendent:

"E" (1) is successful because he is the person that he is, (2) is a humanitarian, (3) has a great understanding of people, and people with whom he works sense that he understands them, (4) has patience and (5) works well on community boards.

### Part III: "E"'s Board Member.

The following reasons are listed by Mrs. "BM" as being important in making "E" an able superintendent:

"E" (1) has a great human quality, (2) is an able man and a humble man, (3) is not selfish, (4) never dominates the group or the board of education with his opinions, (5) is a most democratic and fair-minded man, (6) has a quiet strength about him, (7) is acquainted with education throughout the country, (8) is always approachable, (9) works in civic clubs, (10) is a working member of civic committees, and the positions are not just given to him as a figure-head, (11) is a deeply read person, (12) is a very progressive person, (13) gives credit where credit is due, (14) always commends people about things, (15) has a quiet sense of humor, (16) has a fundamental kindness, (17) has very strong convictions and would not deviate from them, but does not use sarcasm in dealing with his convictions, and (18) is able to choose the "happy word" in his writing and in his talking.

One instance related by Mrs. "BM" is that she went to the top with a parent's complaint before she became a member of the board of education. She says, "Now that I am a member of the board of education, I realize how petty that was in the over-all picture." Yet, she received very courteous treatment from the superintendent.

## PART I: SUPERINTENDENT "F"

"F" was born January 9, 1904 in Arkansas. He was the youngest of five children and has a twin brother.

The father was a lumberman and a contractor. He was born in Sweden but came to this country with his family when he was eleven years old. The mother was born in Missouri. Swedish was not spoken in "F"'s home.

"F" was somewhere in the upper fifteen to twenty percent of a high school senior class of sixty-five students. He was graduated from high school at Cumberland, Maryland in 1921.

I was not a particularly good high school student although I made fairly good grades all the time. ... I took a very definite college preparatory course ... including languages, mathematics, and science. ... In the sixth grade I received an award as the best student in the school, but that is really the only significant academic achievement I think I received. In high school I think I did always lead my classes in science and mathematics, however.

During my high school years I was particularly interested in music and science. Those were my hobby fields. I did a good deal of work in photography, ... radio, ... played in the band and orchestra and did some singing. I played tennis and did some track work, ... but those are my only athletic activities.

College work led to a Ph. D. Degree, but was interrupted several times by "F"'s taking time out to teach school.

I went to college at the University of Richmond, in Richmond, Virginia, and took a major in physics and a minor in education. I graduated in 1926 and taught my first two years of teaching at Hargrave Military Academy, in Virginia. I taught physics, chemistry, mathematics, and directed the band and glee club.

After two years of teaching I went to Duke University and worked out a master's degree with a major in physics and a minor in

mathematics. During that period, I also took summer work at the University of Pittsburg. I got the master's degree in June, 1929. Then I taught physics and chemistry for four years in Durham High School and did research and graduate work at Duke University.

In the 1933-34 school year, I dropped out and spent a full year again at Duke University, where I finished my Ph. D. Degree with a major in physics and a minor in chemistry. During this period, I also did summer work at the University of Michigan and John Hopkin's University in the fields of physics and particular research in physics.

At the time of our commencement that year, my research was said to be the shortest thesis with the longest title. ... Let me state it this way: "The Study of Specific Heats of Several Organic Compounds by Means of the Use of a Supersonic Interferometer." ... My research was primarily in the development of a high frequency sound device that could measure the speeds of sounds in liquids under pressure. ... So you can say that my field of research is quite far from any of my present activities.

After finishing my Ph. D., I went to the Panama Canal Zone, where I taught for two years ... in the high school and junior college. ... Then I transferred and did engineering work in the Canal Zone for the United States Government for something over two years.

... I came back into school work in the Canal Zone as an assistant to the superintendent in charge of a ... post-high school vocational training program. ... It took graduates of the high school, ... junior college, and some graduates from colleges in the United States ... and put them in training for specific jobs in the Canal Zone organization. This was done under the superintendent of schools of the Canal Zone schools, but also in co-operation with the governor and engineers of the Canal Zone.

After about two years in this capacity, I was appointed an executive director for the Canal Zone organization. For two years I acted as safety engineer, during a period when the Canal Zone organization increased in personnel from 10,000 to 35,000 employees. This was the immediate pre-war period when the army and the United States Government were taking some rather desperate and rushed means of bomb-proofing the locks and expanding the whole organization to take care of possible war conditions.

About six months before Pearl Harbor, I resigned and came to the United States and accepted a position in the United States Office of Education, where I had the title of Senior Educationist. This assignment primarily was as consultant in curriculum development and improving instruction in the vocational division of the United States Office of Education. During most of my period there I was assigned as a consultant to the Signal Corps and helped to develop training programs in radio and radar just prior to and during the first year or so of the war period.

In 1943, "F" left this job and became an assistant superintendent in a Pennsylvania school.

At this time I did a good deal of work in school administration at Columbia University during the summer periods and some during the year, since it was less than a hundred miles from New York City. Also, I taught in summer schools at the University of Maine and did some other summer teaching in nearby ... colleges.

In 1947, "F" went to California as an assistant superintendent in charge of business management.

This assignment came primarily because in the immediate postwar period in Pennsylvania quite a building program had developed and I had been assigned the job of helping to develop the building program while I continued in the supervision of the instruction program. Here again, my engineering experience in the Canal Zone and the facts that my father was a contractor and I had somewhat lived among blueprints and construction were probably the factors that caused me to slip quite easily into the building problems related to school administration.

After two years in California, where he again did some work at the University of California in school administration, "F" came to his present Oklahoma school system as deputy superintendent in charge of instruction and curriculum development. After a few months, the superintendent was stricken with a severe heart ailment and "F" had to take over as acting superintendent. The superintendent recovered from his attack, but resigned at the suggestions of his doctors to take a less arduous school assignment as superintendent of a small district in California, and "F" was made superintendent in his present position.

"F" has not contributed to the O. E. A. magazine but has written a good many articles for national magazines. His nearest experience to writing a book is as chairman of the yearbook commission of the American Association of School Administrators. He has written some of the chapters and helped evaluate all of the chapters. The

title is "The School Board-Superintendent Relationship."

"F" became interested in teaching through his interest in the subject area of physics and chemistry. The superintendent with whom he worked in the Canal Zone, the Pennsylvania schools, and in the present job did much to influence "F" in making decisions toward school administration.

"F" has no financial investments or property that would demand a part of his time.

My vocation and my avocation is the public school. ... I have a little basement shop in which I play with some tools, a motor driven saw, a planer, etc., to try to get a little release sometime from some of my problems. I do think it is a wise thing to have a hobby, but I actually find very little time to spend at my hobbies, either listening to music or working in my shop or with photography. But in terms of other vocations, I do not think a superintendent can do the job he ought to do and accept business responsibilities that are bound to take a considerable part of his time and his thought.

"F" has served as a past president of the Oklahoma School Administrators.

Since coming to Oklahoma I have been active in the Oklahoma Education Association and continued very active in the American Association of School Administrators. ... I have had a number of committee appointments and other assignments in the American Association of School Administrators. Probably the highest assignment has been the recent assignment to the yearbook commission ....

"F" tries to be available.

I would like to say that I am very available. Certainly in practice and principle I always want to be very available to the faculty members. In a school system this size, however, it still becomes quite difficult for an individual teacher to see me. Not because of any rules or regulations or anything on my part, but in a school system with fifty-three thousand children ... it just keeps my telephone so busy and so many people waiting that the mechanics of seeing me becomes quite difficult sometimes for the individual teacher.

... I specifically give instructions to my secretary that nobody on my immediate staff has to have an appointment with me ahead of time. She is always to let any person in the immediate staff get into my office ahead of anybody else, unless there is a



quite crucial appointment with some person.

... I also take certain steps which are necessary primarily because of the largeness of the school program. For instance, this past week and this coming week I have ... area elementary principals' meetings, in which not more than ten elementary principals will be in the meeting at one time. These are about four hour meetings in which we sit down and talk and we have lunch together. It is simply a very informal method whereby I can make myself available on a close and informal manner with principals. That is almost impossible in an over-all principals' meeting. Sometimes over a hundred persons will attend a principals' meeting, so I try to do this to become available. This would probably, at least, illustrate that I am interested in being available. It is a major problem in a large school system.

Services by "F"'s district to surrounding school districts are limited.

We do at times rent our gymnasiums to the surrounding schools when they are having a special meet or tournament or other types of programs. ... We always give them the minimum rental situation. There are times when surrounding school superintendents will ask our personnel office, "Do you have an art teacher on your list whom you are not hiring that we might hire?" and we will help them that way. If we are having any special series of meetings, I quite often invite superintendents in this neighborhood to participate. I try, as far as possible, to maintain a good relationship, and a courteous relationship, and a good professional relationship with my neighbors ....

"F" usually arrives at the office between 8:00 and 8:30 in the morning and rarely gets away from the office before 5:30 in the afternoon.

I almost have no set hours of work. ... There are times when I will go out every night in the week for sometimes weeks at a time. In fact, I think one of the greatest difficulties with the superintendency is "how can a superintendent do all the things he would like to do to keep in contact with people and still have any time for his family, for his church, or for his own personal recreational relaxation?" I am sure that in an effort to keep contacts with a large community, I have neglected my family and my church and other activities that would have been very good for me.

A staff of three assistant superintendents and six division heads report directly to superintendent "F". Division heads include an engineer in charge of building designs, a director of maintenance,

a director of personnel, and a business manager in charge of cafeteria operations, purchasing and financial accounting. All teachers and principals meet together about twice a year.

I have been using a radio-contact device for the last two or three years. We own and operate a radio station in the city schools. ... I am having faculty meetings over the radio in which ... all the principals have their faculties together fifteen minutes after dismissal time of school. I always suggest that they try to get in a comfortable room and possibly have coffee or tea or cookies ... to completely relax. Then at a certain hour they are to have their school radios on and I talk to the whole faculty group. I do that probably six times a year. ... I am trying not to do it so often that the novelty will be lost. I try awfully hard not to use this method unless I really have something important to say.

I do not have any regular and routine city wide faculty meetings. I have them only when there is something of importance and something justifiable. After all, when you have two thousand people together, you have a lot of man hours. That amount of time should not be used unless you really have something important to say.

It is normally a policy that the principals have a faculty meeting every Tuesday afternoon. ... We have a regular meeting with all the principals that want a meeting each month. There is a meeting of the administrative staff twice a month. We have a regular meeting of the instructional supervisors once a week. I have a luncheon every Monday with what is called a "superintendent's council." The members are the heads of divisions that report directly to me and the three assistant superintendents.

Regular bulletins are issued by "F"'s office once a week.

We mimeograph or multilith a superintendent's bulletin that goes to every employee in the school district. ... It is rather unusual for us to have any other general administrative bulletin, that is, a general bulletin to all personnel other than the superintendent's bulletin. The other bulletins will be directly to principals, ... elementary teachers, ... science teachers, ... custodians, or ... cafeteria personnel.

In terms of actually hiring a teacher, "F" can not find time for that. He has an officer to do it. The officer interviews the teacher to get all records available.

We have hired ... maybe sixty people before they graduate this spring, on the basis of their past records and the fact that they will graduate and that we will need them. When we hire them that far ahead, we do not hire them for a specific job. At that time we tell them we are hiring for teaching assignments in grades one, two or three,

grades four, five, or six, or it may be in high school science. But we will say we cannot at this time tell you what school, or the specific location, or specific subject. ... As the jobs open up later on, probably not before May or June, we will bring those teachers in and let them talk to principals who will give them a probable assignment. For positions or openings that occur during the summer for which we do not have any person hired, we will go to our list of those whom we have interviewed and who are possible appointees. We will get our personnel officer and the principals together to determine which of those people seem the best, and they will interview these.

The selection of personnel is the most important task ... of the superintendent. The greater the responsibility of the person's position, then the more vital is the choice of that person. I think I have had my degree of success and my degree of failures in this. I do not know of any magic formula that will always work. I avoid ... hiring a person just because of any specific record he may have. I have found, for instance, that the best staff persons are not necessarily the persons who made all A's in college. I had much rather choose a person who had shown a great deal of initiative and willingness to accept responsibility ... than a person who had made all high grades and had accepted no responsibility, or had not been selected by his associates for any position of responsibility.

I think the personal interview is very helpful, but there again I have been badly fooled on personal interviews at times. I think the recommendations of others are quite important. On the other hand, I think it is equally necessary to be able to evaluate the person giving the recommendation as well as just evaluating the recommendation.

"F" has had some success in helping people who are having difficulty in performing their duties.

I feel the best way to help a person is to be completely frank with him. It is always difficult to tell a person of his weaknesses and the things that he is not doing well. It is never a pleasant thing to hear and it is never a pleasant thing to tell a person; but I have always found that if you let him stay on a job where he has a great chance of failing, you are not helping him at all. In fact, you are putting off a time of adjustment which may be more serious when it does happen .... You are allowing him to build a greater record of failure over a longer period ....

I try to take care of minor weaknesses by rather casual comments without being destructively critical. If a person, however, develops weaknesses that are becoming severe, then I try to tell him specifically and completely what I think those weaknesses are and what he will have to do to overcome those weaknesses. ... I have had experiences where I have actually fired a person and have seen him learn enough so that he could be successful on his next job.

... I think I have been able also to help personnel by suggesting that they take additional training and by making it possible for them to take such training. In order to give a person opportunities to accept the greater responsibility and to make contacts that might well lead to more important assignments, I have also made it possible for him to get better positions at times, even though it was a loss to my immediate staff.

The new law concerning notification of next year's teacher contracts has made some change in "F"'s time table.

We have normally waited until sometime in February or March ... to ask principals to evaluate teachers. Now we are moving it up a month or two. We are right now, in January, asking principals to evaluate teachers and to tell us if there is any teacher that they feel is doing a poor job, that is, that they do not want back next year. Then we will evaluate those teachers in terms of "Shall we use them elsewhere in the school program, or shall we let them go?" If we definitely decide to let them go ... we let them know before April 10. If we cannot make the complete evaluation, we will tell them that there is still some doubt in our minds as to whether we can use them and that because of the law, we are definitely notifying them now that we will not need them next year. However, if further study makes it possible, there might be a possibility of changing that ruling before the end of the school year.

"F" believes that loyalty is a very important trait in a staff member.

I do not believe that a staff member should take the attitude that a superintendent can do no wrong, that everything the superintendent does is right, and that before his acquaintances and friends he has a moral obligation to justify everything a superintendent does. I do not believe in that kind of blind loyalty.

On the other hand, I believe as long as a person is in an organization, he must be loyal to the organization .... I think, for instance, anybody who works in an organization under a superintendent should be able and willing to state and believe that the superintendent is honest and fair. ... In fact, if a person does not believe to that extent and can maintain that kind of front before his fellow workers, then I think he should resign and go somewhere else. I do not think anyone should work for a person that he thinks is dishonest or is willing to take advantage of him or willing to take advantage of other people.

However, I still think that an employee should realize that a superintendent of schools ... will probably see things in a different manner from any other one individual; that he will make mistakes, but that a loyal employee should be able to overlook these as human weaknesses and try to help the superintendent overcome them. I do not think that a really loyal person in an organization will then go around and point up its weaknesses and emphasize its failures, and make success almost impossible for either the superintendent or the staff as a whole.

Recent interest in the teaching of mathematics and science has had little effect on "F"'s schools. He feels that in state colleges he has evidence to show a good school program in terms of student accomplishments in those fields.

"F" estimates that the district has built twenty-five complete new school buildings and made major additions to probably forty additional buildings since he has become superintendent.

Students may transfer to other schools by making application if there is a reason for them to go and if the receiving school has room for them. Even the wish of the parents would be a good reason for "F" to grant the request.

Now the only condition under which we would not give them a transfer is that we know that there are large numbers of persons wanting such a transfer and there is not room for all who want transfers. Then we would hesitate, or maybe not give any. There again we try to be fair.

I strongly believe that rules are made to help persons administrate; that rules are not to be our masters. We are to be masters of the rules. I tell my staff repeatedly, "Never think a thing can not be done just because we have a rule against it." If it is something that will help a child or something that will make people happy, that will not embarrass us for any particular reason, then break the rule, if it is necessary, to help people. I also warn them that if they do break a rule, they break it at their own hazard .... There has to be a good reason for breaking it, but I feel strongly that you can not administrate any program by a set of rules alone.

"F" has had experience in three different states with campaigns for bond elections.

I think that whether or not the voting of bonds is successful in the larger cities depends primarily on the confidence that people have in the school board and the school administration as a whole. ... The people need something to create confidence that, after the money is given to the school board and school administration, it will be wisely used ... that the promises are rigid enough for the laws, are rigid enough for the rules, are rigid enough to be sure that the money is spent for the purpose for which it was voted.

... If the community has confidence in the school board and school administration and believes that they are fair and honest, that they use good judgment and are not easily influenced by contractors or business firms -- then what the people need is simply enough facts. They need enough facts to judge first, "Are the needs really important and as critical as to justify this bond election?" ... I think another important fact is how much ... it will cost them. You have to be prepared to give them that in terms of tax-rate increases.

The newspapers, radio, and television are the means by which "F"'s community as a whole can keep in touch with what is going on in the schools.

They are the windows through which the people see your school program. It is important that those windows are clear windows that do not distort and that there are enough windows so that they can see the program ... fairly and accurately. In order to do that, the superintendent must have good working relations with the reporters and the press as a whole. He has to give the reporters and the press enough information so that they can give a fair and accurate picture. He has to give the press enough information so the press does not feel that vital information is being withheld.

The relationship between the superintendent and the press is difficult because the American press today feels that the more sensational a thing can be, the more people are apt to read it and the more papers they are apt to buy. The press is always more interested in the dramatic, in the unusual, and in the exceptional. Very often the exception and the dramatic does not accurately portray the school program and certainly not the important things in the school program. I think the school superintendent has to actively try to give leadership so that the press and the newspapers will cover the routine and the rather important part of the program as well as the dramatic.

... At times there are things that would be very injurious to individual students or parents or teachers or school administration which should be withheld from the public until a more complete picture can be made. So often, in terms of a teacher, for instance, if a news story would indicate something was wrong, the teacher would be accepted as guilty without being given a chance to defend himself. ... Sometimes it is wise and sometimes it is unwise, but very often a community will severely criticize and completely ruin a person as a teacher or a principal for something that as a businessman or another member of the community, they would not criticize them at all.

... At times we find we want a newspaper not to publish something about buying a piece of property until we can get far enough along that undue pressures or pressures will not arise to cost the school board more money or keep the board from making as wise a decision. ... That can be held only because the newspaper is willing to work with the school administration and protect them during a period when negotiation is important.....

I try always to answer telephone calls from reporters. I try also to realize that they have certain deadlines. ... I also realize that if I can give them the information sooner, they can write a better story because they will have more time. When a reporter comes to see me I am always available unless I have previous commitments. I try to answer a newspaper reporter honestly and completely although, for the good of the school system and the good of individuals, I certainly do not tell the newspaper reporter everything I know.

"F" speaks quite regularly to the numerous civic clubs and large community organizations.

I suppose I average speaking to four or five organizations a week and that is quite an appreciable burden on a superintendent. I think, however, that a superintendent has to have people see him; people have to hear him; they have to have a good deal of personal contact in order that they may have the confidence that they should have in the superintendent if he is going to be able to give the leadership to the community in educational matters that he would like to give and that he should give.

"F" doubts that you can consciously do very much about making people like you.

It is a natural thing. It gives a feeling of security and ... success, but I do not think you can achieve that by just going out and trying to do things to make people like you. I think that if you are honest and fair and very conscientious with people ... almost anybody will like you. At least, I think anyone will like you except those who definitely would want to use you for their personal and selfish gain.

I would say that while I like to have the respect of people, I honestly feel that I do not make decisions in order to get people to like me. ... At times I have made some decisions which have been quite hard on certain people. ... While they have disagreed with my decision, ... I have gotten people to know that I did it honestly and conscientiously, and it was just a matter of their judgment and my judgment being different. I feel that I still have been able to hold their respect and confidence quite often.

The job of the superintendent, "F" believes, is largely making decisions. The biggest difficulty in making decisions is to be sure you have all the facts.

That is particularly true in a large school system, although it can equally be true in a very small school system. It is easy for a superintendent's information to be biased or limited information and the superintendent not know it. After all, very much of the material

or even the basic facts I deal with come from others. While I do and must have confidence in those others, there are times those others, the persons who give me this information, may not have had access to all the facts.

... Another thing quite important to a superintendent is to make the decision and not procrastinate. I think it is very easy when you have a decision that you know is going to be very unpopular with at least a large number if not the majority and where it is a situation that you think very definitely you could be wrong because you may not have the total picture. It is mighty easy to put off a decision like that and put it off in hope that time will make a decision for you. In general, I find that by putting off making the decision, the decision becomes more difficult. It is more apt to be wrong or be more difficult to weather the resulting dissatisfaction of the decision, rather than if you try as quickly as possible to get all the facts you can and immediately make your decision.

Religious faith and prayer have much to do with helping "F" make decisions. He is a member of a local Baptist Church.

I, personally, have always tried to live a spiritual life. I think many, many times in making decisions or evaluating serious situations, one soon comes to a state in which he feels there probably is no perfect solution. There probably is no way one can discover enough information or facts to make a decision. At times, decisions affect so greatly the lives of others and sometimes many others, that, if a person had to feel that he depended entirely on his own wisdom, entirely on his own foresight, he would develop a degree of frustration. I think you would soon be able to prove to yourself that your job was completely impossible and it could not be done. You are so affecting the lives of people that you just could not take it. I find that strength and belief in God and the ability to go to God in prayer and to try to find a help beyond the natural powers that exist is quite helpful.

I could become exceedingly worried about many of my decisions because I realize they so greatly affect the individual lives of so many people. If I were not able to pray and ask for a divine guidance so that the things that I did, the decision I make--if I could not receive some wisdom beyond that--I think that I would have no right to think that any training or mere experience I have had would give me that degree of wisdom.

I feel that many times in my experience decisions I have made have been good and the decisions have been made with help beyond any facts or any suggestions or any source that I have any right to expect. I can explain these decisions only by the fact that I had help greater than just the human help that I have with the staff around me.

"F" has tried to train himself not to worry about a decision either during the process of studying or thinking about it or afterwards.



I try honestly and conscientiously to get all the facts and to make decisions with the best judgment I can. Then I try to forget the decision or at least not worry about it, because I feel that under those conditions then whatever happens, there is nothing I could have avoided anyway. I think it is important that the superintendent train himself early not to worry about decisions he has made.

There are times when a superintendent must acknowledge that decisions he made were wrong. There again I think it is a thing that a person has to learn. It is always unpleasant to acknowledge that you have made a mistake. If there is any way he can correct his error, I think he should correct it. If it cannot be corrected I think he simply has to take his medicine, whatever it does to him personally or to his reputation or anything else. I think if he has made a mistake he will have to take the results. I think it is a thing that a superintendent must learn that he can just expect to make mistakes. I do not think a superintendent can have a perfect batting average any more than a professional baseball player can.

In general, "F" has found that it is impossible to please everyone.

I always try to follow a policy that if I can do the job I should do, be honest, develop and hold a good group organization and please people, then I will do almost anything to please people. If the question comes as to whether I do the thing that is right and proper and best in my judgment or please people, then I always try to do the thing that is best in my judgment. I have found from experience ... that, if a person does what he honestly thinks is best, he is always in a much better position to defend his actions, or to accept the consequences of his actions ... than he is by doing things to please some leading citizen or some person that would be highly desirable to please. In the latter case, he would please, but by an act or decision that was not in complete line with his best judgment.

"F"'s experience is such that he has never had to seek a job.

Job opportunities have come to me through other sources that I did not initiate .... I have never gone to people to ask them to give recommendations for any specific job. It just happens that I get them. So I can not talk from experience.

For a superintendent's job, I would go to the president of the board. I would try first to outline for him my training and experience. Then I would try to find out from whom he would like recommendations. ... I would try to evaluate the president of the board and find out ... who he thought would be the best sources of information and recommendations, and then I would try to build my case on that.

I would also feel it wise to talk with other members of the board, but I would prefer to talk with them as a group. Of course, you would really have to evaluate the whole circumstances. I know locations, for instance, where the mayor has much more to do with appointing a superintendent than the president of the school board, even though the mayor

has no legal authority whatever. I do not think I would ever want a job under those conditions. If I did want it I would ... get in touch with the persons that really was ... a behind-the-scenes strong-man, that is, if the board did not really make the appointment.

When called before the board, "F" would outline his personal training and experience, make a brief statement of his basic philosophy of education, and give the basic way in which he tries to administer a school program.

I would request that they ask questions to try to find out in what they are interested. I would try to answer those questions as honestly, straightforward, and carefully as I could. Then I would like to take some time to ask them questions. I would want to know something about what they expected a superintendent to do in relation to hiring personnel and in relation to transferring or moving personnel. I would want to know what they wanted in the way of school services, what was their basic philosophy of education, and I would want to know something about the general respect they had for teachers and principals and other personnel.

"F" believes that a superintendent should be careful his first year in a new job.

... He should try to find out who are the people in whom he can have confidence, what are the policies that have been existing that have proven good and satisfactory, and also those policies or practices which appear not to be good.

On the other hand, ... I feel that he should take advantage of the fact that, being a new superintendent, he may be able to do things that he cannot do later on. One thing I find, a new superintendent sometimes does not know enough to know that he can not do certain things so he goes ahead and fairly soon he finds that he could do it. ... Quite often there will be people in the community who have over a long period of time taken stands that certain things just should not have been done and could not be done in schools. These people are of such stature in the community that no one who knew their influence and their strong feelings would dare do these things ... because of the disruption it would do in the whole community. Sometimes the superintendent, not knowing, can do these things that are good; and the community leader who is so adverse to them is perfectly willing to yield, because of the newness, in order to give this person a chance.

So I think in addition to being careful to not make a change ... if he thinks he knows enough facts to step out and do certain things in the first part of his administration, it might be easier to do then than to do later. The main thing a superintendent who does this early in the game should realize is that it is somewhat like a quarterback calling a forward pass. If it works, he is quite a hero. If it does not, he soon becomes an ex-quarterback.

It is not "F" 's job to make policies of the board of education.

His work is to administrate policies.

I would say I have the responsibility of reporting, a responsibility of recommending, and a responsibility of obtaining and presenting facts. ... Those are the three big areas for a superintendent.

We have a written agendum which is presented to board members at least seventy-two hours before the board meeting. ... Normally, the board members meet in my office probably thirty minutes before the regular board meeting. If they have any specific questions about any item they will ask me then so that I will have time to get any other information or answer any questions. If some board member has read a certain thing he may say, "I do not think we know enough about this to make this decision now" or "I do not think we will have enough time at this meeting to make this decision." Then, on the will of the board as a whole, informally, I may withdraw that recommendation or take that out of the agendum so it will not be acted on at that time.

I try very, very hard never to allow one board member to be played against another board member, or one board member to make a decision ahead of another. ... I would never discuss with a board member, with the president even, that, "This is the decision that ought to be made and I assume that you would like to know this." I do talk with the president of the board, for instance, if a delegation wants to appear before the board. ... By that I do not mean that I would prevent their appearing, but if somebody asks permission to come before it, I certainly would never let them come before it without letting the board president know it. On the other hand, I would not report a thing like that to all the board members ahead of time. ... There are times that I might discuss things with other board members if it relates to people I know that are particularly close to the board member or if it is an area in which that particular board member has shown specific interest. ... There again, it is primarily to find out if they want more information or if they can give me more information about it before I make my recommendation.

... If the board votes on something or is about to vote on something and I think they are going to vote in the wrong way, I never interfere. I strongly feel that a board has the same right to make mistakes as I do as a superintendent, although I may feel their mistakes. If I give the board all the facts I have and the recommendations I have, from them on I think it is a board's responsibility and it is their judgment. If their judgment differs from mine, then I think it is perfectly proper for them to make decisions that in my opinion are wrong. Of course, time later on proves who is wrong and who is right.

The school board here now is quite interesting. They almost always have unanimous decisions. ... Our school board meets once a month for legal action. They may, however, meet two or three other times during the month at what we call planning meetings in which they legally take no action. They just discuss with me the problems

related to the school buildings, or purchasing, or personnel. During that period some things come up repeatedly before they are put in for a real recommendation ....

The board in this district has written policies.

"F" considers that everytime he has made a decision to move from one state to another he has made quite a turning point in his life.

I have been in education in six states of the United States, the United States Office of Education in one part of the country, so as I make a decision to move from North Carolina to Panama or from Pennsylvania to California or California to Oklahoma, those are major decisions. Once you make that decision your future path is quite different, because it means your friends and acquaintances are quite different from then on.

I think also my decision to go into administrative education ... was a momentous decision.

Interest in vocational education is emphasized in a summary by superintendent "F".

I suppose that if you ask people who have known what I have done, most people would say that my greatest contribution has been in broadening the curriculum and the structure of the program more than any other one thing.

I believe we have a great deal more responsibility to youth than just training for college preparatory. Not a year has passed in the last ten years when I have not been offered a superintendency specifically because they say, "We have found that you are interested in parts of school programs other than just the traditional college preparatory. We are interested in the superintendent who is interested in the vocational program, interested in a program for children who do not have the innate ability to go to college, or a program that is not just the traditional school program." ... It seems that since so many superintendents have gone to the superintendency through the high school principalship of a traditional high school where they had no particular responsibilities or opportunities in vocational education, that so many school boards are saying, "We want a person who believes it is important to educate for business and industry as well as for college and leadership."

All of my training has been ultra-academic. I have had courses in Latin, Greek, French, German, physics, and mathematics, but I have never had a course in vocational education. In my home experience, my father certainly believed in a hammer and a saw ... and I have worked with him quite a good deal. As a high school and college student I did some work in contracting. But by training and experience I ... have not pointed to vocational education.

I believe that education is important. I sometimes feel that people get into the field of education because they very easily glide into it. Some superintendents with whom I have had contact look on it more or less as a job, and sometimes a kind of a poor job at that. I feel that the real future of our country and our society and all that which is good is so closely tied up with what we can accomplish for children. ... If we do not have people in the leadership of education who believe in education and who believe in the basic Christian principles, and that we must do that which is good for children, then ... we do not have too good a chance to succeed.

I have been very fortunate in having a wife who is very much interested in my job and very much interested in the community. She works well with people and will accept responsibilities. She quite easily earns confidence in herself and helps earn confidence in me. I think that is important.

### Part II: "F"'s Family

Dr. and Mrs. "F" have been married for twenty-six years. They have three children. The twenty-one-year-old daughter is married. The son, eighteen years of age, is a sophomore at The Oklahoma Agricultural and Mechanical College. The seventeen-year-old daughter is a senior at a local high school.

Mrs. "F" is not a teacher. She hires help one day a week to do the housework. She has held no major office in the P. T. A. She thinks that someone else should hold those offices since her opinion might be taken as the official opinion of the superintendent. She teaches a Sunday School class for the married young people in the Baptist Church. She is active in the A. A. U. W. and contributes some time to the United Council of Church Women, the League of Women Voters, and the McDowell Music Club. Dr. and Mrs. "F" belong to a rook and canasta club, but rarely have opportunity to attend. They play bridge within the family.

The daughter, now in high school, thought that one or two teachers were partial to her because she is the daughter of the superintendent,

but did not know of any specific cases. She has held offices in the student council in grades seven through twelve and is now president of the council. She has represented the school at Girl's State and was recently named the "Girl of the Month." While in the sixth grade, she was refused a transfer to another school by her father because she had failed to get one at the proper time. She says that her father knows so much about so many things that he recognizes when something is wrong and will get someone who knows more about it to correct it.

The way that the family is able to tell that "F" has a difficult school problem is that he stays longer hours at school to work on it and becomes quieter at home. However, he does not stay awake at night in an effort to solve his problems. Mrs. "F" says that the family is so busy that little of the school affairs are discussed at home.

Mrs. "F" does not desire a different occupation for her husband. She says that the sacrifice of being the wife of a superintendent is that the work claims so much of her husband's time that ordinarily would be spent with the family.

The following reasons are given by Mrs. "F" as being important in making her husband an able superintendent:

"F" (1) has determination, (2) is not easily discouraged, (3) has had a varied education and knows all phases of the program, (4) knows the vocational as well as the curriculum end of education, (5) has had valuable training while in the United States Office of Education, (6) has worked in many parts of the United States and Panama, (7) is conscientious, and (8) has a definite sense of right and wrong.

### Part III: "F"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "F" an able superintendent:

"F" (1) is completely devoted to his work and sometimes gives too much of himself to the job, (2) considers each problem seriously whether it is big or small, (3) has a complete humility as a superintendent, (4) is honest and will give his opinion whether it will hurt or help someone, (5) has a working religious faith, (6) is interested in children and has told the board several times that if they lose sight of the children they lose sight of the overall goal of education, (7) works for the betterment of children, (8) carries his community with him, (9) is instrumental in organizing citizens' clubs, (10) keeps his public advised, (11) reminds the board member of the Abraham Lincoln type of man, and (12) is interested in education on all levels with a sincere interest and not just to gain favor for himself.

## Part I: Superintendent "G"

"G" was born February 28, 1901, at Leslie, Arkansas. He has one sister two years younger than he and another sister twelve years younger. The family lived on a hilly farm of one hundred and twenty acres.

"G" did not start to school until he was nine years of age. This was due to the lack of transportation and to being afraid to cross the creek to get to the village a mile and a half away. After completing the sophomore year at Leslie, Arkansas, "G" moved to Keota, Oklahoma. He finished high school there in 1923 at the age of twenty-two. Twenty-two seniors were in the graduating class, and "G" estimates that he was just above the average in academic standing.

"G" received a bachelor's degree in 1930 and a master's degree in 1937. Since that time he has attended Columbia University for one summer, and another college in Oklahoma. He attends college workshops regularly.

"G" has not contributed to the O. E. A. magazine. His writing efforts have been confined to news articles for the newspaper concerning the local building program, assessments, or something of local interest to school patrons.

The early years of high school found "G" turning toward teaching as a life interest.



... All our teachers were women. We boys played basketball by ourselves, learned the game, and persuaded the teachers to let us go to Little Rock, Arkansas, to enter a state tournament. We surprised everybody by winning the state tournament. ... I was one of the older boys in the school, and it seemed that the others looked to me for leadership. Maybe I assumed it, and maybe they just thought I was older, I do not know. ... I have always liked to do things with young people.

Teaching jobs held by "G" include positions as eighth grade teacher and coach for two years, sixth grade teacher and coach for two years in another school, two years as a half-day teacher in the college high school, and one year as a history teacher and coach at a fourth school.

The first superintendency became available to "G" in 1931, and "G" stayed there five years.

When I went there, the school was just ending a big school fight. The community was torn apart, and people would not speak to each other. Accrediting had been withheld by the State Board of Education.

The first job was to convince the State Board of Education ... that we were going to have school .... We cleaned up our records, got our faculty together, and started to hold classes in the fall. It was pretty hard to hold those boys and girls in school from nine to four, because they had been used to coming and going as they pleased. The ones with cars ... would leave at the noon hour. Sometimes they would get back, and sometimes they would not. Well, it had to be remedied, so we hurriedly passed a rule that no cars would leave the campus at the noon hour. We had some difficulties, but when the parents understood why, it worked out very satisfactorily. The school started growing, the people started talking to each other again in a friendly way, and we went on to serve for five years.

They had passed a bond issue three or four years before I went there. The bonds had never been sold; so in 1932 we went to the lawyer who was handling them and ... through persistent efforts ... did get the bonds sold. We threatened to take them away from him if he did not get interested in trying to sell them. We built a teacherage and a custodian's house from the bond sale.

Then the depression came ... and many of the people ... could not find jobs. I remember going to every house in ... our school district when I heard about the P. W. A., and ours was the first school district in the county to have men working on the job. We started improving the school grounds, filling low places, and setting out shrubs and flowers. We went to a lime or carbide pit to get the white material for painting. We bought concrete colorings to get grey and blue, as I remember it, and painted the school house with

government labor for \$2.45. That is exact, because I remember that. We painted the whole inside of the school house. It had never been painted. At that time, it looked pretty attractive. We voted a small bond issue the next year to build a septic tank and had our showers in dressing rooms for boys and girls.

In 1936, "G" moved to a job as high school principal at the request of a former superintendent with whom he had worked. After four years the enrollment dropped because of the removal of oil tanks, and "G" moved to a superintendency just five miles west of his present school district.

They had really had it. They had moved the superintendent out by getting everyone in the district to vote that spring. Each board member hired the teachers and bus drivers that he chose. They had four bus drivers. Each board member would hire one driver, and then the three would hire the fourth one. We had twelve teachers. Each board member would hire the teachers that he wanted. The buildings leaked, the heating system was bad, and the windows needed repair; but the community was growing.

The first job I had was to convince the board of education that they must have confidence in me and that I would not do anything without discussing it with them. We kept complete records of our meetings, and the board had to be convinced that when a decision was made, we made it. That is, the superintendent and three men made it. When we went out of that room, we would say, "We did this," and never say, "Two voted for it, and I was against it." It took more than a year to convince those three men that we must work that way. After they were convinced and had confidence in me, I quit taking applicants to them during the day or night, and we did all the work in one to two board meetings a month.

I think the first thing that a superintendent must do in a community is to get the confidence of the board of education, then the confidence of the people. One of the nicest things that I have had said about me at this place is, "When Mr. 'G' said that, that was enough for me." I did not hear that directly from the individual, but was told by a friend that certain people had said it. I have remembered this statement made by the father of a girl when he was called in to talk about a discipline problem: "My girl has told me that you are fair in the treatment of all people."

In July, 1944, "G" moved to his present school district.

Our auditorium and gymnasium and four classrooms burned in August of 1944. The district was already bonded to the limit; so we started school in 1944 with that handicap. In 1945 I had had time to study

the situation and evaluations. The board of education understood the problems, and the people in town ... knew the conditions enough to ask questions. We approached the Chamber of Commerce with the idea of a reassessment program. ... We had the county superintendent of schools and a man from the State Department of Education to explain it to them. Then we had the county assessor, county treasurer, and our own school board present. We presented the problem in about forty-five minutes. We mentioned some of the subjects we could not teach. The salaries of the teachers that we paid did not compare with jobs down town in industry. We had to have more money, or the school would close in seven months.

As a result of that and other meetings, the Chamber of Commerce sponsored a reassessment program. There were thirty men and women selected by the Chamber of Commerce. They worked night after night. They set up a scale or rule by which they might evaluate the property. They visited the property, and as result of that survey they raised the valuation within the city limits about \$750,000, which was a whole lot at that time. I remember that our county superintendent said that we were sticking our necks out and asking for trouble; but that was ten years ago, and I am still enjoying life here.

"G" owned a small farm west of town but has sold it now. He does own a lake cabin where he spends week ends and holidays, fishing and working around the cabin.

Elective offices held by "G" include treasurer of a county administrative group, president of the county administrative group, member of the board of directors of the state administrators' section, a board member of the O. E. A., president of the district O. E. A., and at the present, treasurer of the district O. E. A.

"G" borrows equipment from neighboring schools and lends to them.

We exchange textbooks. We have some borrowed now, and we have loaned some. ... We work that out on a county-wide program, and it works out very successfully. We loan films, too. We have a county film library. We all buy a film. Our school will buy two a year; the other schools will buy one, two, or three a year, and we all use them during the year. We have an optometer that other schools borrow, and we have a corrective speech machine borrowed now from a neighboring school..

Office hours for "G" are usually from 8:00 A. M. until 5:00 or 6:00 P. M. The office is open on Saturday mornings. A full-time

secretary has been employed in the superintendent's office for the past two years.

The school staff includes principals, a secretary to the board of education who spends half-time as principal and half-time keeping the treasurer's and clerk's records and making out payrolls and checks, a co-ordinator of vocational subjects, a co-ordinator of curriculum in the junior and senior high school, and a teacher of remedial work in the elementary grades. Each principal has a part-time teacher-secretary and student help.

Teachers feel free to come by or call, according to "G." Their problems for discussion are generally about their salary, better places to live, house rent, going to school, or changing teaching assignments.

The monthly faculty meeting in "G"'s school system lasts about one hour. School is dismissed ten minutes early on those meeting days. Principals have a meeting every other week for the teachers who work in their buildings. "G" drops in on these meetings.

Monthly bulletins from "G"'s office are sent to the members of the board of education, the teachers, bus drivers, cooks, and custodians. Most of the information in the bulletins concerns recent events such as a new building, bond issues, textbooks, and library books.

"G" has been getting a number of teachers from Arkansas each year.

It is pathetic to think that a teacher with a degree and ten years of experience in Arkansas is getting from \$2100 to \$2300. They can come here for \$3500 or \$3600, the state aid schedule, you see.

... Our hopes for teachers next year are pretty slim. This is what it is: Tulsa and Oklahoma City and other larger cities with more wealth are paying from \$3100 to \$3200 for beginning teachers. We can pay \$2500, ... so we will not get any beginning teachers. A teacher ...

with five years of experience will get around \$3500 or \$3600 to start teaching in Tulsa. Our state aid will pay that here ... so we can hire an older teacher, or we can hire a man and his wife where the combined salaries will be livable, or we can hire young people who do not want to teach in large towns.

... New teachers are told that we do not object to what church they go to, or where they buy their groceries, or where they do their banking, so long as they do a good job teaching school. We do expect them to take care of themselves so that they will be able to put in a good mental and physical day in the school room for five or six periods a day.

It has been "G"'s custom to notify teachers in February concerning their contracts for the next school year.

About the only way that "G" has of rewarding good teachers is to compliment them.

It is too bad that we do not have some kind of financial remuneration for the teacher who is doing a better job than the one across the hall. It has just never worked out that way, and I do not know whether it could. I think it helps a teacher if I can say, "You are doing a good job. I appreciate what you are doing for a particular student this year." I am afraid that I do not do enough of that. ... I am conscious that I do not compliment them enough on the work they do. I consider that I have a job to do, and people are not around complimenting me .... ... I just get careless and do not do enough of it.

"G" has not had to dismiss more than two teachers in his experience as a superintendent.

... I have never learned to like to talk to a teacher about not coming back another year. I try to start out by, "Maybe you should not teach. Your burdens at home are too heavy. Wait until your child gets older." ... I have seen a few cases where teachers are just weak disciplinarians .... We try to work with them to have their lessons prepared. If they continue to do a job of teaching, the discipline will usually take care of itself.

Frequent reports come to "G" about his teachers who speak well of their school to local patrons and other people over the state.

If our teachers were not loyal, they would not go out saying that, or we would not hear so many nice things said about our school. The teachers and the students must start that.

I do not think we ought to cover up at all. ... If a teacher thinks something is wrong, she should not ... argue down town or at a club that we are doing that in school. She ought to find out about those things, and then go back to that individual and be able to explain it. ... If the school is at fault, she should admit it and say, "We made an error. That is a weak point in our school. We are not doing it. We would like to do it, but we are not."

The curriculum of "G"'s school is fitted to the needs of the students.

... We establish subjects for them. This last year we spent over \$3000 for machines because they wanted a machine course. ... Our subject material is built around the student, not around the teacher. We figure that the school exists for the student and we try to accommodate him. But we are pretty strict [in discipline]. They have to behave and treat the teachers with respect, or we just cannot put up with them.

Our carpenter boys have built several houses to sell to the public. ... We make it a project and tie in many students with it. Our home making students select the drapes, the paper, and color of the paint in the rooms. The agriculture class sods the ground, purchases the shrubs, and plants the shrubs. Then, the business people place furniture in the rooms, and we have open house. We have had as many as 2100 people to visit at one of those projects.

Science and mathematics subjects offered are general science, geography, biology, physics, chemistry, composite mathematics, algebra, plane geometry, trigonometry, advanced algebra, high school arithmetic, and business mathematics. ... I think we are doing a pretty good job there. I will admit that we have students that ought to be in mathematics and science, ... but we can not make them take advanced mathematics and science if they will not do it. There have been stories from the State Board of Education and from The University of Oklahoma. The newspaper reporters have added to them, and they do make good reading; but we have not tried to change our program.

We realize that children have different intelligence ... and ability levels. Our policy here is to take a child just as he is, ... give him everything he can take in the way of learning, ... and never give up on him. ... Some of them can not learn very much, but we reward them for their efforts if they behave and try. That is our philosophy with boys and girls.

We try to promote only the strong children to the second grade. The others are held over a year between first and second to give them a better foundation. We find it works successfully. It is pretty hard to explain to some parents sometimes, but we have been able to hold them to that. It is going on very well. We have a teacher now who has about twenty-two students of that type. ... She is going to make good second grade students out of most of them for next year.

Then they will get right into the channel and go on through without too much effort. We think that is one of our successful operations here.

Students in this district may get a transfer from one room to another room, as well as from one elementary school to the other one.

Now, the parents do not pick the teacher. The teachers pre-enroll the students, take their cards, and divide them. After one is assigned, we will change him to keep down future problems and help that child. We make five or six changes a year out of our seven or eight hundred elementary students. I think it works very well. ... I have seen children ... whose personalities seem to clash [with a particular teacher]. They do well when we take them to another room. A teacher understands that we are not doing it because of her. She understands that it will be best for the child, and the teacher does not feel that we are taking advantage of her in any way.

I do not think that we should have fixed boundary rules, because there will always be a few exceptions. The child has to be considered.

"G" even transferred or rotated the cafeteria cooks.

I had heard some comments that one cafeteria group thought that they were working harder than the cooks at the other cafeterias; so we made the rotation for the purpose of letting each cook find out just what work was going on at the other cafeterias, such as how many they fed and the routine of the work there. They did it just one time. Each cook rotated to another cafeteria one week. Then she would come back home and stay, that is, in her regular job. The principals, the teachers, and I thought it was a good idea; but the cooks did not like the idea. Not a single one of them favored it; but I think it has helped them.

Since "G" has been superintendent the district has rebuilt the burned auditorium and gymnasium. This unit was enlarged with a cafetorium and three classrooms. The new high school was built in groups of eight classrooms. Two classrooms were added later. Four additional high school classrooms are in the process of construction now. One elementary school has seven classrooms being added to the original eight. An architect is working on plans for an elementary building in another part of town.

The board and I think it is best to ... build buildings where the community is growing ... instead of trying to bring the child down

into the heart of town. We think the parents are better satisfied with eight, ten, or twelve classrooms out there in their area where the most of the children are, because families are moving out of congested areas and cities today. The younger people are moving out there into new homes, and they are the ones who will have the children. The older people are living in the heart of town here.

"G" does not think that a superintendent and the board of education can carry a bond issue if a community is not ready for it.

I will be frank about it. If we were to promote a bond issue and if there were very much criticism, I would try to influence the board to cancel it. ... I think it would be better for a community, instead of getting into a bond fight. I would house more of the children in churches, and it would not take long for the parents to demand a bond issue. I think I would have to wait until the people are ready for it.

The local newspaper carries a weekly story written by superintendent "G" The editor will hold up the publication time of stories if requested by "G."

"G" is a member of the Chamber of Commerce and the Lions Club.

I can talk with business men there who do not have time to talk with me in the office, or that I do not have time to see in their places of business. That is one way that I keep our people informed.

I can see that a man could become too involved in civic clubs, and there is a danger there. It is dangerous if the public thinks he is too involved. He must understand his community .... I have been a part of this for a long time. I like to operate by pulling the curtains and letting someone else make the announcements and do the front work. At this time I am chairman of the program committee of the Chamber of Commerce, but there is someone else that has charge of the program. I do not do that.

"G" believes that being friendly and speaking to people will make them like you.

An old gentleman stopped me in town not too long ago and said, "I just want to tell you that we like you. You are the same every day. Every time you see us, you say, 'Howdy.'" I try to do that. That is a part of my daily living. A teacher ... has said that she seems to understand me better when I am talking to a child. She said that the poorer the child or the more problems he has at home or at school, the more often and more tenderly I seem to talk with him.

In making decisions "G" tries to look ahead to see the effect



upon the school, the teachers, the community, and the children.

"G" believes that his religious faith has an effect upon his decisions, and he tries to treat his fellowman as he would want to be treated. He is a member of the local Baptist Church.

He does worry about decisions before they are made.

There are too many details to "G"'s job to please everyone.

When you start out on your bus routes, you find out you can not please them all. They want you to blow the horn, stop the bus, and wait for the child. ... Every parent wants the bus to come by his door. That is impossible. You cannot go around every section line. You cannot wait for them. If the child does not make good grades, some parents understand it and some do not. You do not please everybody that way.

... If you talk with these parents, ... let them run down first before you try to talk very much with them. Let them get it all out of their system, and then you can start discussing the problem with them. I invite them in instead of going to their home if I can. They are not so bold when they are away from home as they are at home, and then you are not talking before the children. I find that in most cases when you explain your program, what you are trying to do, some of the things about the child, or whatever the problem might be, you will be able to win the parents.

By nature, I have never been able to hold a grudge against any individual. I have had some things said about me and things done to me that have hurt, but I have never been able to hold ill will against that individual very long. It is still hard for me to realize that people sometimes think other than right. It is hard for me to realize that a child will do anything except right. When it comes down to right and wrong, and you put them on their own responsibility, a great percentage will come through right. They will just do that ....

It has been twelve years since "G" considered a new job. He did not have to apply since the board of education of his present school district contacted him first. He would try to get a new job on his own merits.

I would go to see the superintendent and the principal to find out if there were anyone in the system in line for the job. I would accept any leads that the superintendent might give me. I would have to get the job on my own merits, my own ability, and what the people in my present school district thought of me. I would ask the members of the

board of education to visit with anybody in my present school district. I do not think that I could find out that one board member liked to fish and talk to him about fishing. I do not think that I could do that. It would be a business proposition .... I would present them a program that I would like to put into effect as I understood their problems, but the program would be changeable as I understood more about the problems in that particular town. I believe that is about the only way I would know how to do it.

"G" would not hesitate to make changes during the first year in a new superintendency if the situation needed to be changed.

If a bad problem existed, the time to stop it would be right then. If the program needed something that was good, it ought to be put in right then. I do not think that you ought to wait for it. I think that would deal with something like I mentioned where the students were leaving in their cars at noon and not coming back to school in the afternoon. Something needed to be done, and ... we just stopped the cars from leaving the campus. That is just the physical part of the program.

Now if I needed to bear down on better teaching in spelling ... I would have to go a little slower with something like that. I would have to convince the teachers that it ought to be done that way. They would not change their habits of teaching until they were convinced. I would have to do that with authority and a few experts that could show them how.

... A superintendent must be conscious of the changes in his community for the betterment of his school. If he loses sight of a change that could be made for the betterment of the curriculum, the staff, a building program, or the relation between the school and the community, he is going to stand still. His school is going to stand still, and his community will not be up on its toes either.

"G" was named the outstanding citizen of 1955 by the local newspaper which makes the annual award. The award is made to recognize and encourage local civic leaders who have made great contributions to the town's progress. Nineteen persons were nominated for the award.

At a meeting of the board of education, "G" presents the facts and lets the board take it from there.

I mail the members a financial statement before each monthly meeting. About two or three times a month I send them a list of the things that have happened up to that time and some of the things that will come up at the next meeting.

"G" seldom talks with the president of the board before the meeting.

I give him an agendum and he usually stays with that until he finishes it. ... I have made this a practice: I never go to a baseball game or to a wrestling match with one board member. If we go, we all go together. When we dismiss here, I go home. I do not stay here and talk with one board member or go down town and get a cup of coffee with one board member. I do not go to visit one board member. My wife and I have never made a social call on a single board member in the twelve years that we have been here.

The minutes of the board meeting in this district serve as the only written policies of the board of education.

I am trying to organize a teacher-group now ... to work on a teacher-board policy relation. I have collected material in a college course. It is just my carelessness in not getting it over to the board to adopt a set of policies.

If the board members seem to be divided on a question, "G" will ask for a delay in making the decision on the matter.

An example of that concerned the buying of ten acres of land. All members were not ready to buy that ten acres. I asked the president to appoint a committee and refer it to the next meeting. ... He appointed a committee of two board members and me. We visited it ... and one of the members made the report at the next meeting. It carried unanimously. It is easy for the superintendent to say, "Well, we are spending a lot of time on this and it is getting late. What about just appointing a committee and making a report at the next meeting?"

Newspaper stories usually go out over the name of the president of the board of education in this community.

"G" did attempt to go into another occupation in 1935.

The years 1934 and 1935 were pretty rough ones for everybody, and I did try to break away from teaching at that time. I worked in insurance and real estate during the summer and liked it very well. I received a rather nice salary; but when the fall of the year came around and it was time to go back to the school room, I could not stay away.

In summary, "G" emphasizes that the school should be built around the child.

We try to build our school around our children. The schools are for the child. We accept them as they are and do not ever give up on them. We try to teach them whatever we can.

I love the job of teaching children. I love people.

I look for opportunities for changes and then try to make them. If the faculty members understand what the leaders of the administration are doing, they will support it. If the parents understand what the administration and the board of education are doing, they will support it. ... I am a great believer in dinners and have from one to three at the school each year. Twenty to fifty key people are invited to hear about problems of the school.

I do appreciate the people with whom I work. A superintendent must seek the advice and counsel of his staff members. That includes the first-grade teacher right on through high school.

The superintendent must be willing to work at the job.

## Part II: "G"'s Family

Mr. and Mrs. "G" have been married for thirty-three years. They have two children. The thirty-one-year-old son is a dentist who works in the same town where his dad is superintendent of schools. The nineteen-year-old daughter is an accountant who works in a nearby large city.

Mrs. "G" has taught school for fifteen years. She has taught in the present school system for twelve years and now teaches the third grade. She hires a girl to help with the house work every two weeks. She would not favor holding a major office in the P. T. A., because the parents would think that she was trying to put over the superintendent's ideas. She tries to keep in the background and, for his own good, does not tell the superintendent about the activities of teachers in her building. She wants him to see it his own way and, therefore, does not carry tales to him at home. She is active in the Baptist Church and teaches a Sunday School class of twelve-year-old girls.

Mrs. "G" does not feel that the children were favored by the teachers because they were the son and daughter of the superintendent.

The children, however, were careful to see that all favors were earned. Some of the students once told the son, "Just as sure as we get caught at mischief with you in the crowd, we are all in for it," because "G" would see that his son was punished. The daughter is proud of her dad as a superintendent and believes that his personality has helped him to be successful in his work. The son believes that his dad is successful because he is competitive and refuses to take credit for anything and will not degrade a person. The son also thinks his father's size and personal appearance are in his favor.

Once when "G" was asked to recommend a teacher, the son heard him say that he would not comment. When pressed further, "G" said simply that he had fired the teacher and thought that was recommendation enough.

Mrs. "G" thinks that it is a handicap in some manner to be the wife of a superintendent. However, she would not want her husband to change occupations. She believes that one has a call to teaching in the same way that ministers have a call to religious work.

When "G" has a particularly difficult school problem, he does not talk much at home and becomes more restless. They often go to the lake where they find the water soothing. "G" believes that he can think problems through in a boat and sometimes fishes for hours without catching anything. He sometimes stays awake at night when he is concerned about problems of the school.

Mrs. "G" lists the following factors which she believes are important in making "G" an able superintendent:

"G" (1) puts the school first, (2) wants to make the bad, good and the good, better, (3) is very disturbed when he thinks that a child is not getting a square deal and lets the teachers know it, (4) wants every teacher to take the child where he is and to go as far as he can

with him, (5) treats all children fairly, (6) will ask for a cut in price for school supplies but not for his personal buying, (7) had foresight to move in war surplus buildings before the recent increase in school enrollment, and (8) keeps the board of education and the community well informed.

Part III: "G"'s Board Member.

Mr. "BM" lists the following factors which he believes are important in making "G" an able superintendent:

"G" (1) has put the school on the straight and narrow path, (2) gets along with the teachers fine as long as they are doing good work, (3) is "on the ball" in everything attempted, (4) likes hunting and fishing, (5) does his best to get money for the school, (6) was well liked at the school from which he came, (7) selects his teachers well, (8) puts all his business before the board of education, (9) sends the board members an agendum to study before the board meeting, including the funds for athletics, cafeterias, and even the coke fund, (10) participates in all state-wide meetings, (11) is agreeable in committee work, and (12) was voted best citizen of the town in 1955..

### Part I: Superintendent "H"

"H" was born February 6, 1904, at Collinsville, Texas. There were five children in the family, three boys and two girls. One sister is two years older than he, and the other sister and brothers are younger.

"H"'s mother was born in Sao Paulo, Brazil. Her father was a plantation owner there.

My mother was a music teacher at Sherman, Texas, when she met my father. He worked as a cotton buyer and gin operator. We moved to Calvin, Oklahoma, where he operated the gin during the harvesting season and did a little share farming at other times. Although we lived in town, we did work some farm land. I had quite an experience in working on the farm and living in the out of doors, which was, I think, a good one. I was not weak, but I was not exceptionally strong physically. I did a man's work, which I think helped to develop me physically. It did not hurt me, although I dreamed of the time when I would not have to do it.

"H" completed a correspondence course with the International Accountant Society. He was employed during his senior year in high school as a half-time bookkeeper and manager of an inactive cotton seed oil mill. He feels that the course and the experience have been invaluable in helping him to work out the school budget and to analyze financial statements.

"H" entered school at Calvin at five years of age and graduated at sixteen. There were twelve members of the senior class of 1920, and "H" estimates that he was near the top. As an eighth grade graduate, he made the highest grade in Hughes County on the eighth grade examinations.

After graduation, "H" entered a state church college for his

freshman year. Meanwhile his dad had suffered business reverses in a small grocery store in Calvin and had moved the family to a nearby college town for the purpose of putting the children in school. In the 1920-21 school year, "H" entered college there and remained through the next summer to receive a certificate to teach school. At eighteen years of age he started teaching with his sister, who had also completed her work.

After that year I had an opportunity to work for the School for the Blind at Muskogee as a teacher of the eighth grade. I was attracted to it, because the pay was a little better than the public school teacher was getting at that time. It carried board and room and some other financial considerations with it. ... I enjoyed the work, but I was rather young and somewhat impressionable. I simply did not have the dedication to that sort of work to make it attractive to me.

The following year was spent at a high school, where "H" was principal, coach of boys and girls basketball, coach of debate, sponsor of the senior class, and teacher in the subjects of physics, general science, algebra, and plane geometry.

I was single and had plenty of time to devote to my work there. As I was not too happy about it at the end of the year, I decided that probably teaching was not what I wanted to do. I went to Tulsa ... where I made contact with Swift and Company, a meat packing business .... But wages were low, and my ambition was not well directed. I worked for Swift and Company from June until about November. Then I decided that I much preferred school teaching; so I wrote the president of the college and told him if he had any calls for teachers, I would like for him to call me .... He called about three days before Thanksgiving and told me about a small superintendency. They had ... closed their school, and the superintendent had been released.

I worked there about a month before I really got acquainted with the board of education. I was young and enthusiastic and did not know that you are supposed to have trouble with the big boys in the rural districts. I moved in with them and had two fine years. ... At the end of the second year, I was not promised as much money as I thought I should have; the support which the school was getting was rather disappointing. I decided that I did not care to return, although I could have returned the following year.

"H" came to the town where he now works and was employed to keep



books and to do general work in a local drug store. When school started in the fall, he found himself working as junior high school principal. He has been in the district since that time. At the end of four years, there was a change of superintendents; "H" was made high school principal, where he remained for fourteen years.

The superintendent's experience immediately preceding his coming to this school had been as a college president. His apparent concept of school administration of a high school was very similar to that of college, in which the superintendent was the active administrative head of the high school. It was a rather different relationship from what usually exists between superintendent and principal. He maintained a stronger hand in the high school administration than a superintendent would ordinarily take. At the same time he delegated to me many responsibilities which normally would not be given to a high school principal; and I was, in effect, an assistant superintendent with the primary responsibilities of the high school level. I prepared budgets and made the statistical reports. I had a hand in the administration of the entire school, including various phases of the elementary school. I was directly consulted about selection and employment and retention of teachers throughout the school system. At the same time, he maintained a good deal of the responsibility for the discipline in the high school, the organization in the high school, and related matters.

Now that is the way we started. As time went on and we learned to work together, I assumed more and more of the direct responsibilities of the operation of the high school; but I did not give up my responsibilities as assistant superintendent. He was very generous in his helping me to learn the ins and outs of school administration. I attended all board meetings. I was party to all the minor and major decisions as far as the operation of the school was concerned. We continued that relationship throughout the time that he was here.

The superintendent had some very strong convictions. He was of the old school of autocratic administration. At least he had that front and largely operated on that basis. His administration was marked by strict economy at a period when economy was necessary. ... I would say that he made his dollars go as far as he could. We had a very good school. We had a strong faculty.

The superintendency became vacant through retirement, in 1945, and "H" was elected to that position.

By attending school during the summer terms, "H" had been able to complete the requirements for a bachelor's degree in 1925. He had transferred his work from the state school to the church school for the

degree. When he had gone into high school principal's work in 1930, he had resumed his college work and he completed his master's degree, in 1933, at a state school. "H" started work on a Doctor of Education Degree in 1949, and he has now completed the required course work. He has officially been admitted to candidacy for the degree and is ready to begin work on the dissertation.

"H" has not contributed to the O. E. A. magazine.

"H" does not know of any one person who has directed him toward the teaching profession.

I actually did not start out to be a school teacher or a school administrator. I suspect a good many of us back in that period found it to be one of the few opportunities for employment available to college graduates, and particularly to people who were not college graduates. I had just the two years. By temperament and by interest, teaching appealed to me.

As far as administrative work is concerned, I think that administration was the natural thing back in those days. It still is ... because it is the only field in the teaching area that offers anything like commensurate financial returns. It is the prestige job in education.

"H" has no financial investments that would require a part of his time away from his job as superintendent.

"H" served as president of the Secondary School Principals Association of the state while he was a high school principal.

I was president of the county O. E. A. unit, president of the District O. E. A., secretary of the Oklahoma Association of School Administrators for three years, president of the Oklahoma Association of School Administrators for one year, and I have served in various other capacities. I am now state chairman of the Oklahoma Commission of Education Administration and chairman of the state Junior College Accrediting Committee.

Neighboring schools do not request the use of the district's school facilities, because they have adequate facilities in their home district. Since 1931, they have been sending their graduates to the

Junior College in "H"'s district.

The hours of work are somewhat determined by the fact that Superintendent "H"'s office is in the high school.

I am in the office by eight o'clock in the morning. As a regular thing, I am not in the office after four o'clock in the afternoon. Occasionally, I am in the office on Saturday morning, although I do not keep regular Saturday morning hours. Those are my official hours.

Of course, I do not keep hours in the sense that some other business people do. As anyone familiar with school business knows, I have many, many evening responsibilities. I would say that on four days out of five throughout the year, there is some involvement concerning my job that takes me out in the evening. There are either direct school affairs or community affairs which I am involved in, primarily because of my position as superintendent of schools.

I want to get away from such close contact with the high school administration as soon as I reasonably can, but as I say, I followed a man who took an active hand in the administration of the high school. ... The community has the concept of that type of dual administration of the high school; consequently, I have found it rather difficult to move away from that principle of operation. ... My principal's office is on one side of the reception room, and my office is on the other side. ... I hope to move out of the high school office and to provide adequate, well planned administrative offices in connection with another building program if I stay in my job for any period of time.

The staff consists of a high school principal; an over-all coordinating principal, who is responsible for all the elementary schools; a primary supervisor, who is over the first three grades of the entire school system and also serves as a building principal for the largest primary building; an elementary music supervisor; a high school vocal music director; a high school instrumental music director; and an athletic director.

"H" encourages teachers and staff members to visit him any time they want to see him about anything they wish to discuss.

I have never reacted in such a way that they would be reluctant to come to me. A superintendent can not always interpret the feelings the staff has for him or his availability, but I believe they feel that I

have a sympathetic ear for their problems, and they do come to me. It is one of the big problems of any organization to get the staff to come to ... responsible individuals with complaints or suggestions, rather than to air them elsewhere before they make an attempt to solve them within the organization. I try to encourage this on the staff both by precept and example.

"H" continued the pattern set by the former superintendent in holding faculty meetings.

The prior superintendent was of the old school. ... Meetings were held after school was dismissed on the first Monday of each month. It was a "tell 'em" type of faculty meeting in which the superintendent told them. ... It was a lecture meeting with instructions from the hierarchy.

I continued that type of meeting for about two or three years after I became superintendent until ... I began to feel that probably that was not the best approach. We have now developed a program of group meetings on school time. An hour of school time is devoted to meetings once a month for both the high school and elementary faculties. We also meet during the week prior to the opening of school in the fall. Then we have three or four general meetings during the school year, in which the superintendent discusses general policies with the faculty.

Bulletins are not sent out to faculty members on a regular schedule. Whenever bulletins can give the information to the staff, they are issued, rather than calling the staff together to tell them something that can be told just as well in bulletin form. Teachers are given a handbook listing the procedures and policies of the school.

"H" visits the prospective teacher where he is working if it is possible to do so.

I do the traveling in most instances, rather than have the teacher do it, for several reasons. One is that I think you can judge a teacher better that way. In the second place, you are not obligated as you are when you invite someone to come in at some expense and trouble on the part of the individual .... I do receive applications, but I like to go out to get teachers.

In my first contact with the new teacher, I try to make it a very frank exchange of ideas. I invite the teacher to quiz me just as closely as I am quizzing the candidate. I have never insisted that the teacher tell me right then if he is going to work with us. I want the teacher to visit our school and to be sure that it is the place he

would like to work before any commitments are made. ... I never try to cover up anything. ... I probably tell more of the bad things than the good and suggest that if there is any good, that the teacher find it out from some other source.

Teachers customarily have been notified by "H" concerning their next year's contracts in March. Therefore, the new state law concerning notification of teachers has little effect. "H" feels that after a teacher has been in his school system a few years, he is not too concerned at the time for election of teachers and does not feel that he is weighed for the job each year. If the superintendent is not sure that he will need as many teachers for the following year, he may have to notify two or three that they will not be re-hired and change the decision later.

The supervisory resources and interest of Superintendent "H" are teamed together to help teachers succeed in the school work.

Some of our successful teachers have specifically assumed the responsibility for helping the new teachers. My feeling is that when a teacher fails, then I have failed to a certain extent. I have failed in my selection and my developing of the teacher.

Failure on the part of a teacher is a tragic thing, as I see it. It is not easy for a teacher or an individual to face a failure in any form. I have had a few teachers to whom I have suggested that teaching was not for them, that, unfortunately, this particular situation did not seem to be right for them.

It poses a problem for a superintendent in that he may be placed in the position of having to refuse to recommend a teacher for another position. I think I have been honest with my fellow administrators in trying to point out an objective evaluation of the teacher and have, in a few instances, suggested that the teachers might do better under a different superintendent or maybe a different environment. In some instances they have. But if a teacher fails, for any reason, I just tell him why he has failed.

Loyalty, "H" believes, is a major problem in any organization.

I am not sure just how to develop it. I think a high staff morale is one measure of loyalty. In my contacts with teachers and in my few formal talks with teachers in faculty meetings, I have stressed their

relationships to one another, to the school, and to the administration of the school. I recognize that merely to say those things does not necessarily bring it about, ... but I have made it rather strong.

I have stated on occasions that if the system was such that a teacher could not conscientiously support it, he ought to leave. I believe that any school will have people who do not have a strong sense of loyalty to the profession or to anybody else. A fringe element individual can certainly hurt a school system.

You can develop loyalty by being concerned about the teacher's welfare, being concerned about the teacher's working conditions, and by demonstrating your loyalty to the teacher. The teacher needs to feel a sense of security. She needs to feel that she is not subject to every passing fancy of a parent or a community; that she has an ally or a defense attorney, if necessary, before the court of public opinion. I have, in a number of instances, gone to bat for individual teachers who are still in the system and who are good teachers. If I had not done that, they would have been moved out because of community pressures. I think a superintendent can develop a sense of loyalty, not to him personally, but to the work which he is trying to do, by assuming that kind of relationship with his teachers.

The curriculum is under constant study in "H"'s school. Both high school and elementary faculty members meet in discussion groups at least once a month during the regular school term.

The recent newspaper publicity concerning the teaching of mathematics and science has not made any major changes in the offerings of "H"'s school in those fields. A problem of the school is to get the right students interested in taking the courses now offered.

"H" uses a zone system to channel enrollment of students in the elementary grades.

It is not a rigid zone, nor one that is fixed and never changed. Sometimes we have to change, from year to year. We fix it so it will equalize the attendance at our buildings. At the elementary level, we have a school which accommodates the negro children, who all live in one area. We integrated our high school last year.

The district has had four major building projects since "H" became superintendent.

We built a new vocational agriculture building, which is combined with the football stadium. A new negro school building costing \$110,000 was financed on a county-wide basis the third year after I became superintendent. Within the last three years we have built a new elementary building and an annex to the high school. We moved in and remodeled a building for our cafeteria at our big elementary school.

A bond election campaign began for "H" with a request to the board of education for their permission to make a careful survey of school building needs.

They granted me that permission. I made a preliminary study and presented it. Following that survey, I made the suggestion that the board might very well employ a building consultant to help us analyze our needs. The board granted that request. Then we selected an architect. We had our plans ... definite before we got to the matter of ... voting the bonds.

The board was unanimous in its request to the community. We used our parents' organization to help us publicize the need. I was primarily responsible for directing the campaign in the press and on the radio. We did not have much difficulty. ... The last bond election was for \$200,000. I was the responsible leader in it all the way through.

A representative of the press is in regular attendance at the meetings of "H"'s board of education. Representatives are sometimes asked to hold a news story for a time before publication.

I do not request them to do so for personal reasons. It is a matter of getting together and deciding whether it is best to run the story or not. It may concern a student's conflict with the law. On occasion ... we have agreed that it is better to play it down rather than play up a story, for the good of the community and the children involved.

"H" thinks that civic club work is a valuable opportunity for community contacts. He has been a member of the Kiwanis Club and is now a member of the Rotary Club, which he served for one year as president. He is a member of the board of directors of the Chamber of Commerce and has served as vice-president, although he has refused the job of president because it is too big a job.

"H" believes that the attitude that he is a servant of the people will help the superintendent in getting people to like him.

I do not think that you consciously try to get people to like you. That your job is a service job is important. I have always tried to maintain a feeling ... that I am here to render a service, rather than to be served. I am approachable. I try to be courteous. ... There is no particular group that has my ear any more than any other group.

... Most young people like to establish themselves in the community by letting people know who they are. I started out that way to a certain extent. But I can see my job as being the educational representative of the community, and it is there that I give most of my energy and effort. In my church relationships, for instance, I teach a Sunday School class and go to church, and that is about it. I am not a member of the board of deacons. I do not attempt to name the preacher or to run one off. I do not attempt to dictate the inner workings of the church. I am a part of it, but I do not try to inject my personality in it to the extent of trying to run it. I definitely do not try to direct the church. Neither do I try to manage the Chamber of Commerce, nor do I try to govern the Rotary Club. I am an active participating citizen. I am an interested citizen. I try to operate the school system. I do not mean by that that I am the dictator, but I try to assume my full responsibility for the welfare of the school.

"H" weighs decisions very carefully.

I try to look ahead to see the effects both for and against, the good and the bad. If a superintendent provides leadership, he is going to be recommending some things that some people do not want done.

There is such a thing as moving too fast. Rather than ultimately arriving, you may set your school system back, if you get too far ahead of the thinking of the community. For instance, we had not had a major building program here for some time. There was a feeling on the part of a good many people that the town was not getting any bigger. We had fewer students than we had had back in the boom days. ... I definitely had the conviction that we needed ... to do some things, or we would go backwards. So I weighed the possibilities that I might fail. The results of it might be that I would actually lose my position. I might be discredited. But when you weigh all those things and look at your personal responsibilities and your professional responsibilities, I think you ultimately ... come to a time when you have to move ....

"H" does not worry about his decisions once they are made. His religious faith affects his over-all activities and decisions, but he is not conscious of it in specific decisions. He is a member of the



## LOCAL BAPTIST CHURCH.

I think in a man's character there is a certain basic philosophy of life, and certainly that is influenced by his religious beliefs and by the over-all person that he is. I would not say that I pray about every decision I make. ... Back of it all, I think there is a feeling of rightness in harmony with God's over-all plan, but I do not bring my religious convictions in to the extent of feeling that every decision I make is one that God dictates at the moment, if you understand what I mean. I have known some people who felt that whatever happened, that that was God's will. They would pray about it, and whatever solution came was in answer to prayer. I do not think it is that simple. I think there is a great deal more to it than that. I do not pray about specific things. Maybe I should, but I do not. That is an honest statement.

"H" is not able to please everyone but has a minimum of complaints.

You can never please everybody. I do not do that. I think I have the respect of my community and my patrons. I think they recognize my sincere desire to render a good educational service. To say that I had their complete support would be misrepresenting the case. I do not have. I do not think any school superintendent does. But I am not personally aware of any element of friction now.

"H" has always felt that the job should seek the man in filling superintendencies.

I appreciate that that notion may be idealistic, and it happens that I have not felt the compulsion to apply for another job. However, if there were a job open that I wanted, I would not hesitate to fight for it. ... I think that if superintendents would not rush in to apply for these jobs our profession would be considerably improved. We have too much of that. That procedure cheapens our profession, for board members get the idea that there are plenty of superintendents, and the first thing you know they are bidding against one another ....

... If I were a member of a board of education looking for a superintendent, I would not be too much influenced by the people who applied for the job. I would recommend that to any board. I think boards ought to ... go to colleges and visit schools. They can get lists or ideas about who may be available, or who may be good prospects, and then seek the man.

I am not criticizing those who do apply for jobs. In some instances that is about the only way that you can get a better job, because the practice has been followed so long. ... It is a matter of education on the part of superintendents and board members.

When "H" became superintendent, he did not hesitate to make several changes during his first year.

I did not feel any reluctance, because I felt that I knew the situation well enough that some of the things I would do would be accepted and would strengthen the school. I did not jump into them all at once; however, even in the first year, I did make some moves that I thought were important. I needed the assistance of an active group of parents and ... we were able to strengthen the P. T. A. I immediately moved to establish a health program. There was a feeling that we needed a lunch program at the elementary level, and I moved in that direction soon after I became superintendent.

"H" mails a written agendum for board meetings to each member a week before the time of the meeting.

Usually, before I write up the agendum, I informally discuss or give the president of the board a chance to bring up anything which he likes to have in an official board meeting. The individual members do not have the authority to act as individuals, and they have come around to that position. They are very careful when something comes to them in the way of a suggestion or complaint. They will say, "Well, you take that up with your superintendent, and he will bring it to the board."

I do not control the board meeting. I make it pretty plain that I do not. In some instances I make recommendations and find that the board is not going along with them; or if they do, it is going to be on a split vote. If it is only a minor matter, and nothing that will be detrimental to the school, I have simply said, "I withdraw my recommendation." ... If I make a recommendation and do not withdraw it, they act on it. They feel that it is their responsibility unless I withdraw it. If I can, I avoid open clashes in the board. I feel that as long as you can keep harmony in your school board without sacrificing a principle, you have a better organization.

... The board has written regulations. They were prepared and adopted under my supervision. In other words, we would not have them unless I had done it. ... It is an outgrowth of my work at college. I went through the minutes and procedures and pulled together the practices, and then I brought in some other ideas .... It took about a year to get them adopted, but we have them in writing.

Decisions of "H"'s board of education are unanimous, but he does not insist that they be.

The high school principal is present at the board meetings.

"H" thinks that there have been four decisive points in his life: When he moved to the town where he is now superintendent, when he became high school principal, when he became superintendent, and when he returned to graduate work after becoming a superintendent.

Continuing to learn is emphasized in a summary by "H."

My work as a superintendent has been very pleasant. I have learned as I went along. This is my eleventh year as a school superintendent. I think that I have made some progress each year.

I think a superintendent has to be a student. He has to be studying constantly. I think a superintendent has to take an active part in the professional programs in his profession. He has to interest himself in the profession as a whole. I do not believe a man can be a successful superintendent if he just sits outside and never exchanges ideas or participates with other superintendents. He needs to attend professional meetings. He needs to assume a share of the responsibility for helping other school superintendents. I think he needs to go to school. You will find your good superintendents all do that. You will find them at Lake Carl Blackwell. You will find them participating in the state association activities and college activities whenever they have an opportunity. They make opportunities to do that.

The superintendent must keep abreast of the conditions. He must know some of the answers. I think more and more superintendents are going to have to know how to teach and ... give more attention to the instructional program. He has to know something about reading ... and testing. He needs to be able to converse with lay persons and other educators ....

You have to be a good leader. You must have the respect of your teachers, your co-workers, and your professional associates outside of your local school system. You have to know how to work with your lay public. You have to know how to work with your board of education. You have to be a good contact person as far as working with parents and adult groups is concerned.

#### Part II: "H"'s Family.

Mr. and Mrs. "H" have been married for twenty-five years. They have two children. The older son is twenty-one years of age and is a Rhodes Scholar. The younger son is sixteen years old and is a sophomore in the local high school.

Mrs. "H" is teaching the seventh grade in the local school. She has help with her housework one day a week. Mr. "H" says that his wife has no ambition to be a school superintendent. She has held one major office in the P. T. A. since her husband has been superintendent of

schools. She was the chairman of the program committee. She does not play bridge and is not interested in it. She is a member of a music club and the Daughters of the American Revolution. She teaches the young people's class at the Baptist Church and sings in the choir. Mr. "H" teaches the young adult class at the same church.

The younger son does not believe that his being the son of the superintendent affects the attitudes of his teachers toward him.

When "H" has a particularly difficult school problem, Mrs. "H" says that he does not answer her but stares into space. However, he is not irritable and tries to leave his problems at school. He tries to move from one social group to another, instead of being typed with a particular group.

Mrs. "H" says that she likes being the wife of a superintendent. In one way the family life of the superintendent is enviable. The community knows the standards for which they stand. That is, they do not have to refuse to drink when they are present at some social gatherings.

The following reasons are listed by Mrs. "H" as being important in making her husband an able superintendent:

"H" (1) studies his job, (2) is a pleasant boss who is patient and understands the teacher's point of view, and (3) gains the confidence of people by his personal integrity.

### Part III: -a "H"'s First Board Member.

The following reasons are given by Mr. "FBM" as being important in making "H" an able superintendent:

"H" (1) is sincere and qualified, (2) is capable, (3) knows his work, (4) is a gentleman in every respect, and (5) is definitely one of the leaders of the community.

## Part III: -b "H"'s Second Board Member.

While interviewing the first board member in a cafe, a second board member came in, and he lists the following reasons as being important in making "H" an able superintendent:

"H" (1) is a man of good character, (2) is tops as a school finance man, (3) supports the community chest, Rotary Club, and the Chamber of Commerce, (4) is on the Chamber of Commerce board of directors, (5) is well-liked and meets the public well, (6) has the respect of the citizens, (7) is considerate in the items for which he asks the board of education, (8) weighs his decisions and does not go off half cocked, (9) has answers for what he wants from the board, (10) holds his temper well, and (11) is a worker in the church.

## PART I: SUPERINTENDENT "I"

"I" was born April 3, 1902, at Conway Springs, Kansas. There were six boys and one girl in the family. The sister is younger than "I", and all of the brothers are older than he.

When "I" was three years of age, the mother died and the family moved to Lambert, Oklahoma. "I" attended the first three grades of elementary school at Lambert. The remainder of his public school education was received at Pond Creek, Oklahoma, where the family lived on a farm. "I" graduated from high school at Pond Creek in 1920. There were forty members in the senior class, and "I" ranked about average. During his junior and senior years he was captain of the athletic teams in football, basketball, and track. He was president of his debating group during the same period.

"I" enrolled in a church supported school and attended one year. One of his purposes was to take part in college athletics. The college had a great number of athletes enrolled, but at the same time it was noted for its high quota of Rhodes Scholars. Since the college closed its doors at the end of the year for lack of funds, "I" transferrred to another church school in the state. Here "I" completed his sophomore year and a summer term before he started teaching. The remainder of his college work was done during summer terms. He completed work for a bachelor's degree in 1928 and for a master's degree in 1936 from the same Oklahoma college.

"I" does not contribute to the O. E. A. magazine. He does lecture to school administration classes in a nearby college, using slides to show them how to prepare school budgets and to handle other phases of functional administration. He also spends some time in lecturing on Americanism, in which work he is sponsored by a steel corporation.

"I" credits a former superintendent of schools and his own interest in athletics for guiding him toward the teaching profession.

I had always wanted to coach athletics. When I was in high school, the coach turned over many of his responsibilities to me, and I always liked that. I was the janitor of a little country school, which I had attended in the grades, and that gave me possession of the key to the gym. I went to the gym to practice basketball every time I had a minute to spare.

"I" began teaching in the fall of 1923, and, with the exception of one semester, taught until the close of the spring term in 1932 in the same school. During the one semester, he worked as an assistant cashier in a bank. "I" was principal of the junior and senior high schools and coach of the athletic teams. His football team played in the first championship play-off game to be broadcasted in the state by radio station KVOO. In the fall of 1932, he moved to his present school district. He served as athletic director and coach for three years, as principal of the junior and senior high schools for four years, and has been superintendent of schools since 1939.

"I" has no financial investments that take a part of his time from his job. He says, "That is one thing to which I am bitterly opposed. I think we ought to pay our teachers a sufficient salary; then let them just teach school and not do a number of other jobs."

"I" has been president of the county O. E. A. unit and a member of the O. E. A. Legislative Board.

If I am going to assume the responsibility of something, I am going to give it some time. Also, I get more value from lay groups. ... When I am in my professional groups, they are all thinking the same, clapping their hands, and all agreeing. I participate more outside of my professional organizations, because it is more beneficial to me.

I feel this way about our O. E. A., or any other organization. I do not feel that it is healthy for an organization, or any one in it, to have the same person continually serving in the same office.

Since neighboring school districts have ample school facilities, they do not borrow from "I"'s district. His school does participate in their speech and music programs and enters a "B" team in their basketball tournament.

The school day begins for "I" at 7:15 in the morning. He leaves school about 5:45 in the afternoon, and reserves thirty minutes for the noon meal. The office is kept open from 7:30 until noon on Saturday, and he is available the remainder of Saturday and Sunday if he is needed.

I am in night meetings practically every night. I like to attend our school activities at all times. I am interested in the school. I do not attend too many professional meetings when school is in session. I seldom attend if the meetings are scheduled on Wednesdays or Thursdays.

"I"'s curriculum co-ordinator for all grades works through the principals.

Everything that goes through the schools works through the principals. The building principal is responsible, and I am not going to let him avoid assuming responsibility. ... I am more interested in having excellent principals than any other personnel in my faculty. I prefer to have excellent principals and average teachers than to have excellent teachers and average principals; for the principal pulls the group down to his level, or lifts them up to his level. I am choicy on my principals, because I am expecting them to carry the load, not just to have the name of principal.

"I" is available when needed.

I want all things to be cleared through the principals when it is possible. Then I am glad to meet with the principal and parents and teachers if they think things are not satisfactory. I am not excluded



from them, but they would be over here all the time if I would give them the opportunity and if I had the time.

General faculty meetings in "I"'s school are held once each quarter.

About a half hour of school time is used each week for teachers participating in an in-service training reading program, which is sponsored by the county superintendent's office. I meet with the eight principals each morning at 7:30. The meeting lasts from fifteen to thirty minutes. Bulletins from my office are limited, because I want to work out our program through my principals. They are definitely responsible, and they are good. It keeps all phases of our program tied together when we meet. As things come up, they know about them.

"I" does not like to hire people who make application for positions.

I do not hire those people. ... I like to select them. ... Most of the unhappiness in my employing of personnel has been with people who applied and whom I "caught on the wing."

Teachers in the system recommend others at the schools from which they have come. Then I have had good friends, who were leaving a school, to recommend the type of teachers in which they knew I was interested. I write to the teacher to tell him that I am very much interested in his application if he should decide to change. That is the way I hire teachers.

In employing a coach, we have followed two or three different procedures since I have been here. Once we selected a committee from a cross-section of fans as well as parents to serve on the advisory committee. They decided on a local boy. It is hard for any type of discord to happen, for they have been a party to the coach's employment.

The new state law concerning the notification of teachers about next year's contracts causes little change in "I"'s time table. He usually notifies the teachers at the first of March if there is no contest in the board election.

Mistakes made by "I" in hiring personnel have usually been made when teachers have resigned and he has had to take whoever was available for the job at that time.

At one time I thought that I could be a reformer. I re-employed two people who had been dismissed from our local school system before I became superintendent. But it was not good.

We have a very small turnover of personnel here. We try to be very strict about whom we hire. If a teacher is having trouble, the curriculum

co-ordinator and principals will work with him. We also assign a buddy teacher when new teachers come into the school system. The buddy teacher moves the problems up to the co-ordinator and the principal, where they should be.

Principals recommend the teachers under their supervision for re-employment and write a personal letter to the board of education about each one of them. If a principal is recommending the dismissal of someone, I expect to have received letters about conferences with that teacher, and they should have been in for a conference with me. I believe in things being written.

After a conference with the teacher and the principal, I ask the principal to write me a letter about the conference, and I let the teacher have a copy. After so long a time, if things are still not improving, we have another conference. I step into the picture and talk with them to see if we can work it out. If we find that it is not a thing to work out, I tell the teacher, "Just because you do not fit into our situation does not mean that you are a failure. But for your benefit and for ours, it may be better for you to try to seek employment somewhere else." I have told teachers before Christmas that I would urge the board to dismiss them. ... I talk right across the board and ... try to be fair. I have found that in dealing with adults, just as in dealing with children, I am expected to be fair. They want to respect you, and they surely want you to be consistent.

"I" believes that the superintendent can help to create loyalty by defending the school personnel.

I defend my fellow workers and students to the last degree. I do not want to embarrass them; but if I think they are wrong, I call them in and surely straighten them out. I believe in being frank and plain. To me, it is as easy to say, "No," as it is to say, "Yes," politely. People would rather know where they are than to be wondering. That is the way I want to be treated.

Curriculum revision is a continuous process in this school.

We have our committees in our junior and senior high schools. They are continuously working on our English, our mathematics, our social studies, and our science. We are also working in the elementary grades. We have a testing program throughout the school.

The recent newspaper publicity concerning the teaching of mathematics and science has caused no changes in the offerings of the school in those fields since "I" believes that a good college preparatory course is being offered.

We also think that we have a good vocational department. We have vocational printing, metal work, agriculture, homemaking, shoerepairing, building, and carpentry. If we have a good holding power, it is because we have a curriculum that is adapted to the students.

Our printing area is a little more costly because of the enrollment; but after all, the law says to keep students in school until they are eighteen or have graduated, and the cost can not be the deciding element. If they must attend school, then we should provide something they can do other than academic work. That is our philosophy in our school.

Elementary school students in "I"'s school district attend school in the zones in which they live.

There are definite boundaries, but if anyone has a particular reason why he would like to transfer, he presents a request to the board of education. ... We are an industrial town. It might be that parents are living in one place and wanted their child to stay with the grandmother while they are at work. That is an acceptable reason. The board tries to be very human in their decisions on that matter. We try to practice a little Christianity, whether we do or not.

The district has built three new buildings since "I" became superintendent. Two additions to elementary buildings are under construction now. The board is getting ready at this time to let a contract for another building.

The school district is not so rich as it would appear, because a special law was passed before the mills were built to base the taxes on sales and not an ad valorem. Transportation was convenient to the nearby large city, so the business district did not grow as it would have otherwise.

Industry in this community has a very favorable attitude toward the public schools.

It is their concern. Industry is one of the best boosters that we have for education. I remember that about four years ago the division manager of a local corporation was president of the Chamber of Commerce. After I had finished showing our needs to that organization, he wrote our present governor, who was then president pro tem of the senate, and told him that if the tax structure we have now would not support an adequate educational program, then let us change the laws to get one that would. Raymond Gary wrote back and said that was the first time in his

experience that he had ever received a letter from a Chamber of Commerce saying in substance that, "We want schools. If it takes more taxes, then raise our taxes." We find the Unions are one of our best boosters for good schools. They go down the line with us. They want educational opportunities for their children.

Our largest source of revenue is state aid; our second largest is automobile license tax; and our third largest is ad valorem. Sixty-two percent of the parents of children on our last school enumeration worked in the nearby city. Some of the larger cities in the county asked the governor to make the recapturing of the four-mill levies for negro schools on a district-wide basis. We wanted it county-wide. If it had been district-wide, we would have received \$19,000. The governor approved the county-wide plan, and we received \$76,000. In that way the money follows the children.

I believe there is not a school in Oklahoma that has a greater building need than we have. Since 1939 we have voted the maximum bond issue, and we will continue to vote the maximum. You can readily see that our people are doing everything possible for schools.

The seven Parent-Teacher units in "I"'s community are very active in a bond election. A citizens committee is elected by the various civic organizations, such as the Relief and Welfare Organization, the Veterans' organizations, child study clubs, the Women's Club, the Rotary Club, and the Lions Club. This committee is also active in other school work, such as making changes in the curriculum, changes in report cards, and in other areas where they may advise. This committee meets two to three times a year.

The bond election itself is not any problem. It is a continuous program, and we do not go to the public only when we need something. We keep them informed all the time, and they know our needs. I think everybody who has any degree of interest understands the schools. If he does not have the interest, we try to create the interest. ... Two weeks after the governor had signed the bill whereby we could vote to increase our maximum from five to ten percent, we voted \$360,000 and had five votes against it.

"I" believes that there is a very fine working relationship with the press and that they do things which benefit the school.

At the present time "I" is a member of the Rotary Club and a member of its board of directors. He is a past president of Rotary,

of the Chamber of Commerce, and of the Red Cross Chapter. He has been a member of the Library Board for the past ten years. The Salvation Army award for 1954 for the most useful citizen was awarded to "I."

"I" believes that you can make it easy for people to like you by being fair and honest, by respecting them, and by letting them know that you do not divulge the things that they talk about. When walking on the streets with "I", the writer noted that everyone greeted him and called him by a nickname of affection.

"I" likes to take the time to get all of the facts in making decisions. He feels that his religious faith helps in superintending the school and prevents worry about decisions after they have been made. He formerly belonged to the Christian Church, but is now a member of the Baptist Church.

My church is a very important part of my life, probably the most important part. I will not let other things interfere with my church life. It keeps me humble. I set aside Wednesday night for the church. Our school building is never opened on Wednesday night. ... Sometimes when the staff gets the "ox in the ditch" we open it, but they have to get permission from me to get it out. If our plays are changed around where we have to have a dress rehearsal, we may have to do it once or twice a year.

We have wonderful support from our churches. I think we have the best group of boys and girls that you can find anywhere. When any of our groups go away, I know they are going to act like ladies and gentlemen, and that we are not going to have to apologize for them.

"I" says that it pleases people to listen to their problems.

I think you should listen anytime a person brings a problem to you. It is a problem, or he would not bring it to you. You certainly owe him the courtesy of listening before you try to show him the other side of the street. Every street has two sides. Then, perhaps, you will come to an understanding.

"I" is not able to comment on his method of applying for a new position, since he has never had the experience. He has never applied for a job.

He does not feel that it would matter about the time element as to whether or not he would make changes during the first year in a new superintendency.

It would not make any difference whether it was the first day I started or today. Any change that is going to be made needs a survey and a study. If we are going to change our report cards, I want to know what other schools are doing. I want to go to my lay people. The report card is a report to the parents, and if they can not understand it, it has lost its value.

Letters to the superintendent that may be of interest to the board of education are copied and inserted in the board folder, which also serves as an agendum for the board meetings. If the letters contain something the board members should know about immediately, they are mailed to the members and additional copies are made for the board folder. The booklets are given to each member on Friday before the board meeting on Monday.

"I" talks with his board of education as a unit.

All of the board members are good friends of mine, but none of them are close friends. One of them was my assistant coach, but I do not "buddy-buddy" with him. If I have something to present, I present it to all of them at the same time. ... We take care of everything in our board meeting. When we go out, we do not talk about it. Since 1939 we have had only one board decision that was not unanimous.

The board of education of "I"'s school has written rules and regulations for their guidance. The activity board of this school is composed of the high school principal, a member of the board of education, and the P. T. A. president. This board meets before each regular school board meeting and conducts business in very much the same way as a board of education does in allowing bills which are paid out of the high school internal accounts. A copy of their report is given to each member of the board of education.

Principals of "I"'s school system are present at the meetings of the

board of education when teachers are to be hired. The curriculum co-ordinator and principals are asked to attend the meetings at other times when the business concerns their departments.

Members of "I"'s board of education are sometimes asked to appear before faculty groups. The president of the board has been asked to explain "social security" to the faculty. News stories about the board's actions generally appear over the name of the board president.

I think this custom adds dignity to the school program as well as to the board of education. ... Superintendents should do the work, prepare the tentative procedure, get the approval of the board as a unit, let the board select a spokesman, and then the superintendent should move into the background. That is the procedure we follow.

"I" feels that a turning point in his life was his decision to remain as superintendent in his present situation instead of going to another city where he would have had fifty or sixty more teachers and three or four times as much money as he has in the present school district. He refused the offer because he did not want to leave an incomplete building program.

I do not know whether it was better or not. For my own professional advancement, I have done wrong by staying in one place, but I have been able to help in many ways by remaining here a long time. I have seen boys and girls, teachers, and others turn failures into successes, and they are my leaders. We have to ask former students to support bond issues. If their experiences in school have not been happy, they may not have too happy an outlook on school needs. ... I try to keep that idea before our teachers.

You have to make your choice. If you want to make money, do not teach school. I mean if you want to be a rich person. If you want to enjoy life, to enjoy your family, to enjoy people and to see people grow, I would say teach school. I do not know of anything better. That is what I like to do.

Organization is stressed in a summary by "I."

Schools have to be organized; and any time you mention the word "organization," that implies work. It has been very valuable to me to participate with lay groups. Another thing that makes a superintendent successful is his selection of good personnel. Also, he must share

experiences with others and recognize other people and their achievements.

## Part II: "I"'s Family

Mr. and Mrs. "I" have been married for thirty-five years. They have four children. The thirty-four-year-old son is the administrator-manager of a state agency. The thirty-three-year-old daughter is married and is going to Ethiopia, where her husband will be a farm manager. The thirty-two-year-old son is a dentist in the same town where his dad is superintendent. The twenty-five-year-old daughter is a secretary working in a nearby city.

Mrs. "I" is not a teacher. She does all of her house work. She would not object to being a president of the P. T. A. if she were elected, even though her husband is superintendent of the schools. She does not play bridge. She has been president of the Pilot Club, which is a women's service club similar to the Rotary Club for men. Her classification is homemaker. She is a past president of the Federated Clubs and is now chairman of the club's community affairs in the state. She does not teach in the Sunday School, but "I" teaches a class of young people at the Baptist Church.

Mrs. "I" does not feel that her children's being the daughters and sons of a superintendent has affected the attitudes of the teachers toward them.

She does not desire a different occupation for her husband.

"I" does not bring his worries home, but he is interested in school and talks about it to a considerable extent at home. When he has a particularly difficult school problem, he gets a little quieter



around the house. He does not like for her to criticize any of the teachers.

The following reasons are given by Mrs. "I" as being important in making "I" an able superintendent:

"I" (1) would rather be in school work than anything else in the world, (2) sees things from a teacher's standpoint, (3) has a lot of persuasion and influence over boys and girls, (4) is a Christian and works at being one, (5) is active in civic work, and (6) does not accept jobs if he can not do his best in them.

### Part III: "I"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "I" an able superintendent:

"I" (1) knows to a penny what is in the budget and manages finances well, (2) is a scholar, (3) is able to manage personnel in order to compete with the nearby large city schools for good teachers, (4) is a devout school man, (5) is a part of every financial drive, and (6) has been president of the Chamber of Commerce.

Mr. "BM" says that the copies of the letters to the school which are sent on to board members are very helpful. As a business man, he is too busy to look over many of the details. The letters help him to get a brief idea of what is going on. If a patron asks a question about the schools, he is usually able to find the answer in his board folder.

The secretary to the superintendent was interviewed, and she pictures "I" as one who is fair to all personnel. She says

He defends his staff. If he were talking with me and if I had done something that I should not, he would tell me about it. He does not go around to tell anybody else. He is very fair. He goes right to the person and tells him. If a person who is driving a bus does something wrong, he tells that person. He has his method of getting him told, but he is just as quick to defend him. If anybody else should come in, he does not mention what has happened. I think that is a good quality in any person. That makes him popular with

his teachers, because they know that he comes to their defense.

The curriculum director was interviewed. He describes "I" as one who is able to look ahead in the management of the school. Many of the free textbooks are in the school now, because "I" had foresight to have the students buy that kind of books and donate them to the school through the P. T. A. The curriculum director, who helps in school publicity, is lent to community organizations to aid them in mapping their annual drives for finances and members.

## PART I: SUPERINTENDENT "J"

"J" was born August 17, 1897, on a farm in Delta County, Texas. He was older than a brother and a sister. The father was a man of somewhat less than moderate means, although he was a farm owner. The paternal grandfather had bought a great deal of Delta County rich bottom land and at the time of "J"'s birth was fairly well-to-do.

My grandfather lived with us and was perhaps more responsible than any other one person for helping to shape my early ideals and aspirations. He taught me to read. When I entered school before I was six, I was already a third-grade student. He and I read the New Testament from cover to cover before I ever entered school, reading alternating verses.

... I think that my father felt a little disturbed that my grandfather was shoving me along so rapidly and trying to make a big show-off of me. He [the grandfather] derived his pleasure from the fact that I could do things that other kids could not do at entirely too early an age. As a result of all of this training, I had the concept quite early that I was pretty smart, and he did not discourage me in believing it. It was a mistake he made for which I have suffered to some degree, in later years, but which I think anyone can ultimately overcome.

"J"'s grade work and high school work were mixed.

I hardly know when I finished high school or where. A small rural school at Cooper, Texas, and the high school at Paris, Texas, were responsible for my high school education in part. My grandfather was a friend of the president of what was then known as the East Texas Normal College located at Commerce, Texas. Dr. W. L. Mayo was the owner, founder, and president .... I had not quite finished high school when my grandfather decided I should go down there. I spent three years there and came out with what he [the president] called a bachelor of arts degree. I was then seventeen.

The school was no "snap." You could move about as rapidly as you wished. ... If you could do the work which they assigned in two years, that suited them very well. ... By the time I was ready to take my degree, along with six others, I was teaching a class in first-year Latin to about forty or fifty men and women. I was led to believe that it was a compliment. However, I think they were just short of

money, and that was an easy way out for them.

After graduation, "J" spent the next few months helping his father on the farm. His next opportunity to teach came when a superintendent called him with the request that he complete the term of a Latin teacher who had resigned. "J" accepted the job at a salary of \$55 a month. During the following summer he secured a job paying \$75 a month as high school principal at a small coal mining camp in Okmulgee County. He became the teacher of the classes of seventh, eighth, ninth, and tenth grades with the exception of a few courses.

I cut my professional baby teeth there, because the situation was not too simple. The population was predominantly foreign; Choctaw beer was always in evidence; and there were some pretty bad characters, although the kids, as usual, were nice in school.

... It was there that I became a deep and sincere sympathizer with the labor movement, because those miners worked under intolerable conditions. I would go down into the mines with them and see the messy situation they had to endure to feed themselves at noon and the lack of bathing facilities when they came out of the mines. No man was able to afford anything like decent home facilities. I used to watch those men come up out of the mines and go home with those caked overalls and caked jumpers on their bodies, carrying a little weigh slip in their hands. When a miner got home, his wife would have a galvanized wash tub with enough warm water in it so that the miner could sit in it and get off the top layer. Meanwhile, she would hang his old caked overalls and jumper on a peg outside the back doorway where they would spend the night. He would put the garments on the next morning.

... I watched that hand-to-mouth existence .... The idea of unionism was just then creeping in and ... taking hold of the minds of some of those people. I think I watched its birthday. From that day until this, I have never found it possible ... not to sympathize with labor.

... I spent two and one-half years in that little community. The first year I was second in command. The second year and half of the third year I was the superintendent. We were able to establish that little place on the accredited list of high schools for two years of work.

... I was a very crude and imperfect teacher. I resorted to extreme violence to have my own way around that school, to things that seem so absurd now that it is a wonder I was not tarred and feathered and driven out of town. ... I have had fathers to come and accuse me of

being a drinking man, which I was not, by-the-way, and to threaten me. I had an experience or two there in protecting teachers in which my life was threatened. I secured a permit once to carry a 38-caliber revolver with me wherever I went. It was a rough, rugged deal for a kid my age, and I learned a lot about people. Ultimately, the man for whom I had to carry the revolver and I became very good friends. I can remember that I always had a baseball bat propped in the corner of my office just back of me, because I did not know what was coming next. I never had occasion to use it. I never had to have a fight.

In the spring of 1918, "J" resigned his position to enter the army. He was in one great battle, the Meuse Argonne struggle, which ended the war. He was in the Army of Occupation and spent a great deal of time in Germany. Following his discharge from the Army, "J" became principal of a state high school and taught two years before going to his first superintendency, in 1921. The superintendency was in a stable farming community. There was a two year high school; six teachers were employed in the high school; and the superintendent was paid \$2000 a year.

I learned a great deal about teaching there, because I was becoming more and more interested in it as a profession, although I was still not ready to yield to it and say, "This is it." But I was married now and began to take my job more earnestly. Somehow, I found within myself the ability to inspire those kids.

... I remember one time they ran out on me. ... Somehow I had been too busy to catch on to the fact that the entire community had planned a big outing on Armistice Day. It was out on a creek bank somewhere with probably five or six hundred people attending. I was so full of zeal and enthusiasm that I did not want to lose any time from school, so I told the kids we were not going.

They thought I was wrong, but on the appointed day they came to school. At a certain moment all but about a half dozen just got up and walked out. They came in sheepishly about two o'clock in the afternoon and took their seats.

I can remember that I did not attempt any kind of punishment. But I remember just pulling my chair to the edge of the platform in the little auditorium-study hall, and sitting for an hour and talking with them. Probably that meeting was some kind of a professional test for me. It was quite an occasion for them and for me, because I learned as much as they. ... We talked about honor and duties and obligations and friendship and some of the elementary things. ... I dismissed them, and they filed out as silently as you would pass by a casket in the funeral home. Nothing more was ever said about the matter one way

or the other by me to them, or by anyone, adult or child. It was just a crisis, and I could have put on a demonstration and destroyed myself there, or I could have refused to acknowledge the error.

In 1925 "J" moved to another superintendency and remained there for ten years.

I went into a larger community, where I could have a little more elbow room. Up to that time I had not owned an automobile. It was not so imperative as it is now, but I did have to buy one because I had three school plants. I bought a secondhand Ford for \$250. I had been paying \$15 a month house rent; I moved to a situation where my house rent was \$30. Not all of my expenses were doubled, but the keeping of that old automobile kept me broke for a good while. My starting salary was \$2500 a year.

In 1935, "J" moved to his present superintendency.

"J" seldom contributes articles to magazines for publication.

I like to write, but I am lazy, and writing is hard work. I have a tendency to be wordy ... which cripples my style. ... It is true to my background and training. I have been reading all my life, and I have read a great deal of good literature. I try to ... practice the art of saying things with a minimum of verbalism, but it is hard to do.

"J" entered the teaching profession because teaching jobs were offered to him but stayed with the profession because he found that he could inspire and work well with boys and girls.

"J" received a master's degree in 1932 from a state college. He has done graduate work at Greely, the University of Chicago, and Harvard. He had been an "A" student in this work.

He has no financial investments that would take a part of his time from his job as superintendent.

Elective offices held by "J" include serving as president of two county teachers' associations, president of a district division of the O. E. A., and as state president of the O. E. A.

"J"'s school facilities are made available to neighboring school districts when they request them.

"J" differs from most superintendents in his outlook on office hours.

I reserve the right to be the last man on the job in the morning. I get there usually between 8:30 and 9:00 o'clock, sometimes as late as 9:15. I could not do that if I did not have good office help. I am the last one away in the evenings. I usually get home between 6:30 and 7:00 o'clock.

"J" holds his principals responsible for running their buildings.

He believes that it is easy for teachers, or anyone else, to see him about school matters at any time.

For five or six years, "J" has sent the children home in mid-afternoon on Wednesdays, and the teachers meet in group study from 2:45 until 4:30 P. M.

According to policy and rules and regulations, the day is normally over for the teacher at 4:20; so we are imposing only ten minutes of extra time on the teachers, because we are in session from 2:45 until 4:30. That has become a part of the mores of this community. The children are out early on Wednesday afternoons throughout the entire system and throughout the entire year.

Now if the principal wants an extra meeting at any time, that is his privilege. Or if the elementary school co-ordinator needs to have all the elementary teachers together for some reason, that is perfectly all right. But that is extra. This meeting is my direct responsibility ....

... Our periods are long enough in the day to justify the shortening of periods on that day. We have every class that day, but our total minutes per class through the week is in excess of the minimum. No accrediting agency has ever raised a question, and I just dare them to; for if there is anything we are doing that is professional, this is it.

Following is a copy of the letter which "J" sent home with the children as a part of preparing the way for the weekly faculty meetings.

"J"'s school will be known as Blank School throughout the letter:

The Blank Council of Parents and Teachers, October, 1950. An open letter to parents. [It has a picture of a school girl and a school boy within the print.]

The principals and teachers in all the Blank Public Schools will meet in workshop study groups from 2:45 to 4:30 P. M. on Wednesday afternoons, beginning October 25. The pupils will be released at 2:30 o'clock.

Our faculty will study problems affecting the lives of boys and girls in these rapidly changing times. Great issues in education are being decided now. Methods of teaching and courses of study are being checked and rechecked. Great improvement in both fields is in the making.

*[This paragraph is in italics.]* The Blank Council of Parents and Teachers heartily endorses this plan as adopted by our faculty for intensive study of vital educational problems. Nothing but good can result from this conscientious effort on the part of our principals and teachers to be of better service to our children.

We believe no better schools can be found anywhere. We believe, also, that this is true, because no better people can be found anywhere. Blank schools are outstanding, because the people insist on the very best for their children.

Visit your schools as often as you can. You will receive a cordial welcome and an inspiration.

Sincerely, Blank Council of Parents and Teachers. *[End of letter.]*

For this meeting every Wednesday, these twenty unsolved problem and interest areas were decided upon by the teachers and parents:

1. How to foster mental health in the classroom;
2. Guidance;
3. Statement of an acceptable sum-up on learning and teaching;
4. How to make better use of visual aids;
5. How to locate and utilize community resources;
6. How to help teachers evaluate their own teaching ability and competence;
7. The use of role playing in the classroom;
8. Maintaining creative discipline;
9. The use of the group dynamics technique in the classroom;
10. Homework;
11. Marks, report card, and credit;
12. Air age education;
13. Playground routine in the elementary schools;
14. Health and physical education;
15. Thrift education;
16. Sex education;
17. The function of the individual teacher in public relations;
18. Better housekeeping;
19. How to make our daily devotionals effective; and
20. Relationships between the community and the individual teacher.

Bulletins sent out of "J"'s office are of two kinds; some are sent only to the principals and others are addressed to all principals and teachers.

At one time "J" let teachers seeking positions in his school come



to him, but more recently he has sought them. He explains to the teachers what they should expect of the new job and allows them to make up their minds fully before taking the job.

"J" has been able to notify teachers in March in recent years about their next year's contracts.

With the exception of one teacher, "J" can not remember when he has had to release a teacher.

I find that through proper supervision and guidance and sympathy you can frequently turn a defeat into a victory. It is amazing how many of these people, who do not promise very much their first month or six weeks or semester in their experience with you, can be made into good teachers. I think that is the value of intensive in-service training and in-service education.

If you can inspire teachers to feel a sense of obligation to the kids, and if you can make them believe in their hearts that what they are doing is very important, there are not many who will fail you. We found that if we set standards, and believe me I am speaking from the field of practical experience and not in the realm of theory, if we have an inspired and eager staff, the misfits will eliminate themselves.

"J" expects those who work in the schools to be loyal to them.

The curriculum of all of "J"'s schools is undergoing a constant study and re-evaluation.

The recent newspaper publicity concerning the teaching of mathematics and science has not caused "J" to revise the offerings of his school in those areas, since he believes that they have a good science and mathematics program.

"J" uses zones of very definite demarcation among the elementary schools.

But we allow transfers. The request must be in writing .... We reserve the right to revoke the transfer at any time, but in the years we have had this program in operation, we have never had to refuse a request for transfer. "Mother went to school there, and I want to go to school there, too. We moved across the line." We accept that as a good excuse. We have never had to say "no" because

of overcrowded conditions in the classroom, because it cancels out. ... We can see no earthly reason why we should make people unhappy simply because of a line.

Seven new buildings have been built in the district since "J" became superintendent.

In a bond election campaign, "J" uses the press, but primarily he tries to release through the schools the materials that go into the homes.

We get sponsoring agencies for various aspects of the bond issue. For instance, we propose to build a band building a block down the street. We have a very effective band-parents organization. They have a meeting and plan their program. They spend some money on advertising and do a good deal of telephoning.

The task in the case of a bond election is to carry it overwhelmingly. Just a fair margin is not enough. There are two reasons for this attitude. I think your bonds are a little more valuable if there is an overwhelming vote for them. The second reason is that the people must always feel that when a problem affecting the schools is before them, the sentiment must be definite and overwhelming. You do not want to put the future of the public schools on trial by a bond election, or any other election, without giving the friends of public education a feeling of assurance that the community is with them.

Bond elections are lost at times because people just do not go to vote. The job is to get out the vote. If you get it out, you will win; but many elections are lost through apathy. You have to beat the bushes on the last day, because your job is to ... get the people to go to the polls.

At times "J" does ask the local press to hold a news story.

I have never had a refusal. I have never asked them to hold a story unless I needed it to be held and unless the public interest demanded that it should be held. For example, in the case of a certain bond election, I talked to the editor of the daily paper and told him that there were two or three details yet that needed to be worked out, although the board voted the issue last night. I said, "I should like for you to let me work these details out, and then you break the story in the paper tomorrow." He said, "Fine."

"J" has been president of the Lions Club for three terms, twice at the previous superintendency, and once in his present job. He is a Lions Monarch, a member of the Elks Lodge, a past master of the

Masonic Lodge, and was a certificate lecturer in Masonry for a number of years. He is a member of the Country Club.

I have never allowed outside activities to take me too much away from my responsibilities .... I have not been excessively active in church work. I do not go to midweek prayer meeting; I do not go to Sunday night service. I taught an adult Sunday School class for about twenty years. I dropped that job a few years ago when the two Methodist Churches merged ... and I was selected by the official boards of the two churches to be the chairman of the new board. I am going to wiggle out of that duty this year ....

"J" feels that people have been nice to him.

They have been very courteous and very considerate. I have never been mistreated by a member of the board of education. Incidentally, I have had but one bad school board member. Just one. He was not bad; he was weak and fell under pressure once, in a financial way. He made a suggestion or two to me about money, but I laughed him out of countenance.

No one ever comes to my office who is not made to feel welcome. I believe that is true. ... It has been many years since I have had to deal with a cantankerous person in my office, someone who was utterly beyond the bounds of reason and who could not be talked with on a friendly basis. I try to practice the principle of kindness. Being kind in your dealings with people even into the second mile ... turns away most of their wrath. You can not do that unless you feel it, because the person could see through pretense.

I have never been unhappy about a parent who wants to come to me about the problems of her child. ... I never feel impatient with a parent who wants her child to do well, beyond what it is capable of doing. While much of it is motivated by egotism, most parents who want to talk with you are under the influence of something that is pretty important, and that is the love of a parent for his child.

... However, I do not propose to be mistreated. I certainly do not intend that our teachers should be mistreated or abused. I am one of the shock absorbers to take that out, and I try to protect them against abuse.

"J" uses every means available to help him make decisions.

I use all the counsel I can secure from people who in my judgment have insight. I have members of my staff who think clearly. I feel free to call them in. I have a secretary who is wise far beyond her years. She can see the trees when I am sometimes too close to the woods. I never hesitate to say, "I do not know. I am not sure," until I am sure. Ultimately I have to make a decision. I try not to look back.

"J" feels that his religious faith helps him in making decisions.

I do not worry about a decision. Having made it, that is it. You do not have much if you do not have something to lean on. I am not pious in the sense of the word, ... but we do rather boldly here the things that some people shy away from, and probably we are in contempt of court. I do not know. But I think that if I should ever have to go to jail, I would prefer that it be over a question of religious faith. ... We have daily devotionals in every classroom in the system, beginning with the first grade and going through the senior high school, into the junior college. They last about fifteen minutes. We read the Bible. We pray. We open the day in that spirit. We have a devotional assembly almost once a week in the junior and senior high schools. The ministers of the city speak on invitation from us, and they may speak freely. On that occasion we have a robed choir, and they sing religious anthems. It is planned for every week, but there are times when other events will crowd in.

We have what we call "Holy Week" the week before Easter, in which there is a daily assembly designed to reproduce verbally the essential facts in the life of Jesus. The Monday speaker deals with his childhood, or the Immaculate Conception. The Tuesday speaker moves with Him through to a certain other period. The last one brings the story of the crucifixion in preparation for Easter Sunday.

We very definitely believe that it is our duty to point the child in the religious direction, to urge him to go to his own church, and to make him feel that ... his teacher at school, his teacher in Sunday School, and his minister are all trying to direct him along the same paths. ... Spiritual growth ... is an intangible thing, and we can not prove that we accomplish it at all. We do know the relationship between it and the relatively low delinquency pattern we have here.

... It might be interesting to know that in all these years, and this is my twenty-first year here, I have had but two people to complain about our excessive emphasis on what we call matters pertaining to the spiritual life of kids. One was a self-professed atheist who said that he did not want his child exposed to such silly nonsense; so the child was excused every day to sit in the hall or somewhere else. Before the year was over, his dad told him to go ahead. The other was a woman of unbalanced mind.

I do not think we do enough along the religious line in our schools. It just crops out in the very first statement in the Book, and that is where you begin. In Micah 6:8 What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? If we can not begin there to build a philosophy of education ... I do not think there is any place to begin. The concept that man knows nothing except that which he has experienced, and that we have no knowledge that was revealed to us, has been one of the most destructive concepts that has ever come into public education. ... We went through a period of fifteen or twenty years here in which in all the text books written for use by grade school and high school children there was not a single reference made to deity. Now there is a reality in this world, or there

is not. If there is something real, we should take hold of it ....

"J" believes that he does not have to please everyone.

I think there is no question but that people expect men of my profession to stand by their guns and to promote the cause of education. If you have people who do not believe in public education, you are not pleasing them. If you have people who would like a moderate program, free from some of the things we have come to believe are essential to good public school operation, you do not please them. Pleasing people is a secondary matter. Doing the job right, as well as you know how to do it, is the primary matter.

In applying for a new superintendency, "J" thinks that he would follow the plan used when he came to his present position. A review of that plan follows:

I learned of the vacancy, made a telephone call, and came to this city for the first time in my life. They were receiving applications. I made no effort to make contact with any citizen other than the board members. I made a call to each, either at his home or his place of business, and visited not to exceed twenty minutes. I invited them to ask me questions and I found that as a rule they did not want to. They wanted me to talk. They did not want me to talk too seriously; I had to make it a human-interest conference.

But this I did: Something was said in each conference that I could remember and refer to; either a joke was passed, or something happened while I was talking with the board member which I could use when I wrote him in return to thank him for his courtesies, which helped him to identify me from among the fifty or seventy-five who were in and out.

Then I wrote a rather detailed statement about myself, my background, and all my training. This was sent to the board of education along with a letter of formal application. [Following is a copy of the letter sent to the board:]

Gentlemen:

I hereby make formal application for the superintendency of the Blank City Schools.

Attached hereto is an abstract of my record as a student, a school administrator, and a citizen of my community. Other documents which may be of assistance to you in evaluating my personal and professional work are also enclosed.

I deeply appreciate the courtesies extended me by the members of your Body upon the occasion of my recent visit to your City, and I assure you that I am eager to receive your favorable consideration. I pledge you my earnest efforts to bring to you the type of educational program you

desire, should you honor me with the election to the Superintendency of your Schools.

Respectfully submitted, and signed.

[Following is a copy of the data and information sheet:]

The date and address.

Gentlemen:

In support of my application for the superintendency of the Blank City Schools, I submit herewith pertinent data and information relative to my personal life, my training, qualifications, and experience. For your convenience I am grouping material submitted under appropriate headings.

Personal data: [Followed by three paragraphs.]

Scholastic training: [Followed by four paragraphs.]

Professional record: [Followed by six paragraphs.]

Non-professional activities: [Followed by five paragraphs.]

References:

I shall not request my references to communicate with you. I know how annoying unsolicited letters and telephone calls usually are. I am listing the names of a few men who know of my work in the public schools of Oklahoma, and who can speak with a measure of authority concerning my ability as an administrator and my personal and professional fitness. I urge you to communicate with any or all of them.

The following will give you a statement regarding my personal life:

Local level: [Followed by the names of five people.]

State level: [Followed by the names of ten people.]

Summary: [Followed by three paragraphs.]

["J" concluded with a copy of a letter to him from another school man, some bulletins in order to show the philosophy of his school, and a copy of a news clipping of an address to the O. E. A. the year "J" was president.]

It might be of interest to know that when the field of applicants had been reduced first to thirteen, and then finally to five, expressions of opinion in the local community did not follow the pattern I had outlined

in my application at all. For example, it was assumed that a man would be on good relations with the minister in his own church. Instead of writing him, they wrote to ministers of other churches. Three of them, I believe. Instead of communicating with one or two other influential people in the community as I had suggested when I listed references, they selected heads of organizations. They addressed a letter to the president of the Lions Club, to the secretary of the Chamber of Commerce, and to other people who in their opinion should be able to express a judgment. I thought that was an interesting technique on the part of the board.

Carrying the thing through to a conclusion, the five that went to the finals were invited to be here all the same evening. The board had been deliberating about a month. Each of the five candidates were allowed twenty minutes in which to speak to the board in his own way and on any subject he might choose to use. He was instructed to stand or be seated, to smoke or not to smoke, to take off his coat if he wished, and to make himself at home. ... I recall that they reminded us that they had our pedigree ... and there was no use in rehashing that; that we had passed the standards they had set along educational and personal lines, or we would not be here.

... I had prepared for the occasion. I could have talked two hours as well as the twenty minutes. So mine was a matter then of selecting an area for discussion out of the book of material I was ready to present in case I was called on. ... I remember that I thought it might be interesting to them for me to outline in my own way what I considered to be the seven major areas of activity and responsibility of a superintendent of schools and to try to show them why I believed my training and my background prepared me to function capably in those areas.

I was the last one of the five to have this twenty-minute interview. When I had finished, the president of the board said to me, "Mr. 'J,' we have enjoyed your analysis. It has helped us to understand a little better what our duties are, too. Now, we hope to elect a school superintendent tonight. There will probably be five different opinions, and in all probability the votes will be divided. We may have to cast a hundred votes. You may wait along with the others if you wish to see what the outcome is; if you care to go on, you may. But we are going to recess now for a few minutes, and then we are going to convene in executive session. You fellows may wait if you want to." That is the way he dismissed me.

We expected it to be a long vigil, but after they closed the door, not more than fifteen minutes passed until we were all called in. We were lined up like a passel of school kids, and I was standing at one end of the line of five. I noticed that the board president was staying away from me and looking one by one at the others. All at once I realized that he was going to call my name. He was saying to the others, "You know you could not all win."

"J" would move slowly on major changes during the first three years of a new superintendency.

An agendum for regular board meetings is prepared by "J", but he does not mail it to the members in advance of the meeting.

I tried that once. It was rather an elaborate agendum, and I thought they would need time in advance of the meeting to study some of the problems that were presented in it. I mailed out copies about a week ahead of the time for the scheduled meeting. I received a good natured razzing that night from one or two members, and maybe from the entire board. It was all in fun, perhaps, but there was an undercurrent beneath it that taught me a lesson. They said, "Well, we have had our lessons, and we were supposed to study them. Now we have come to the board meeting to see what we have learned." I thought to myself, "That is a very gentle way to teach me a lesson. They are businessmen, and have their own problems .... They do not intend to be 'yes-men' by any matter of means." They certainly expect me to be able to present at the board meeting the essentials of every problem, without their having to read through a mass of matter I have mailed to them in advance. A good board member ... expects the chief executive officer to inform him on needs, and as a rule he is able with the help of the others to think the problem through at the meeting ....

"J" does talk with the president of the board prior to meetings of the board but does so only when it is absolutely necessary.

If the board is about to vote on something in a manner that "J" thinks is in error, he makes an effort to get them to take further time in the study of the question.

The board of education does operate with written rules and regulations.

"J"'s board of education is interested in the whole school program.

They express interest in all phases of the school program, but the wise superintendent watches them and stops talking about it as soon as he observes that they have had enough. I think a careless one can make the meeting boresome and objectionable if the superintendent tries to talk too much "pedagoge."

"J" says that he does not believe that he would like to have a professional board member. Whether the superintendent and the board member are aware of it or not, the board member would move in on the decisions of the superintendent. Some of these decisions could



readily be wrong, because the board member does not have the background and training that the superintendent does.

A turning point in the life of "J" was the day the students came back to school after their walk-out to attend the Armistice Day picnic.

I think it was the experience that afternoon with those youngsters that made me decide I wanted to work with young people. ... It is just one of those things where a seeming misfortune was turned to an advantage so far as I am concerned. I have never had any regrets at all in my choice of profession.

The superintendent's total program is emphasized in a summary by "J."

I think that a man must recognize the scope of his responsibilities. He can neglect any one phase of them and fail.

For example, take the matter of proper accounting. Records should be kept ... so that you are always proud to have anyone come to see them. ... I think a man can neglect that and at some time or other suffer tremendous embarrassment.

... I doubt the wisdom of a superintendent of schools in the delegation to others of the responsibility of selecting personnel. ... That is too crucial a decision. I think he is wise in calling in staff members ... to help him in his analysis. But I decry the practice in some even smaller schools in which an assistant superintendent is in charge of personnel. ... I want the opportunity of saying the final word to them before they become a part of us, because once they are, I expect them to stick. ... Other than that, I think you are wise in delegating many other things.

... It is important that a superintendent be able to make others share his dedication in the interests of better education. He needs to develop an "esprit de corps" among people so that they will feel extremely proud to be a part of the staff

## Part II: "J"'s Family

Mr. and Mrs. "J" have been married for 35 years. They have one daughter, who is married and lives in New Mexico.

Mrs. "J" taught school three years prior to their marriage. She does all of her housework. She has never held a major office in the

P. T. A., but has been active on several P. T. A. committees. She prefers to be in the background in that organization, for some of her opinions might be taken as being those of the superintendent, and she might be misquoted. She does not try to speak for her husband on school matters, because so many things happen between their conferences that the situation might change, and she might not get the situation straight in the first place. Most of her friends come from people outside of the school system. Both Mr. and Mrs. "J" are members of the Methodist Church, but they are former members of the Christian Church. The change in churches was due to the absence of a Christian Church in the town in which they had worked prior to the present job. "J" taught a Sunday School class until the last few years, and he often fills pulpits now.

Mrs. "J" says that her husband hangs up the school business with his coat when he comes home, and often she is the last person to know what happens at school. She has never been to his office during his hours of work. "J" is described as being a lot of fun at home, and he does not worry about his job.

Mrs. "J" does not think that being the daughter of the superintendent affected the teachers' attitude toward her daughter when she was enrolled in public schools.

Mrs. "J" said that her husband intended to be a lawyer when they were married, but she decided that since he liked teaching so well that she was willing for him to spend his life in the profession. However, there have been times when she has wanted him to quit school work and dig ditches so that he could spend a little more time at home.

The following reasons are listed by Mrs. "J" as being important in making her husband an able superintendent:

"J" (1) loves his work and (2) has the confidence of his students.

Part III: "J"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "J" an able superintendent.

"J" (1) is a good school financier, (2) is devoted to education, (3) has a good program of public relations which is evidenced by the length of time he has been in the present job, (4) keeps the physical plant in good repair, (5) is honest with the board of education and the board cooperates with him with unanimous decisions, (6) is a past-master as a peace maker among the members of the board and keeps them working in harmony, (7) is an intensely religious individual, and (8) has a program of religious training in the schools which is liked by the board of education.

## PART I: SUPERINTENDENT "K"

"K" was born November 5, 1909, on a farm in Arkansas. He was the fifth child in a family of eight children, four boys and four girls.

I think that my background of being born on a farm and in a large family has a lot to do with my present attitudes toward things. My people were not well to do, ... but were known to be good people. They were honest and sincere, and people held them in high regard. They had no formal education.

I had to work very hard. In fact, I had to work very hard to get through school. As a result, I feel that I appreciated it a great deal more than I would otherwise.

"K" was valedictorian of his high school senior class of about twenty-five members. He graduated from high school at Magazine, Arkansas, in 1928.

I always liked to study. I always liked books. I won a prize one time in high school for studying four hours a day outside of school. ... I always craved knowledge.

I taught one term after I had finished the eleventh grade. I taught on what was then called a county certificate. I taught a summer term and went back and finished my high school work that winter. Then the following summer and the following winter I taught in a rural school. I saved enough money to get started in college.

During the time that I was at Arkansas Tech, I was on the debate team, was president of the Y. M. Club, was president of the sophomore class, was a member of the French Club and some other clubs. During my sophomore year I was chosen by the faculty and students as the "best all-around boy." I also went out for athletics and lettered two years on the baseball team.

After moving to an Oklahoma college, I did not take much part in activities because of having to work four hours a day. I worked at just about every kind of job. During the 1931 drouth and depression year, it looked as if I might have to drop out of school the second semester for financial reasons. Since the president of the college was my Sunday School teacher, I went to him. ... He talked with me for a while and said, "You know, I believe you do want to go to school."

So he called the librarian and told her that he was sending me over and for her to put me to work. From his conversation I imagine that she protested, saying that she did not need me; but he said, "I am sending him over anyway. You put him to work." I worked in the library for the remainder of my time at the college and worked there in the summer terms until I got my master's degree in 1935.

After graduating from college with a bachelor's degree, in 1933, I took a job in a small rural high school near Siloam Springs, Arkansas, in Delaware county. I was principal of the high school, taught five classes a day, coached basketball, dramatics, had the speech activities, and had plenty to do. I was there two years.

After getting my master's degree, I moved to another school as high school principal. I also taught four classes a day while I was principal. I majored in English and history and have a teaching field in speech. I was principal there four years.

In 1939 I became superintendent of the same school. I was superintendent there until 1952. From 1952 to the present I have been superintendent here.

"K" has not written for publication with the exception of some articles for the P. T. A. Journal.

A superintendent and three teachers are credited by "K" for their influence in his decision to become a teacher.

They encouraged me and thought I had the qualities to make a teacher. I liked and admired them so much that I suppose that entered into my decision.

I did not even think about finances. We always had plenty to eat on the farm, but very little cash. Even a very small amount of cash looked big to me.

"K" does not have any financial investments or sources of income other than his job as superintendent of schools.

Elective offices held by "K" include president of the Oklahoma Association of School Administrators, president of the O. E. A., chairman of the O. E. A. legislative committee for one year, N. E. A. board of directors member, and deacon in the Baptist Church.

Facilities of "K"'s school district are available for use by any neighboring school that wants to use them at almost any time.

"K"'s office hours are from 8:00 A. M. until 5:00 P. M.

I really have no regular hours. Two or three nights a week during the school year I am out for school activities, or I have to go somewhere to a professional meeting. As far as hours are concerned, they do not worry me. I think that I put in far more hours than I am paid for, but I really like my job and that is part of it. If I agree to do the job, I will do it if it takes twenty-four hours a day. That is the way I feel about it.

The staff organization in "K"'s school consists of superintendent and principals.

We have no supervisors. The principal is in complete charge in his building. The teachers, lunchroom workers, and custodians are all responsible directly to the principal. No teacher is encouraged to come to me with a problem until he has talked it over with the principal. The first question I ask him is, "Have you talked this over with the principal?" No teacher is hired against the judgment or recommendation of the principal. ... I think that two heads are better than one. If teachers were plentiful and we had plenty of time, I would say that teachers' committees would be a good thing.

All faculty meetings in "K"'s school are held before or after school.

We have a general faculty meeting about every three months. Faculty meetings seem to work a little better where the principal meets his own faculty once a week. I feel free to go to all meetings and attend them quite frequently. We have a monthly principals' meeting.

At a recent principals' meeting, we had the problem of school financial drives. The principals wanted to ask the board to limit outside drives to the one United Drive. The board thought that was a wonderful idea and adopted the policy. That is the way most of our policies originate. They originate with the principals in our conferences, or with the teachers who go to the board with them. The board usually accepts them and makes them a policy.

Bulletins from the office of Superintendent "K" are sometimes addressed to principals and teachers, but generally the information goes through the principals to the teachers.

"K" tries to find out the background of new teachers.

It is doubtful that an English teacher will set a very good example if she has been reared in very poor surroundings as far as speaking the English language is concerned. We need someone who is well cultured and capable of respect.

I talk about the new teacher's general qualifications. I ask her to tell me a little about her history. Certainly I am interested in her family situation. A person who does not have a happy family situation does not do so good a job as one who does have. I am interested particularly in a married woman if her home duties are so heavy that she will not be able to do a good job as a teacher. I am very doubtful if it is wise to hire a woman with under-school-age children in the home. I doubt if she would give the very best of service although she may be highly qualified.

I like to know how teachers feel about children and about people. I do not believe anyone who does not like children would make a good teacher. I have had teachers who did not like children. I like to talk with them about their sense of duty. Personally, I do not believe in setting the hours for anyone. I have never told principals when they had to come to school and when they had to leave. I feel they ought to have enough intestinal integrity to know and to do a good job. If they can do it in two hours, that is all right with me. If it takes ten, they ought to do a good job.

"K" pioneered in the field of continuing contracts for teachers. If the teacher had not been notified by a definite date that she was not employed for the coming year, the understanding between the board of education and the teacher was that the teacher had been hired for the coming year.

Of course, it was not legal [until the law was recently passed] and we knew that. I explained that to the board, but we did adopt that as part of our rules and regulations. The teacher understood also that it was not legal, but they felt ... they could trust us enough to take our word.

I think the new law is very fine because it gives the teachers time to look around a little and get a better job in case they are replaced. It is nothing but right to give them a thirty- to sixty-day notice. Business and industry do that; so why should not the teaching profession?

I know there are a lot of superintendents who think we should not tell them until the last day, but I do not feel that way about it. I think we should work on the end of high professional ethics and build up the profession that way. I do not believe most teachers will renege on their obligation to finish out their year in good shape.

Frankness, "K" believes, is one of the qualities of a successful superintendent.

I think that as soon as a superintendent detects a major fault in a teacher, he should ... talk to the principal about it. If the principal and the teacher agree, they may talk with me. I have always asked the principals to talk with the teacher directly and straight with nothing covered up. The principal should tell him frankly and try to help him solve the problems. We exhaust every means to help any employee.

We have an understanding from the beginning that, after all, the teacher's job is subservient to the doing of a good job for the boys and girls. If it is a question of whether or not the teacher will be fired, or whether the boys and girls will have a better teacher that will give them more opportunities, then we notify the teacher early that we can not use him because he is just not fitting in with our program.

I have never had a lot of friction in dismissing people, because from the beginning they knew whether or not they were giving satisfaction. ... They knew that the principal and I had exhausted every means to help them. When it came time for the firing of that kind of people, they realized it. ... I sometimes think they felt a little bad that they had thought to ask for their jobs back, because they knew they had not done the job as it should have been done.

There are many ways in which you can encourage strong teachers. Many times I have made arrangements for a staff member to appear on a program or to be recognized without his knowing that I made the arrangements. If someone is doing an outstanding job, I have him appear before the P. T. A. or some other organization in town to tell what he is doing. I like to reward him financially if I can, but I cannot always do that because of limited resources.

"K" values loyalty as one of the very highest qualities that makes a good employee.

However, I do not look upon loyalty as ... some superintendents do. It is not that I want people to go around singing my praises .... When I speak of loyalty, I am speaking of the ethics of a highly ethical person. I do not like for any employee in my system to discuss publicly the merits or demerits of any other employee, including the superintendent. I feel that if one has anything to say, he ought to say it to the proper authorities and that he ought to say it in private.

We usually carry on a pretty good program along that line at our teachers' meetings. We operate on a pretty open basis. It is more or less a round table discussion. We talk about proper ethics. Actually, what you might call the rules and regulations are the rules and regulations written by the teachers themselves. ... Many of the rules and regulations of the board of education came from the teachers. They reviewed every suggestion that was made and were encouraged to make any suggestion or deletion. ... When a majority of teachers feel that it ought to be that way, we are glad to include it in any of our policies.



A curriculum guide has been worked out for the elementary schools in "K"'s school.

It is not a course of study, but a curriculum guide. We worked together as an entire faculty in making the guide. For example, we have agreed that a student should be counting up to a certain number by the time he has finished a certain grade. The guide is a means of coordination since we do not have a supervisor or coordinator. ... The teachers feel that they can use it because they helped to write it.

The recent newspaper publicity concerning the teaching of mathematics and science has caused "K" to invite the school science teachers to visit the meeting of the board of education.

This is not to put the teachers on the spot, but to acquaint the board with what we are doing. The board might have a suggestion we had never thought of. We ask the teachers, "What do you teach in science? Do you feel that all students should take science? What do you do about the kids who do take it but do not understand it?"

"K" does not have strict boundary lines for attendance at elementary schools. He approves the transfer requests to take the "heat" off the principals. Approval by the superintendent tends to encourage attendance in the assigned school because many parents will not go to the extra trouble of applying for transfers after they find the principals cannot grant them. Transfers are not made unless both principals are consulted.

New buildings since "K" has been superintendent include a gymnasium and vocational classrooms. Construction work has been started on a new high school building.

In "K"'s experience, the handling of money plays an important part in the work of a superintendent.

I think a superintendent has to understand school finances and ... school law. He must be able to be a good buyer in a school of this size. Many superintendents do not know how much they can spend ... and will wait, particularly for items custodians use. Since they do not know what to buy or how to use it after they get it, they waste a lot of money.

A superintendent needs to know school finance to get people to support any kind of financial program such as a bond issue. If he does not understand the financial situation and how a school operates, he can not very well explain it to somebody else.

I have never had a bond issue defeated. In fact, I have never had a very heavy vote against any bond issue. I think it is due to the fact that the people were well educated, the school board and P. T. A.'s were solidly behind it, and all other organizations concerned ... understood it and worked for it. A public relations program is continuous. It actually generates out of the classroom. A fellow can do all these things I have talked about, but if a child is not doing well in school and his parents do not feel he is doing well, then the school is not good and the superintendent is not successful. ... If the child is really getting something out of school, then the parents will say, "Well, I believe that fellow. I believe he is right when he says we need a new school building. I believe that he knows what he is talking about." You can do almost anything you want to do if you have the people's confidence.

"K" believes that a very friendly attitude exists between his school and the press.

Because of that feeling of mutuality between us, the reporter who comes to our board meetings understands that there are some things he can not print in the paper, and he has not yet violated our confidence. We just very frankly say, "We would rather you did not put this in the paper right now." He has never crossed us up in any respect.

I think that anybody ought to feel free to come to the board meetings and we try to get that word out. The only trouble is that when people find that anybody is free to come any time, nobody wants to come.

"K" believes that a superintendent should not spend all his time promoting community activities.

I feel that the superintendent's job is to do a good job for the school. He will probably be a little stronger ... if he belongs to a civic organization and ... does a good job for the school. But if I had to choose, I would rather choose a job well done at the school. I believe people appreciate that. I believe they appreciate a superintendent's being on the job. ... People have mentioned to me on occasions, "We think you are a good superintendent because we know we will find you around the school somewhere. You are not down town all the time drinking coffee or patting people on the back." They feel that a superintendent ought to be visiting in schools or be in his office helping or co-ordinating, or encouraging where he can.

I do not think that the superintendent has to push everything or to be president of the Chamber of Commerce or of the Rotary Club. It is all right if that honor comes to him, certainly. But I do not believe

he has to spend half his time, as I have heard some superintendents say, promoting community interests. I think that the school should come first in a superintendent's work. That is what he is paid for. He has to be a regular guy in other respects. He has to be honest. He has to honor his obligations, to pay his debts, and to be a good citizen and a good example otherwise.

A superintendent, "K" believes, must be genuine to make people like him.

I do not know what it is, but there is something about people that you either like or you do not like. Now, sometimes you are mistaken, but at other times there are people with whom you like just to talk and associate. I do not know why it is, unless it is the quality of humility, of sincerity and forthrightness. I am not saying that I have those qualities, but it seems to me that those qualities in a person are the ones which I seek.

You feel that some people you meet are wanting something, and they are just being nice to you. I think that I might put it in this way: Some people, you feel, are genuine--just genuine--and others, you feel, are not very genuine. There is a little bit of sham about them. ... Iole expressed it when someone asked her how she knew that Hercules was a god. She said, "Why, he does not have to demonstrate that he is a god; I can just look at him and tell that he is a god. He conquers where he stands." Some people are like that. You just like them and feel that they have quality and dependability and sincerity. I think people in general like genuineness in anybody.

"K" does not try to please everyone with his decisions.

I realize that there are a lot of people that I will not please; therefore, I do not worry about it. First of all, I try to get the facts of the situation. Then, as sincerely and as honestly as I can, I try to arrive at the best solution of the problem. Although some might question this statement and say that I am "all wet"--that I would not do that--I render a decision or answer to the problem in the light of what I think is best, regardless of where the chips fall. I have done that since I have been superintendent, and I believe that it is the best in the long run. ... I try to recognize people on the basis of their worth and on the basis of their talents. I try to solve any problem in face of the facts as I see them.

"K" is a deacon in the local Baptist Church.

I think one of the stabilizing influences in my life has been the fact that I became a Christian when I was fifteen years of age. I think that ... was the thing that settled me down and caused me to take my school work seriously ....

"K" does not worry about his job of being a superintendent.

... I do not worry about problems. I know that someone will question that, but I can sincerely say that I do not take my problems home with me and worry about them. I try to forget them as much as I can and do that successfully. I do not anticipate trouble ... and problems. As they come up, I try to solve them in the light of common sense and out of my knowledge of people and how they react in the light of the facts.

It is important, fundamentally, what a superintendent believes about people. Does he believe that if people are given the truth, generally speaking, they will render a right decision? Now, that is important. A philosophy teacher stated in a class last summer that, "The whole theory of our kind of government is based upon the premise that right will win, that good will out." I think that is important to a superintendent. If he believes that truth will out, that people will render right decisions, then he can work well with the P. T. A., because he knows that if he gives them the facts, they will render a good decision. ... If he does not feel that people will do that, he has pressure on him all the time ....

"K" would like to seek a new job in the same manner in which he secured his present position.

The first thing I did when the board of education contacted me was to call the former superintendent here to ask him if he was out. I told him I had been contacted. I asked him what the situation was. He said, "Yes, 'K,' I am out, definitely." I said, "Well, they have called me, but I will not come down there at all if you still think you have a chance to stay." He said, "I do not have, and I wish you would come by to see me." I came down and went by to see him first. He was the first person I talked with in this city. He said, "I appreciate your coming by. Six or eight superintendents have come in here to apply for this job, and not one of them has come by to see me." So the first thing I would do is to find out from the superintendent if he is definitely out.

... I had one interview with the board. I gave them the proper references and told them I was not looking for a job but felt that it would be an advancement. I told them that I would not cause a single letter to be written to them or a single person to call them. I told them I was a member of the Baptist Church and I would not even turn the Baptists loose on them. So I came down and they employed me in that meeting.

Now, that is the way I think a superintendent should be hired. I think a board ought to look for a superintendent. I do not think that a person ought to apply for a job until he is asked. Of course, that is not the way it is done in a lot of places, but I think that the school board organization ... will teach its members how to hire superintendents and that will be the way it will be done.

"K" would move slowly during the first year in a new job.

I think new superintendents make a mistake in trying to change things too fast. You know people ... change very slowly. If someone goes in

and says that he is going to change this and change that, then the people will begin to reason, "Well, surely everything we did here was not wrong," and they will have an attitude of resistance.

I think that a new superintendent should probably not change anything the first year except to tighten the belts. ... There was not a thing wrong here except just a little looseness of discipline and attendance. I started tightening the belt on that immediately, not changing things, but just talking--talking with kids. I would call them on the carpet if they were absent. If they skipped school, I would either talk with them or their parents. I worked hard to tighten the belts on those things.

"K" likes to remain in the background so far as discussion is concerned at a board of education meeting.

That does not mean that I like to see a board float around. The president of the board and I have already talked about the agendum, and he will do a lot of guiding. It causes the board to feel that I am not dominating their decisions. ... If the members of the board have to look at the superintendent every time they get ready to ... vote, to see whether he approves it or not, pretty soon they are going to feel that they are just rubber stamps.

... A superintendent should keep his board working together harmoniously. ... On some questions I have suggested to the board, "Now, you know the record of this board--we are unanimous on almost everything. I do not believe that some of you are ready to vote on this yet." ... Usually they will agree ....

... Sometimes a board member will not understand a situation correctly. He may say something he should not say in a board meeting. ... On those occasions I go around and talk with him privately about what he thinks or how he feels. Otherwise, I do not burden members with school business when I see them away from school. It is just "Hello, Joe" or "Hello, John" and we talk about something else.

... I think that many superintendents fail because they try to keep their boards in ignorance. ... I have always operated on the principle that the board of education should understand what we are doing in our school. I have always felt free to tell them about everything.

... When I am directed to do something for the board, I try to execute that as quickly as possible and report to the board that it has been done.

... At some meetings I talk about ethics for school board members. ... Our board has some definite understandings about the fact that, when they arrive at a decision in a board meeting, it is the board's decision and not three people's decision with two against it. They do not discuss matters in the school that should not be discussed out on the street. They say this is what the board did about it and that is it.

... Written policies are very important to the successful operation of a school. I feel that they are protection for the board, the superintendent, and the teachers. ... Whenever somebody wants to do something ... which will break into the routine of the school, we can say that there is a board policy against it, and that is as far as it goes. That is just one example of the many benefits of written rules and regulations.

"K" lists several turning points in his life.

I almost quit school when I was in the eighth grade. Another turning point was when I came to Oklahoma. ... Just before I came to this job, I had an opportunity to go as an educational consultant with an architectural firm at almost double my salary. It looked very good ... and I would have been much better off now financially, but I turned that job down before this job came up because of the fact that I did not want to be away from my family. One does not know why he decides on some of those turning points when he does it.

In summary, "K" mentions the influence of his wife and children and lists several qualities of an able superintendent.

I feel that my family life has been very happy. I have a very fine wife. She is very understanding. She never expects or requires me to live over the day's work after I get home. We talk about a lot of things, but seldom do we talk about school problems unless some incident comes up that might call it to mind. I have never felt that I had to report to her about anything. If I have someone come in at the noon hour, fifteen minutes before time for lunch, and I need to take him out to lunch, I feel free to call her without any hesitation and without any adverse reaction on her part. She has been a great help to me.

Our children have been successful in school. That is something that always helps a superintendent along in the world.

... I believe that a person must have several qualities to be a successful superintendent. One is that he must have a lot of good "horse sense." He must have the ability to know when something is right and when it is not right.

... Another very important quality in being a superintendent is the ability to take things as they come. One writer has said that the true test of the "comic spirit," which is the spirit of democracy actually, is to see men as they are and love them, none the less. A superintendent must have that quality of knowing that teachers have faults and students have faults. They are not going to be perfect. He must see them as they are, take them as they are, and try to go from there.

Then he must have the quality of being able to get along with people. He can not drive them, but he must lead them to do the things that are possible for them to do. I do not mean that no one in the system has the final say, or that it is anarchy; but I do mean that everyone feels that he has freedom.

The principals and teachers must feel that they have an organization in which they are free to operate under the rules and regulations of the board of education and the superintendent. They must not feel that every time some little incident comes up they have to run in to ask the superintendent about it. They must feel that when they have made a decision, right or wrong, the superintendent will stay behind them. We may talk it over and come to a different policy; nevertheless, as far as the public is concerned, the superintendent will be for them one hundred percent.

## Part II: "K"'s Family

Mr. and Mrs. "K" have been married for twenty-three years. They have four children, two girls and two boys. The oldest child is a daughter who is a junior in college. The next child is a daughter who is a senior in high school. One son is in the seventh grade, and the other son is in the third grade.

Mrs. "K" is not a teacher. She does most of her own housework with the assistance of the children. She has held no major offices in the P. T. A., but does work closely with that organization. Mrs. "K" is the superintendent of the Intermediate Department of the local Baptist Church Sunday School. She said that she likes to meet people and likes to have people around.

The daughter in college said that the children have tried to make "K" proud of them. The daughter in high school plays the piano for the Rotary Club meetings and attended Girls' State last year. She said that "K" could be "moving the school" in some big project, but the family would not know of it at home.

The children did not get into any difficulty in school in the way of discipline. Being the children of the superintendent, they were always careful to see that they earned every grade so that no one could say it was given to them because they were the sons or daughters of the superintendent.

Mrs. "K" does not desire a different occupation for her husband.

The following reasons are given by Mrs. "K" as being important in making her husband an able superintendent:

"K" (1) is a self-made man, (2) is always fair in his dealings with the public, and (3) considers school as the important thing in life.

### Part III: "K"'s Board Member

The following reasons are given by Dr. "BM" as being important in making "K" an able superintendent:

"K" (1) has a good base because of his professional training and is working on his doctor's degree, (2) is active in community work such as his church, Boy Scouts, and civic clubs, (3) has the welfare of the student body uppermost in his mind, (4) plans with his principals, and they plan with their teacher, (5) creates harmony with all concerned, (6) enjoys his work, (7) watches the finances of the school and requires that the teachers make out requisitions to help spend the money with more care, (8) is well-rounded in his study, recreation, and extra-curricular interests, (9) allowed the teachers to incorporate their ideas into the planning of their rooms in the new high school building, (10) has a wife and youngsters who add to his success, (11) prepares an agendum of what will take place at board meetings, (12) lets the board know what is going on in the school, (13) has the confidence of the board, (14) gets all the information before making decisions, and (15) has written policies for the guidance of the teachers and the board of education.

Dr. "BM" says, "We believe in him."



Part I: Superintendent "L".

"L" was born December 15, 1909, in Jackson County, Oklahoma. "L"'s father reared two families with five sons and one daughter in the first family and two sons and one daughter in the second family. "L" is a member of the second family.

I lived on a farm until the time I started to college. I have a brother and a sister. My brother and I are twins. My sister was older than I by about ten years. My brother and I have always been very close to each other. He is a very successful farmer. I have some half-brothers and a half-sister that I never did know very well. We have never been very close because of the age difference.

My father came to Oklahoma in 1889. He was what I would call a successful farmer. My father was an individual who never kept us from going to school. He always urged and encouraged us to go to school. But I would doubt that he thought a college education was necessary. He did not encourage me to go to college, but my mother did.

My father saw that I worked daily. When I came home from school, he always had something for me to do. However, I did not mind the work. ... In fact, I think this: As far as hard work is concerned, being a superintendent of schools is much more difficult. When decisions are not obvious, it is to me a lot harder work than getting out on a farm and running a cultivator or a tractor or working on a combine. There is just no comparison.

"L" estimates that he ranked in the top few in a high school senior class of eight members at Porter High School, Altus, Oklahoma, in 1927.

In 1927 "L" started work on a bachelor's degree which he received from an Oklahoma college in 1931.

Then ... I began teaching. Each summer I attended college and continued to work on different majors or minors. ... I think I did this because of the fact that it was impossible to get a job in the summer and it was cheaper for me to go to school than it was to do anything else. ... I held uppermost in my mind the fact that no

board of education was going to say to "L," "You are not qualified." Therefore I continued my undergraduate education until I had six teaching fields.

"L" received his master's degree at George Peabody College in 1938. The most recent degree was a Doctor of Education degree taken at an Oklahoma college in May, 1955. The title of "L"'s dissertation for the doctor's degree is "The Oklahoma State School Boards Association."

For two years "L" taught mathematics, science, and industrial arts. In 1933 he was elected superintendent of the same school and served for six years in that capacity. In 1939 he moved to a second superintendency and served for eight years. He has served in his present position as superintendent since 1947.

"L" has not written for publication in the O. E. A. or other magazines.

His interest in the teaching profession came as a result of enrolling in education classes as an undergraduate student.

"L" does have some financial investments.

I do not make my financial status public information; however, I will tell you that I have a fairly sizable bank account. I have some land that my father gave me .... In addition, I have a few stocks and bonds.

The investments require no time away from my job. I do not believe in having divided interests as a superintendent.

Elective offices held by "L" include serving as president of Rotary, as president of Kiwanis, as president of the Oklahoma School Administrators Association for two terms, and as chairman of the Budgeting, Accounting, and Reporting Committee of the O. C. E. A.

"L" tries to make the building facilities of his district available for use by neighboring schools whenever they are not scheduled for his own school activities.

He is not able to work on a set schedule of hours.

I have really never been able to identify the exact number of hours which I work. A day begins early in the morning and lasts until about five or five-thirty. In the evenings I attend P. T. A. meetings, basketball games, football games, F. F. A. meetings, ... board of education meetings, ... and citizens' meetings.

The administrative staff of this school consists of the superintendent and the principals. Co-ordinators of audio-visual education, art, and music are used throughout the system.

"L" tries to be available.

I have an open door. Actually, I do not wait for teachers to come to see me. I make it my primary responsibility to improve instruction the best that I know how. I am available at buildings every week when I am in town. Occasionally, meetings outside of the state or within the state make it necessary for me to be gone, sometimes more than I would like to be. But I am always available for teachers ... either in the office, at their school, or ... at my home.

About six general faculty meetings are held in "L"'s school each year.

This does not include our in-service program, which we usually hold about a week before school begins.

School time and the teachers' time are about equally divided for the more frequent principals' meetings held in each building. Sometimes teachers are freed for their meetings, along with the principals, by using our F. T. A. students or members of the local P. T. A. groups who do substitute teaching. We also do this for inter-school visitations.

Superintendent "L" sends a news letter to every teacher approximately seven times a year. Other bulletins are sent to the members of the staff as the need arises.

"L" is continuously on the lookout for good teachers. He tries to locate them before vacancies occur in his school system.

The new law requiring notification of teachers about next year's contracts does not change "L"'s schedule, since it has been the policy of his board of education to notify the teachers in March instead of

April as required by the new law.

Dismissal of teachers is not a problem with us. We have very few dismissals. I think that it is going to affect the teachers more than it will the board of education here.

If there is something a teacher needs to know, I do not believe in waiting until April, or March, or February, or any other time. The time to try to make improvements ... is much earlier than the last of the school term.

A part of "L"'s job is to see that staff members succeed.

I always assume that it is my responsibility to help all the teachers in the school system to the utmost of my abilities. Their success is my success.

... I do not know exactly how one would say whether teachers are weak or strong. I think every teacher who is willing to make some changes in his behavior and is willing to listen and perhaps is willing to be a little exploratory, is bound to make a success.

"L" has found no good way to release inefficient teachers.

I try to point out certain things that they might do; for instance, they might read, or visit another school, or visit a competent teacher within the school. I try everything before I let a teacher go.

When the time comes, I try to release teachers as impersonally as I can. I do attempt to develop an understanding with them that it would be much better for them ... if they will just inform me that they do not wish to return to the school system for the next term. I try not to humiliate them or to make them feel that they have been most unsuccessful here. It may be that their philosophy or some of their understandings do not agree with ours. Therefore, it is not necessarily a complete failure on their part.

"L" believes that loyalty will grow in the right environment.

I think a superintendent will never have to mention loyalty if the right kind of atmosphere prevails within the school. The teachers will see that you are trying to do the best thing for them; they understand you; they will be willing to submit to certain things they feel are good for the school system. ... If I have to impose loyalty upon people, then I feel I am not discharging my responsibilities with the kind of professional understanding that I should.

This school is cooperating with the curriculum improvement program of the Secondary School Principals' Association. The study has been in progress for three years.

Recent newspaper publicity concerning the teaching of mathematics and science has made no change in the subjects to be offered, for it has been the goal of the administration of "L"'s school to see that every boy and girl has an opportunity to participate in the kind of mathematics or science program that he would like to have.

All transfers for students attending elementary school outside of assigned areas are granted by "L"'s board of education.

Since "L" became superintendent, the school district has built a gymnasium, two elementary classroom buildings, a bus garage, a new shop building, and a number of school lunch rooms.

"L" has had one bond election since coming to his present position.

We used a citizens' committee in working on our bond programs. We try to get all of the information available .... I assume only a proportionate share of the responsibility for the bond issue. The members of the board of education have their responsibility.

We start next week involving some citizens as to what our next needs are in a building program. Certainly we have thought about it and studied it. We have some opinions about it, but whether these opinions are valid or not, we do not know. Therefore, we are resorting to a citizens' committee in studying this problem and in helping us to ascertain all the truths and facts about what the district needs in the way of new buildings and where they should be located.

If "L" has what he thinks is a story, he calls the newspaper reporter to tell him about it.

I always hesitate to tell reporters anything about myself for fear that someone might get the idea that I am promoting myself. I am not. I am promoting the school system. I do not try to take credit for things which do not rightly belong to me. If a teacher is doing a successful job of teaching, that is the thing that I try to get before the public. ... I try to keep my editor well-informed about all school matters.

I may try to point out the things that I think are good or bad about publishing the story at a certain time, but I never ask an editor to withhold it. Frequently, he does it on his own account, if he believes that for the benefit of the school system the story would be better printed a few days later.

If editors ask me about the agendum of the board meeting, I try never to give them the information until the members of the board of education have it first. Then I have no hesitancy in telling the news editor. A notice of board meetings is placed in the paper each month, not as an ad. When we call the meeting to their attention, they are glad to write a brief article for us.

"L" believes that every individual has a civic responsibility, within reasonable limitations.

Civic organizations have a way of not accepting the full responsibility for certain projects. If it is possible, they will push them off on someone else. I try to see that I carry my share of the responsibilities, but I am not willing to assume all the responsibility for the club. If one is not careful, his time will be usurped by such activities, and he will not be in a position to make the maximum contribution to his job. Primarily, I am employed to have the best school here that it is possible to have.

"L" believes that you must like people for them to like you.

You have to appreciate and understand some of their problems, their interests, and ... be able to sit down and converse with them ... about some of their needs, ... their hobbies, ... and their recreational activities. If you are going to be a good conversationalist, you have to know something about them, or their family, or some of the things they have been doing. If it is an achievement, compliment them for it. If it is something they have had an opportunity to do that you have not, do not be envious or jealous of them, but be appreciative of the fact they could do it. It will give them a feeling of dignity and worth and maybe make them feel you are a regular fellow. I think things of that nature are very helpful.

"L" believes that the only power a superintendent has is that which is delegated to him.

A superintendent of schools has to prove himself to his board of education and to the citizens of the town before he can be entrusted with making many decisions. There are certain decisions which should be made by a board of education. I try to promote the kind of decisions that need to be made; but other people share in the responsibility of making those decisions, unless it is a decision which cannot be made by the democratic process. There are times when decisions have to be made without time for much thought. Then one has to rely upon his experience and his understanding of the problem.

"L" is a member of the local Methodist Church.

The only time decisions regarding a religious nature concern me is when teachers making application are Methodists. I am rather

sensitive to the fact that we might get too many Methodists, and the results would create in people's minds the idea that we were trying to elect staff members because of their religion. They all look alike to me, and I treat them just as fairly and as honestly as I can.

"L" is concerned with his school problems.

I do not worry about how I am getting along and things like that. I am concerned about the solution to some problems and how best to go about involving people so that we can find a proper solution. I do not consider this a worry. I consider that thinking about my problems and trying to understand all the aspects of them. Then I content myself in thinking I have done the best that I can do.

... I discuss some things with my wife. For instance, how would it appeal to her if this method or technique were used in trying to find an answer to some problem. But I do not go home and worry about school problems.

"L" thinks that it would be a weakness so far as a superintendent is concerned if he set out to please everyone.

I am not primarily interested in pleasing everyone. ... When you do your work as it should be done, there are certain decisions which have to be made, certain actions effected, and certain courses that have to be pursued. ... Any individual who is going to be successful has to have certain convictions about his job and about the way that it should be done. He must not sacrifice the principles and understandings that a school man ought to have. ... I think when you try to please everyone, you please no one.

In applying for a new position, "L" would first go to see the superintendent of schools to verify that the position is open.

If I thought I was able to do the things they would like to have done in their educational program, I would process my application. I would want to know something about the stability of the community and ... the potential of the community. I would want to know something about the members of the board of education as individuals, whether they are willing to listen to ideas which may not be exactly like theirs and evaluate them for what they are worth.

If a superintendent is to make changes during the first year in a new position, "L" feels that it would be better to get people to see the need for the changes and give them the ideas ... for making the changes.

I would not try to make any kind of change without the understanding of the board of education and as much understanding as possible among the faculty members, custodians, or whomever it may affect. I would try to draw these people out and get them to make some recommendations. When they start making those recommendations, it will be up to the superintendent to ... see if they are timely or ones that would be better in a year or two.

"L" thinks that the superintendent should not be one who knows all the answers at a meeting of the board of education.

Members of boards of education are frequently ... the most intelligent people in the community. They have many understandings and appreciations for schools which are not held by educators. Usually they have had experience in five different areas of business. Some are people who have handled much money in the courses of their lives, or through one year's business. They are keenly interested in good principles and purposes for any institution. ... If the superintendent enjoys the kind of prestige that he should, he will be consulted in all matters regarding the solution of problems. He should prepare the agendum ... but he should not be a "know-all" at the meeting.

... A written agendum is compiled and could easily be sent to the members of the board of education, but they prefer to come to board meetings without any preconceived ideas. ... They think that it is better for all of them to sit down together and reach a solution to the problem.

I try never to discuss things with individual board members. ... I think that it would be a bad practice. ... I feel I should tell them all anything that I tell one school board member.

The board does have written rules. They are subject to revisions monthly or as the need arises.

"L" does not recall any major turning points in his life.

The board of education recently raised "L"'s salary, but he has not placed it on his monthly check. He feels that he was getting a fair amount before the raise.

... I like teaching very, very much. I wish I could teach for a dollar a year. That is how much I like teaching. I think I could do a better job if I did not get paid. ... I do not think I would like to do anything else so well as I like to teach.

"L" wants to give due credit to the part that his wife has played in his life.



I think the fact that she was a teacher has contributed to her understanding of school problems. I do not know what I would have done without her help on many occasions. She has been very considerate, very tolerant, and very understanding about the things I have had to do.

"L" has tried to administer a school by explanation and persuasion.

Never in my life have I tried to use my status [as a superintendent] in promoting anything whether in school or out of school. Everyone has had an opportunity to say what he thinks and to prove he is right, or to discover he is wrong. Sometimes this procedure is a little slower process, but I feel that it is the kind of a process that will pay off in the long run.

In summary, "L" lists some practices which he believes that a good superintendent should follow:

A superintendent should be honest. ... If he makes an error, he should admit it and take the full blame for it. He should keep the board of education and the people of the community informed about the work of the schools.

He should try to protect every individual in the school system. ... Full support should be given teachers, whether they are right or wrong. If they are wrong, his job is to determine why they are wrong and to try to correct those things so that they do not appear again. Every individual should have his fair share of school responsibilities and be given credit for jobs well done.

... Boards of education appreciate good business managers.  
... They also like to feel that board decisions are made by them with the advice of the superintendent.

... A superintendent should be humble.

#### Part II: "L"'s Family.

Dr. and Mrs. "L" have been married for eighteen years. They have one daughter, who is eleven years old.

Mrs. "L" taught school for five years, all of which was before her marriage. She has outside help with her housework. She used to give large dinner parties, but now she invites only a few of "L"'s friends. She has not held an elective office in the P. T. A. and would not accept one because she feels that a superintendent's wife

should not take too great a part in that organization. She belongs to women's clubs and attends the Episcopal Church. The daughter attends the Methodist Church with her father.

Mrs. "L" thinks that being a superintendent's wife is both good and bad. It is bad in that the home does not have enough of the superintendent's time.

She does not believe that teachers have treated her daughter any differently because of "L"'s being the superintendent of schools.

"L" discusses school problems at home but does not lose sleep worrying about them. Mrs. "L" tries to make the home function as a separate unit from the schools.

In answer to the question, "Have you thought of any advantages in being married to a man in a different occupation?" Mrs. "L" replied, "Other jobs might have financial advantages, and it would be all right just as long as the man is 'L.' I would take 'L' in a ditch."

The following reasons are listed by Mrs. "L" as being important in making her husband an able superintendent:

"L" (1) is a gregarious person and people like him, (2) is interested in what he is doing and wants to do it just a little better than the next fellow, (3) does not favor one individual over another, and (4) wants to be a success.

Part III-a: "L"'s First Board Member Mrs. "BM"

When the superintendency became vacant at "L"'s present position, thirty-six men were interviewed by the members of the board of education. They selected a group of six and some member or members of the board visited each of the six schools represented. Mrs. "BM" states

We found that "L" was the one who had the best school. ... The libraries in his high school, junior high school, and also in his grade schools were very outstanding, much more so than in any other school that we visited. The physical plant was in better condition. When we walked into each building, we could tell immediately that they were having school. It was very, very noticeable. The physical plant showed that they were making proper use of the finances that they had. The other schools may have had as much money, but it had not been so wisely spent. Each teacher showed great respect for the superintendent's ability, and that was very noticeable.

Mrs. "BM" does not believe that interviewing superintendents will tell the board members what they want to know.

You know, some men are really good talkers, and I do not think you can select a man by interview only. I think that it is just like making a pie. Two pies may look good, but you have to taste them to see. Whichever tastes the better, that is the one you want.

"L" presents his ideas and gives the board an opportunity to do some thinking about them. Then the board makes up its mind, and I really mean its mind, because we never act except in session and as a body, usually unanimous, before we have concluded what we are doing. It would not be a unanimous decision if we did not feel that the superintendent knew what he was doing. ... I can not remember any time when we have not come to a unanimous decision on a project.

... "L" never pushes his ideas about teaching onto someone else. I would almost have to give some instances. For example, we have one principal who wanted to march his students in, ... very formally, so that the children did not have the freedom that they should feel. Well, "L" did not go out and say, "Do not do that." In fact, he never says that at all; but he, in a roundabout way, tries to tell them that what they are doing is wrong. That is a very simple instance, but in everything that he does he is leading them.

In the beginning of the reading program, they were led into seeing that the children were not getting the reading that they should have had. But first, he had built up ... the supplementary reading material in each room. From that, he led into reading tests ... and keeping personal folders on each child regarding the reading tests .... This year, we have put in remedial reading with an emphasis on it. You know, some teachers would always be doing remedial reading, but our program has an emphasis on it that we have never had before. It has been developed over the years. He has not said, "This is what you are to do; now do it."

... When a project finally comes up, we can see that "L" has been working on it maybe for several years, that it has been planned ahead until it is ready to be presented. Then everyone is ready for it.

In fact, they are so ready for it that they sometimes think they have done it themselves.

... In dealing with the building program here, he has led people to think that they were the ones who had suggested a new building program, but they had not. ... We needed new buildings and we got them by a very large vote. Because of the confidence he has built up in not only his faculty but in the public, some of our businessmen said, "Well, anything that the superintendent wants---it does not make any difference how much he asks for---we want him to have."

We have some building programs coming up now, but the public is going to be prepared ahead of time so that it is going to be their idea. I think that is the only way that a superintendent can successfully build a school, because people resent being told what they can and can not do. If one is led into thinking that a decision is his own, he is being handled diplomatically. It is true if you are handling your own child that way, but "L" does it with everyone with whom he comes in contact.

If he did not have the know-how to begin, if everyone did not know that he knew what he was talking about, he could not do that. He has worked, professionally, very hard to increase his own ability by going on to school; and not only by going on to school, but by being the superintendent of this school twenty-four hours a day, every day in the week, and every week in the year. ... I have never seen anyone work so hard at a job as our superintendent does. You no doubt can see I am sold on him. But I am not the only one; everybody else in town is, too.

He is almost uncanny in selecting personnel, in selecting a teacher to do a job, because he does not make mistakes. When teachers start to teach, they are good teachers. They are progressive and the high school students, particularly, can see the results of that when they go on to school. ... I think the students have a great deal of respect for his ability as a superintendent.

We have a very good athletic program and I believe that is very important. We do not have competition between the music department and athletics. Our athletes sing and play in the band, and there is no confusion or disagreement between those two departments as I think you often find. I think that is from not overemphasizing one department.

The following reasons are listed by Mrs. "BM" as being important in making "L" an able superintendent:

"L" (1) understands school finance, (2) gets the most money possible and gets the most good out of what he does get in the way that he uses the money, (3) develops a confidence in his teachers over the years, (4) does not demand more than he gives and works harder than any teacher here, (5) has the child as his prime interest and makes

the child the decision point if something is to be included in the curriculum or to go out of the curriculum, (6) has a fine association with the board of education and deals diplomatically with them, and (7) does not tell his board what to think.

Part III-b: "L"'s Second Board Member [Mr. "BM"]

Mr. "BM" gives the following information about Superintendent "L."

... As we got the thing down toward the end in choosing our superintendent, one of the fellows ... in the top few told me he was not interested in any more education, that he had all he wanted. Of course, that was, to me, an indication that he certainly was not the man we were needing for a superintendent of schools to direct the educational future of the children here. But it would surprise you to know the people that were for him.

... "L" has a lot of good common horse-sense. In addition, he has tried to build up the knowledge that he has. He has not just sat down and been satisfied. He just keeps striving to get more and to do something in better ways.

... When "L" came here, I told him, "I have a lot of good friends in the school system, but I am concerned about the over-all picture and not any one individual. If you find any of them that are not doing a good job, you will certainly have my backing a hundred percent to try to move them or get them to do better." I liked "L"'s attitude. "L" said, "Well, maybe I can help some of those people. Maybe they need a little help." And that is the thing I have liked about him. He tries to help, tries to get everything out of them that they have because it is so important. I think the people in the community certainly appreciate that.

He works just as he said he would when he came here. I never will forget that he said the school was for the children and not for the teachers. He said it did not make any difference who was sick, that he would do part of that person's job .... Of course, we have seen him teach classes. He works and expects his teachers to work.

He has vision and leadership. ... "L" knows how to get along with people. He does not ask anybody to do anything in his teaching that he would not do or could not do himself. There are a lot of people who like to work with certain persons, and I have certainly enjoyed the experience and the privilege that I have had working with a fellow who gets up and does something in which I can see some progress being made. You enjoy looking back over your accomplishments.

... I think this about "L": I do not care how long he is in the school business, he is going to be as near the lead in the group as you will ever find. He is not going to be the second best.

"L" cooperates with the State School Board Organization.

In my opinion, one of the nicest things is to see the superintendent take his school board members and go to a joint meeting, a dinner meeting, and then just sit down and talk with them. I think there is a very fine line indicating where one [the board member] stops and the other [the superintendent] takes on.

... The best part of our regular school board meeting is after we have transacted our business and "L" unfolds to us some of the things that he is doing, some of the progress that is being made, and some of the things that he is putting into practice to try to make a better school. I do not mind telling you "L" said, when he came here, that he was going to give us one of the best schools in this part of Oklahoma. ... He has lived up to it.

... I have heard "L" say a lot of times that he has made mistakes. It takes a pretty big fellow to do that. ... Of course, he tries to make them a little bigger than they are, blames himself, and does not try to blame anybody else.

... These are facts, and it does not hurt to have them in the record. When he was picked for another job and that job was given to him, I lost four nights of sleep over it, because I did not know where we could go to replace a man like him. I could not go downtown without being asked why we let him go. Well, it finally wound up that he did not go, but the situation did not look too bright for a while ....

[Reasons given by Mr. "BM" as being important in making "L" an able superintendent are not listed as they have been fully covered in the preceding text material.]

## PART I: SUPERINTENDENT "M"

"M" was born April 2, 1906, at Hobart, Oklahoma. He was the second oldest of five children. Three of the four boys received a college education. The sister passed away in infancy.

The father was a wheat farmer and operated a section of land. He owned other land and made it possible for the sons to lease their own farms. "M" grew up on the farm with the one objective in mind to eventually become a farmer.

"M" graduated from high school in Cherokee, Oklahoma, in 1925. There were forty-four students in the senior class and his scholastic rating was somewhere in the upper quartile.

Living on the farm, furnishing our own transportation, having extended chores to do, and things of that nature left the study, more or less, not so much as it should have been. I realize that. It was not until I began going to college that I began to settle down and become aware of the fact that a great deal of study was necessary if I wanted to accomplish the things I had in mind.

After high school graduation, "M" chose to work for a year to try to earn enough money to go to college. In two years he had earned sixty-two college hours and began teaching in the fall of 1929. "M" was elementary principal and teacher in the seventh and eighth grade field. This work was followed by one year as high school principal and two years as superintendent, all at the same school.

The first year of my teaching was pleasant, but very trying, in a way, because I had not had much experience. Many things had to be learned by trial and error. But the thing that I think is impressive, which might exist today and seemingly does not in many cases, is the fact that we teachers who began back in the depression years knew

that we had to hold the job or else. The economic status played a very important part. We were taught in those days that to lose a job was more or less a disgrace. It was evident, I think, in a lot of the people who began teaching, in those days, that to be a success was a credit, and of course to be a failure was a disgrace. We just put everything we had into it. Had it not been for that influence, it would have been very easy to decide to work in some other field.

The position of high school principal became vacant in "M"'s present school system in 1939. After three years, the superintendency of the system opened and he has held that position for thirteen years. This is his twenty-seventh year of teaching in the two schools.

All of "M"'s college work above the sixty-two hours life certificate was completed in summer terms. By the end of the first year as superintendent, he had earned a bachelor's degree. He accepted the second superintendency and completed his master's degree the first year he had the position. The bachelor's degree was received in 1937 and the master's degree in 1942.

"M" has contributed to the O. E. A. magazine in a very small way. He has not written any articles for it, but has been quoted once or twice.

"M" credits his parents and others who caused him to select the educational field.

I had thought first of the business world and directed some of my college work in that area ..., but I could mention one college professor who had much to do with helping me in making the decision for the teaching field. Many people in the area of my first school gave me a lot of encouragement and helped me ... in getting my feet on the ground.

"M" owns a farm but does not operate it. At one time he owned a quarter share in his brother's insurance agency.

My land is not in this immediate vicinity. But even if it were, I doubt seriously whether I would even think about operating it myself. I think it would be unfair to the Board of Education. I think it would be unfair to me. ... A superintendency is a position that is not



just from 8:00 A. M. to 5:00 P. M. It requires much time outside of those hours .... I think it would be unfair to your constituents. It would be unfair to your employees to divert your time to other interests when they would expect you to give your time to the development of an educational program.

"M" has served as a member on the board of the Oklahoma Administrator's Association.

I have served on a large number of committees. I held the position of president of the District O. E. A. up here. I was president of the alumni association of our state college, County School Masters Club, County O. E. A., and was president of another county O. E. A. group while I was over there.

"M"'s school buildings are available to any groups that care to use them as long as they relate themselves to educational work. The board does not have a definite policy in refusing the buildings to anyone except to decide what might follow in the future if one group or another uses them.

"M" generally comes to work in the morning between 8:00 and 8:30. He usually remains until 5:00 P. M. either at the office or somewhere in the system.

I spend quite a little time in the office. ... I try to visit classrooms occasionally, visit with the principals, the custodial staff ... just to be around. Once your program is set up and you have it well in mind, it is a matter of supervision from there on ....

After the first grades get started at the beginning of school, I usually try to visit all the first-grade rooms. I think that is important because little boys and girls are always anxious to see who you are. To begin with, I have a particular liking to visit first grade rooms. I am very conscious of the fact that first-grade teachers should be almost master teachers. I try to hire them that way. I think most superintendents do.

"M"'s school staff includes principals and supervisors.

Our supervisors are our regular classroom teachers who act as supervisors for the practice teaching groups. We have had an agreement with the college since 1947. We have been handling their program and the college now furnishes enough supervisors for us in different areas .... We have built a lot of good will and have brought about a much better understanding between the college and the city and

the public schools since we have undertaken to handle this program with the college.

To begin with, it was a very difficult plan, because people were not quite ready to accept the practice teaching program in the public schools. With much work being done on both sides, we were able to work it out, and today we think we have a very fine program .... It works both ways. A teacher will become a better teacher if she is going to be a supervisor. The college pays them a scaled increment for so many practice teachers that they have under them ....

"M" is available to faculty members on demand. He feels that the sooner a teacher can talk over a pet peeve, the sooner she will get it out of her system. It will be better for her and the school.

"M" has one major meeting a month now with all the faculty members of the school system. Principals hold regular meetings once a week or once every two weeks.

School time is given for the monthly curriculum meeting. The board has authorized dismissal at 2:30 in the afternoon. The meeting lasts until about 4:30 P. M.

Bulletins from the office of the superintendent follow no regular schedule. They are put out as needed for the principals and the principals pass the information to teachers in their faculty meetings.

The new state law on notification of teachers about employment for the following year has little effect on "M"'s school system. He has not had a definite policy but teachers have usually been notified by March 1.

Some teachers coming into "M"'s school for the first year may show up weak in comparison with other teachers who have been on the staff for some time.

We have never jumped at any conclusions and dismissed a teacher the first year unless there was definitely a major reason for it. We give them a chance to find themselves in the system. After they have gained some confidence, we try to get them to make a contribution of

their own. If they have any experience at all and are professionally minded, they will make some contribution somewhere.

I have this one example. Several years ago I had to hire a teacher to replace a very excellent teacher .... Well, this lady came in and she had a strike or two against her before she ever started. Basically, I knew that she was good. There is not a better prepared person. She used a very nice approach, but she had a difficult job to fulfill. To begin with, she was not the most popular teacher in the system. Some strong feelings developed, even from the parents. That was one teacher I did not think I was going to be able to keep, for a while. I mean that seriously.

But we stayed with her and helped her. Today she is one of the finest teachers in Oklahoma. Every student that leaves our high school will come back with nothing but praise for the preparation she has given him for college. So you could not say that she was a weak teacher, but she was a teacher who had to have some help .... She had to care for a sick mother. All of those things had to be considered ....

I think it is very unfair for an administrator to jump to a conclusion and dismiss a teacher who has some promise. Sometimes it can mean you or it can mean her. But again, there is a place where you have to make a decision.

In employing a new teacher, I have occasionally assigned an older teacher to help her find herself at the beginning. I do this with a great deal of precaution, for the reason that I do not want the new teacher to feel that she is being indoctrinated in her thinking without having some part in the program. I have never felt that one teacher should be dominated by another one. I do not think it makes for a healthy program. For that reason I feel that it is quite important that they [experienced teachers] give [inexperienced teachers] help only in an advisory capacity.

"M" states that one very distasteful thing for a superintendent to have to do is to dismiss a teacher.

I have a conference with him and explain to the teacher that it appears to me that it would be better for him if he might just try to find employment somewhere else. I review the incidents which have taken place .... Sometimes he does not understand too well, but whenever it comes to that, I just have ... to recommend that he place his resignation.

To me, that is one of the hardest jobs of being superintendent. If I can not help the teacher ... I have the feeling that I was not a good judge of personality or I probably was not helpful enough in making him adjust.

"M" believes that loyalty is an important part in any person's life. It is important to his profession or to his school.

I think it is very necessary that, whether one is a teacher, principal, or superintendent, he develop the feeling and let it so be known that the school in which he is working is the best school in which he has ever been. If he does not believe that, he should make himself believe it sooner or later. No person likes to employ someone and have him feel that he is here just because he has to be.

I think the superintendent has this first responsibility. He should be loyal to his staff. He must have the assurance in his own mind that, when he recommends teachers for employment, he has the confidence to uphold them to his board, to the public, and to his students.

It is up to the superintendent to get that loyalty. There are ways to do that. He should make the teacher feel that his teaching is important. It is a small thing to make a casual comment and encourage that teacher with his work. He may not be a strong teacher, but I think it is important that I notice what he does. If he does something that merits attention it is up to me to mention it to him. For example: "Now this is a good project you are carrying on. I would like to see you go a little further with it. I encourage you in making decisions for yourself. Anytime you can present something new that is helpful, I am behind you." He will be encouraged to venture out into those areas. He will talk to you about it, and that will warrant his loyalty to you.

There may be areas in the United States where the ... dictator type of procedure is necessary. In all of my years of experience I have not found it necessary to be a dictator in any ... form. My convictions should be so strong that I can convey them to my constituents in such a way that it does not have to be of a dictatorial nature and still gain my point. That is what I mean by diplomacy.

The high school in "M"'s system is carrying on a curriculum improvement program under the leadership of the principal. The monthly meetings involve lay people such as representatives of the P. T. A., civic clubs, and members of the ministerial alliance. One of the chief advantages of the study is that teachers understand each other's positions in the school. It has tied the teachers and lay people closer together.

Now, I do think ... sometime we can be interested in informing the public a bit too much. I do not mean that as it sounds. Sometimes points of interest can be brought up with which lay people are not familiar and these can cause a rebuff. I do not mean by that, one should withhold information from the public, but there are probably some things that definitely belong to the administration and the board of

education. One has to be very careful in those areas. I think I could make the statement that the public schools could become too public. There has to be a considerable amount of judgment exercised in the things with which you are trying to impress people, sometimes.

Recent newspaper publicity concerning the teaching of mathematics and science has caused some change in the thinking of superintendent "M."

We were giving it some thought even before that came out. That was one great plank we stressed in building the new high school. ... We think we will have one of the finest science departments that can be built for the money in our new plant, with the thought of emphasizing it in a greater way. We have encouraged all our better students to take ... extensive tests in preparing themselves for further scientific work. ... We are putting considerable emphasis on it in the grade work now ....

Transfers between elementary buildings are a small item, but they can be very important in the life of the superintendent, "M" finds.

We operate on a boundary line program here. ... However, we reserve the right to make a change at any time if it is for the good of the child. This happens very seldom. We have one case this year.

We reserve the right to change a child because of a personality clash ... or where we have a special teacher in some building who will benefit the child. ... If a building gets too full, we have the right to change border line pupils to other schools. But in the main, our children attend in the areas in which they belong.

"M" began work on new buildings in 1947 and has completed four. A new high school is under construction. The total expenditure will be close to \$750,000 since 1947.

A bond issue and selecting the site for the new high school presented major problems. If the bond issue had failed it would have failed because of the location where we were planning to put the building. ... Everyone knew that we needed the building. ... I believe if that bond issue would have failed, my judgment would have been contested either from the standpoint of not disseminating the information thoroughly enough, or the lack of judgment.

"M" believes that it is very important that the administration be on good terms with the press at all times.

The press is powerful. There is no reason for one not to be on good terms with it .... Occasionally, you find an editor who is difficult to understand, but not very often.

It is impossible for the administration to be able to know what is going on in every classroom. We encourage our teachers to assume the responsibility of getting their projects to the newspaper or to their principal. This is not primarily to do any bragging or anything like that, but it is just good business.

Our newspapers will hold stories for us for later publication.

"M" believes that a superintendent should accept civic responsibilities.

I do not mean to say this with any degree of reflection on anyone. But I have heard it said many times, "The superintendent is such a busy man. He is called upon for everything. They expect him to do this and they expect him to do that." Well, that has some merit, but as I view it I think it can be termed ... self-pity ....

I definitely feel that I should encourage my teachers to be a part of the community. I do not think they should load themselves down at the expense of their positions. But this idea of saying, "I teach all the time, I do not want to teach on Sunday," is erroneous. We all have a certain amount of responsibility in a community whether we are a business man, a teacher, a lawyer, or a doctor.

... If the teaching profession expects the respect that it is due, then it has to prove itself in the areas of service other than the positions which we hold. I do know of many superintendents who have not been very active in civic affairs. ... They may be administrators, but they may not be leaders.

Here is another important thing. Anytime I have a teacher who is a member of some organization, I can bet my last dollar that sometime during the year something is going to come up about the school. This particular teacher can get a cross section of opinion from that group which can prove most valuable to me and to him. Many pitfalls can be avoided by simply knowing something that is taking place. I do not mean to say that every teacher should be in every organization, but I do feel that a good successful person in his community must have the same responsibility and the same feeling about the community spirit as any other person in the community.

"M" is convinced that to make people like a superintendent he must be professional.

I think it is quite important ... that the position ... be just as much a definite part of my life as anything else. I believe that my public will sense that. If people come ... for information about various things ... I must be able to deal with those questions in such a way that I can gain their confidence ... and respect.

To be able to have them like me ... is to be able to meet them in every day life. I must be able to talk with them along the lines of their interests as well as mine. I think it is very important that a superintendent be equal to the occasion to talk sometimes with his fellow business people down town in the areas outside of education. ... They in turn will discuss freely with him some of the problems that they have. This will give him an insight on some of their thinking and by showing an interest in their work, he can expect the same in return .... Living in a little shell of his own and not being able to consider the other person is far from any part the superintendent should play.

Now, he will have doctors and lawyers and all of those people to deal with. Then he will have the class of people in the very low income bracket. ... They are just as important, and should be made to feel just as important, when they come into his office as the most highly educated man in town. That part can be borne out very well in putting over a bond issue. If he attempts to put over a bond issue in a town, the superintendent must never overlook the fact that even the smallest tax payer or the nontaxpayer be taken into confidence. To hit just the high points, just the elite group and pass the rest by, would be a suicidal venture.

We have to admit that we may have a number of people that are not too well educated, but that does not say that they do not have some pretty good minds. ... When we assume the position of "I know it and you do not," that is the beginning of the end as far as the superintendent is concerned. Arrogancy, in my thinking, has no part in the administration field.

"M" believes that one characteristic that an administrator should have is that his decisions help him to gain the confidence of the groups with whom he works.

... I make decisions every day. Some are major decisions and some are minor decisions. As long as my decisions are more or less right, or partially so, it is all right. But if I make one wrong decision of some major consequence, I am going to lose that much respect from some groups of people. That may be putting it a little strong, but I feel that way.

I do not say that a person should pose as being a perfectionist. That is not the point. Far be it from that. But any major decision that comes up does require a complete analysis before it is made. Snap judgments ... can be made sometimes. But if those decisions are of such nature that they will reflect my thinking, then I might lose some respect. Any time an administrator goes into a problem of major consequence, he should be sold enough on the idea that he wants to put it over or he should never start it.

... One does not dare make too many mistakes of vital importance .... Everyone is concerned about problems that are of community wide nature.

If the administration takes this point of view and the public takes the other, and the public wins, then his confidence is gone, to a certain extent. He will have a big job of building it back again.

"M" has served as Sunday School superintendent for thirteen years in the local Baptist Church.

... I think religion is important in a business world or in any field one goes into. Regardless of who the public is or who the constituents are, I think one's everyday walk of life must be exemplary. If it is exemplary, religion definitely has a part to play as far as confidence from the public is concerned. Religion should not be used as a cover up proposition. Far from that.

I feel that it is an important part of any educator's life. I mean by actual performance. I should be just as close to my pastor in working in the church as any other person in the church. Not because I am a superintendent of the schools or a teacher in the school system, but because this is fundamentally a religious nation and fundamentally we believe in a Higher Power. That is my belief.

"M" does worry about his work.

Fact of the matter, I worry more than I should, but really I do not see how one could run a school and not give it some worry, especially when going into a major problem. I worry for fear that I am going to overlook something that should be my responsibility.

I try not to take the worry home, but to say that I leave it all at school would not be right. I am naturally going to take some of it home with me. The only way I think a person can overcome that is by experience. I used to worry, I think, a great deal more than I do now, probably because I felt myself inadequate in a lot of areas ....

... But you are not going to satisfy everybody.

"M" believes that a person should definitely know that a vacancy exists before applying for a position as superintendent.

I would talk with the one who had been there, in other words, the administrator. I think that would be professional.

Then I would try to find out as much as I could about the conditions that exist in the district. I would ask myself: What are the finances of the school district? Do they have the ability to put on a program that I would want to put on? If they have, would they be willing to let me use it as I saw fit with their help? This would be for my own information. ... I would naturally present myself as a candidate. This would include my experience and my qualifications for their consideration. I think that would be a normal procedure.



If I were unknown to the group, I would do my best to enlist the help of some persons in that community, if I knew them well, to have them recommend me to the board. ... We have to rely on friends regardless of where we go. I would hesitate to flood the employing board with a lot of recommendations.

If it were possible, I would ask the board to visit my school where I am now. I would ask them to visit my town. I would ask them to visit my church.

Since "M" had the experience of being principal for three years prior to taking over the work of the superintendent in his present position, he knew the school and community quite well.

But I do feel that for the good of himself and as well for the good of the school, it is wise for any administrator to proceed with caution the first year. I do. To go into a system and make revolutionary changes just because one has a certain whim could be disastrous for the school, as well as for himself.

However, there are changes that have to be made or the board probably would not have hired you in the first place. They want you to make some changes. One should proceed in that direction with the utmost care and study. At the same time he should not become negligent in his responsibility. He will have to have convictions and those convictions have to be carried out, even if they are distasteful sometimes.

In the experience of "M," meetings of the board of education cannot always be conducted according to the book.

In my training that I received in college, we were taught that board meetings should not be more than an hour or an hour and a half long, which is enough. But many times our meetings will run two or two and a half hours. I never try to rush the meeting. Many times we get off the subject and talk about other things. I think this is good sometimes.

I reserve the right to keep the board informed ... on various things which have happened in school, such as a curriculum development program. I want to give them a complete picture of the whole thing. In my opinion just to come together, go over the bills, approve them, and go home, would be a very poor board meeting.

I do not give the board an agenda before the meeting. We talked about that once and they preferred not to have it in advance.

Very seldom do I talk with the presiding member of the board before the meeting. That, sometimes, can be a rather mistaken thing because I think ... preconceived decisions should not be a part of any

board meeting. ... I would rather just throw it to them all at one time and let the group decide. If one board member finds out the other man has had prior notice, has had time to think it through, then he might get the idea that I had been playing a little favoritism.

... I do not want to appear egotistical about this, but I do have a very high class of membership on my board. I have confidence in their judgment. ... I do not have to go to one man and say, "Now, we want this done tonight." They are the caliber of persons who can reason well and understand.

... In making board decisions we usually follow the thinking of the group. We try to determine the material of the question at hand as to how far it has been explored. If I feel in my own mind that it needs more study I just ask them to table it. They usually do. Rather than rush into a decision sometime which could cause reaction, we usually take more time for it.

Since I have been superintendent, we have had the press present only when we had some major things like building programs to decide and wanted them to give us a story from the meeting. They are welcome to come, but we seldom have the press present. Our meetings are always open. Anyone who cares to attend may, but so far we have had few people visit.

We do not have written board of education policies. At the present, we are in the process of developing some which will be published sometime this year.

"M" believes that new board members require special attention.

Whenever a superintendent experiences a turnover in board membership, he must be alerted to the fact that the new member may have some definite thinking in his mind. He might have run for the board of education position for a specific motive and he may not have announced it. ... It took me quite a while to find that out. I think that it is very important to the success of any superintendent that he be aware of that, that he take every step possible ... to acquaint that person with the whole school program just as quickly as possible.

Two years ago we had a new member ... who had some definite ideas about this and about that. We took the position immediately to educate her as much as we possibly could on all the areas of school functioning. One day she came into the office ... and said, "It took me only about three meetings to find out some of the pet peeves that I had were just as impractical and just as impossible as they could be." She is one of our finest board members and always has been. I point out that in the life of a superintendent, it is very necessary that he not overlook those little things which are so important.

The war years were almost a turning point for "M."

I think those were the worst we had. We did not have any children at that time and the job of running a school was terrific. You would hire a staff one week and the next week you might have to hire a half dozen more people.

But I can say with assurance that my board at that time was very helpful to us. They convinced us that we had a bigger job here than probably we could do in the service. We did stay with that encouragement.

One factor aside from the educational experiences and preparation which has a part in the success of Superintendent "M" is his helpmate.

I feel that any person who holds a position of responsibility owes a considerable amount of his success to the one who lives with him. ... I am not saying she should carry the great responsibility, but she should be on an educational level that would meet the circumstances.

... Living with a superintendent for a number of years is not necessarily a sacrificial life, but it has some problems which other positions may not have. ... If any part has been a success, I would say that my wife has been a great help in knowing when to act and when not to act.

Service is stressed in a summary by superintendent "M."

In conclusion, I think that I would say that if any degree of success has been accorded me in my work as a school superintendent, it would simply be ... the attitude of wanting to be of service.

Briefly stating the public relations angle: Make people feel that they are a part of your program. Keep the human element in mind at all times.

Your employees should feel free to talk with you at any time regarding any part of your program. If they need some assistance in their personal life, the superintendent should feel free to give advice when he is called upon.

After all is said and done, the work is a service work. It has one end. That is for the betterment of the community, and of course, most of all, the child.

Speaking of responsibilities and service to the community, I feel that it is possible sometimes for a person to get overloaded, but he should never feel that he is overtaxed. My recent acceptance of the president of the Chamber of Commerce in our city was a major decision for me to make. When I was elected to the position, I told the group that I took it because they had been extremely helpful to me, that if one year as president would be of any value to them, I would be happy to give them my service.

## Part II: "M"'s Family

Mr. and Mrs. "M" have been married for twenty-three years. They have one son who is eleven years old.

Mrs. "M" taught school during the years 1931-32, 1932-33, 1943-44, and is now teaching the second grade. She does most of her own house work. Entertainment of friends in their home is held to a minimum because of the family's busy schedule. Mrs. "M" has been a vice-president in the P. T. A. but thinks that it is best for the superintendent's wife to remain in the background in that organization. She is active in church work and is a member of the Baptist Church.

Mrs. "M" does not think that being the child of a superintendent of schools has affected the school life of her son in any manner.

Some of "M"'s problems may result in loss of sleep at night. If he has a particularly difficult decision, he studies it carefully and becomes very quiet at home.

Mrs. "M" believes that "M" might be better off financially, but she does not desire a different occupation for him.

The following reasons are listed by Mrs. "M" as being important in making her husband an able superintendent:

"M" (1) always puts school work first, (2) enjoys being around boys and girls, (3) is active in the community, in his church, and in his prayer life, (4) does something when he is asked, (5) does not lose his temper, and (6) does not make quick judgments.

## Part III: "M"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "M" an able superintendent:

"M" (1) has a knack for leadership in the community, (2) gets along with the teachers and parents one hundred percent, (3) is an outstanding educator, (4) is able to make good decisions, (5) has handled several very delicate situations in a very capable manner, (6) is president of the Chamber of Commerce, (7) holds the board of education in line, but gives the board all the information it needs, (8) encourages the members of the board to belong to the Oklahoma School Board Members Association, (9) is given a free hand in managing the business end of the school, because the board knows that the finances will come out all right at the end of the year, and (10) has a very good public relations program.

Mr. "BM" has been through three bond issues with Superintendent "M" and thinks that "M" has grown tremendously with the job. The last bond issue carried eight to one.

Mr. "BM" had been consulted by the superintendent before buying a school bus of a particular model. He praised "M" for being a man who is able to use the knowledge and experience of other people.

## PART I: SUPERINTENDENT "N"

"N" was born October 8, 1912, in Millerton, Oklahoma. There were twelve children in the family, and "N" was the eighth child. "N"'s father remarried and had four additional children. "N" was the last of the first group.

"N" attended the lower grades at Millerton before the school was consolidated with the Valliant Public Schools. Because of illness, he did not start to school until he was about eight years of age. After starting to school, "N" made two grades a year in some years. He finished eight grades of elementary school in six years and four years of high school work in three years. The latter was accomplished by taking high school work at a nearby state college training school in the summer terms.

Twenty-five members were in the graduating class of 1929 at Valliant High School when "N" finished. He estimates that he was in the upper fourth of the class in academic standing.

After graduating from high school, "N" attended a state college and received a bachelor's degree in 1934. His master's degree was granted at another state college in 1941, with a major in school administration and a minor in history. He was able to finance his education by help from his father and a sister, by working as a dish washer while doing the undergraduate work, and by holding a regular teaching position while attending school in the summer terms. He has done no work toward an advanced degree but has attended a number of conferences and short

sessions of college work.

"N" began work as a teacher of the third and fourth grades, which were combined in one room.

The next year I moved to a position in the junior and senior high at another town, where I stayed four years. Then I went to another town as a junior high principal for four years. From there I moved to a town as principal of the junior and senior high for two years, and then to another town in the same position for two years. I was preparing to begin my third year there when I was elected superintendent of schools in a town nearby. I remained there from 1947 until July of 1955, at which time I came here.

"N" has turned in an article on the school program to the O. E. A. magazine, but this is his first attempt at writing for publication.

A principal of the high school from which he graduated is credited with helping "N" become interested in the teaching profession.

I think he was quite influential in selling me on the idea of attending school. We lived on a farm, and it was a little difficult to obtain enough money to attend school. That principal helped me to get a place to work at the state college. He encouraged me quite a bit. Then I had a sister who had gone to work. She probably helped as much as anyone else by supplying me with a ten-dollar bill occasionally.

"N" does not have any financial investments that require a part of his time away from his job.

Elective offices held by "N" include serving as president for a district unit of the superintendents' division of the O. E. A., as president of a district unit of the O. E. A., as a member of the executive committee of the State Superintendents Association and as vice-president of the State O. E. A. for one term.

"N" tries to make the school facilities of his district available if neighboring schools desire to use them.

Regular duty hours for "N" are from 8:00 A. M. until 5:30 or 6:00 P. M. during the week when school is in session. The superintendent's office is open on Saturday, but the secretary and other staff members do not

work then.

"N" operates his school system with the aid of principals and an elementary co-ordinator. A weekly principals' meeting is held at 7:45 each Tuesday morning.

Since this is the first year for "N" in the school where he is now superintendent, he spends much of his time in getting acquainted with personnel.

I ... encourage teachers to stop by any time they have something they would like to talk over. ... I do not mean to imply that I go around my principals on any of these problems. My thought in meeting the teachers or being available to them is so that I can get better acquainted with them as individual teachers.

... I try to visit in the different elementary schools and in the junior and senior high school. I walk down the halls and maybe speak with the teacher, or stick my head in the classroom and look around. I try to do that before school or during the noon hour, because I have found ... they are ready to go home at four o'clock.

"N" estimates that he holds four or five general faculty meetings during the regular school term. He encourages individual building faculties to meet and he tries to attend their meetings whenever possible.

In the past we have dismissed school one hour earlier when we wanted to work in a faculty meeting. We had a visitation program in the school from which I moved. Our P. T. A. would furnish substitute teachers. We would send five or six teachers for one day and five or six others another day the next week ... to visit different schools. Then in order to make the information ... available, we would dismiss school an hour earlier than usual in order to hold a teachers meeting. We have not done that here.

A bulletin is sent out from the superintendent's office in the form of a weekly calendar. Accompanying the calendar is an announcement bulletin in which the superintendent, principals, and others may make announcements of general interest to the school faculty.

"N" tries to give the prospective teacher information which will help him to understand the particular job for which he is applying.



Sometimes you are inclined to see if you can talk almost anybody into taking one of these jobs. For example, this is the fifth year in a row in which this school has had a new speech teacher. ... The job has had a number of other activities tied to it ... such as publication of the school yearbook and newspaper, in addition to directing school plays. ... I have attempted to remedy one or two of those problems as best I can, but certainly do not have them all eliminated ... because we have not had enough interest in speech to justify the employment of a full-time speech teacher.

I did try to point out those weaknesses to the person that I wanted very much to employ. He finally took the job anyway, but I thought he was not going to do so. ... I would rather the teacher be pleasantly surprised than be seriously disappointed.

... I do try to emphasize the place of the teacher in the community. I do not make any big issues of it as to what particular church they attend, but I do think they ought to be affiliated with some church. ... They ought to take some interest in the affairs of the community.

The new state law concerning the notification of teachers about next year's contracts will not change "N"'s time schedule. It has been his practice to notify the teachers before April 1.

If a teacher is having difficulties in teaching, "N" tries to enlist the help of the principal to decide on a procedure that will help that teacher. If it is possible, the principal transfers students to another classroom in an effort to help class discipline.

If the teacher is to be released, "N" tries to sell the teacher on the idea of resigning. If the trouble has been caused by a local condition, "N" recommends him for a job in another locality.

"N" believes that if teachers can be loyal to their fellow teachers, to their principal, and to the school as a whole, they will make the work much easier for all teachers and the others concerned.

If a teacher disagrees with me, maybe violently on some particular thing, I do my best not to let that prevent me from recommending that teacher's work as highly as I can. I think that teachers have a right to disagree with me .... ... I do think you have to have a certain amount of loyalty in your school. ... But I try to go out of my way

to sell the teachers on the idea that their attitude in the community ... and toward the school is of much more importance than their attitude toward me ....

"N" has not had time to initiate a curriculum program of study in his new superintendency.

The high school principal and I have talked about that, and we hope to do a study ... next year ... that will involve as many of the high school teachers as possible. We do have a very active interest in this community in our high school curriculum. A part of it may be the result of this controversy about science and mathematics. We have a four year science program that runs continuously, with physics being the subject which draws the least number of students. Exclusive of general mathematics, we have a three and one-half year mathematics program and are trying to work out a four year program.

"N" has been in agreement with the ideas expressed in the recent newspaper publicity regarding the teaching of mathematics and science.

... I think that disturbance can be helpful to the schools. The difficulty I encountered was not the difficulty of having a teacher available or having the courses to offer, but it was the difficulty of selling the student the idea that he should have as many years in the subjects as I thought necessary. I think this publicity is making the parent aware of the importance of a good foundation in mathematics and science. I am not inclined to agree that these are fields into which everyone should be herded, with the idea that some good ones will come out; but I do think ... that a larger percentage of students ought to be taking mathematics and science.

In fact, I am rather happy for the disturbance, because I have tried my best to encourage a mathematics and science department. I refer to the high school with which I have been recently associated. We had a four-year science program ... which alternated physics and chemistry, and it was not an unheard of thing for us to have two chemistry classes in a high school of 165 students. That was done by encouraging students who had a little ability to get into that field.

One of the first problems to meet "N" in his new job is that of transferring elementary students, because one elementary school is in a rapidly growing part of town.

I spent Labor Day conferring with parents of some twelve or fifteen students that we transferred to another grade school in town. Most of the parents were cooperative after they had listened to an explanation about the crowded conditions. The distance their children have to go to attend the other school is approximately the same.

Then we have a small elementary school in the west part of town. The reason the building is over there in the first place is to keep the small children from having to cross the highway and the railroad. Its enrollment is much smaller than that of our other schools in town. We are confronted with the problem of transferring students to keep the enrollment up to what it should be to keep our teaching load in proportion with the teaching load in the rest of the school system. We have been able to do part of that by transferring some bus students; but after all, bus students are no more eager to change from one school to another each year than any other students. We do not feel that we are entitled to impose on them.

"N" has been able to complete an elementary building which was started prior to his coming to the school as superintendent.

We have had a final inspection, but we have not completely settled with the architect and the contractor for the building. We have been using it since the first of September, but there are still a few minor things that are not completed yet. Other than that, we have had no building program.

At the school from which I moved, we built a junior high school and a number of classrooms that accommodate both junior and senior high classes, such as an industrial art shop, a vocational agriculture shop, and the music department.

In a bond election, "N" tries to see that the public is aware of the need for the election.

I try to see that the interested groups are reminded, at least the ones that I think are going to be interested, on the day of the election. The polling places are publicized, and a little telephoning is done in order to see that enough favorable votes are cast.

... We voted \$70,000 after I was elected here, but this was before I actually took over. We did that by ... newspaper publicity and calling certain individuals and groups to remind them of what the needs were. It was voted to complete the elementary building, which was already in the process of construction. They voted their full limit of ten percent as allowed by the last legislature.

"N" has some difficulty in satisfying the editors of the local daily and the weekly newspapers.

... I have been trying ... to arrive at some policy to follow that will be acceptable, because the weekly thinks that everything should be held up until time for their publication. The daily thinks that nothing should be held up, but that it should be released at the time it happens. It is a rather ticklish road to follow, but I do extend myself to make school news available to newspapers, and I have had very favorable

response from both of the local papers. I have talked with both editors, and I think they realize that the school should not be caught in a squeeze play just because they feel that the time element on releasing news is important. ... I welcome suggestions on how the situation can be handled to everyone's satisfaction.

Both papers hold news stories if there is a good reason. I have been advised that I can request it at any time I like, and that they will try to retain the final say on whether or not the story will be released. If it is information that the paper already has, or maybe that I have given them and then decided that it should be withheld, they reserve the final right to say whether or not it should, but both have been very cooperative on that.

"N" belongs to the Rotary Club and the Chamber of Commerce.

I have been president of the Rotary Club on two different occasions. Civic clubs take some time, but I think it is time well spent. A superintendent owes it to his school, or owes it to himself, to be acquainted with the businessmen up and down the street. I think he is missing a bet if he is not.

"N" tries to get people to like him.

I think that probably the thing that would affect people most is for me to like people, and I do. I like them, and I do not try to confine my likes to the presidents of the banks, but I enjoy visiting with the fellow who may be working on almost any kind of job.

"N" tries to use every available source of help in making decisions.

I try to make the decision, first by getting information pertinent to it, and then by trying to get the opinions of our principals, or board members, or people who live in the community that I think will give a fair opinion ... to the best interests of the entire school system and of the children. ... Quite often some practices I follow are not exactly what I expected to do at first glance. ... I have been well blessed with principals and teachers on whose judgment I have leaned rather heavily since I have been in the school business.

"N" is inclined to think that his religious faith helps in making decisions. He is a member of the Church of Christ, but he attends the Methodist Church since his wife is a Methodist, and his own church has not always been represented in the community in which he lived.

In fact, I know it does help in making decisions. I believe that when you have problems of serious importance, a little prayer sometimes helps in reaching those decisions. I find it does with me, anyhow.

The job of being a superintendent does cause "N" to worry some.

I let it occasionally give me a little indigestion at night. I do not eat my meals with too much peace, but I have been making an honest effort to get away from that. ... A very glaring weakness of mine is that of trying to keep up with too many details and it sometimes results in a little indigestion and an upset stomach, or the inability to go to sleep at night. On the whole, I think I have made some headway in trying to get that corrected.

"N" believes that pleasing everyone is not the important thing.

I think you have to decide what is the right thing to do and stick with that as best you can. ... We have three ward schools in which we have one teacher for each grade. In trying to set up a school district boundary, you can not always get students located for schools of that size where you can balance those grades. That is just a question of deciding whether it is more important to put the school out in the community where it is close to the first, second and third grade students, or more important to try to please everyone by saying, "Your child can go to this school regardless of how much it is loaded." You must decide what is the best thing for the entire school system and for the child, and try to stick with it. You are going to get a little opposition, too.

"N" relates the procedure by which he became superintendent in his present job:

I had heard that there was a vacancy, but I did not apply. The president of the board of education here called me and asked if I would be interested in coming over for an interview .... I told him that I would be happy to do so ....

I did have an application at one other place in the state where I had applied because I had heard there was a vacancy. It was not that I was dissatisfied with the place where I was located, because I had been there eight years and had been re-elected. ... It was not a question of being unhappy. I did not want to leave that place, which I considered a very desirable school, to take one where maybe in one year's time someone would be unhappy with me. ... I first contacted the superintendent there after I heard the job was open, and he assured me that it was. I visited with him, and then by telephone I contacted the president of the board, who suggested that I file an application and come down later for an interview. I did not make that interview because this job came up, and I felt that it was a better job.

... The first person that I tried to contact when I got to town was the former superintendent here, to ascertain for sure that he was not coming back. The next person I contacted was the high school principal ... to see whether or not he was interested in the job. Had he been interested, I would have checked myself out before I got started, until it was decided whether or not he was to be hired. But since he was not interested and the president of the board had invited me over, I met with the board.

They indicated that they would like to go to the town where I was superintendent without my knowing it to do a little checking there. I encouraged them to do so, because I did not want them to hire me unless they were happy with me ....

... It is my understanding that they had some 30 to 40 applicants. Of that group possibly five were invited in. They narrowed the list down to an extent, but I do not know how many of those schools they visited. Four of the members of the board visited my town, as one of the members was unable to make the trip.

... I was the only candidate that they had invited in that day, but before I left town I ran on to five or six other applicants ....

I met all of the members of the board, and three of them got together in a furniture store. ... I tried to answer their questions as much as I could and to get them to ask questions. They asked me to give them some idea of my education, my experience, where I had been, and persons with whom I had worked .... They asked numerous questions about how we did a particular thing in our school, how we kept up with our finance, and about our method of seeing that ... local bills were paid promptly. That seemed to be a point of considerable importance to them, and it is with me as well. I do try to make a point of seeing that obligations do not exceed income and also that the bills are taken care of promptly after the indebtedness is made .... They questioned me about my relations with teachers, my attitudes toward discipline of students, transportation, amount paid our bus drivers, and my method of keeping custodians doing the type of work that I felt I would like to have done. ... They were interested in my civic and church relationships and activities, and my contacts with people in the community.

"N" is unable to say why he was chosen.

I believe that they checked with some people in the education department at a state college. I think their recommendations, the recommendations from the people in the town where I was superintendent at the time, and those of other people that had known me some little time had quite a bit to do with their decision.

"N" would use the first year in a new superintendency to get acquainted with the personnel, the people of the community, and the way the school was operated.

I do not think it is a time to make any radical changes, or to try to institute a program that is too much different from the type of program that has been in operation. ... I am inclined to think that nearly all practices I have run on to have been instituted for some particular reason. Often you are a little at a loss to know what all the local situation involves until you have spent a few years there and had an opportunity to look around. I certainly have not taken the

attitude that the fellows that I follow should not receive credit for having done a good job, and I think they have in both instances.

"N" prepares an agendum and mails it out to each member in advance of the regular board meetings. Before a recent meeting, the board had eight days in which to study the topics.

The board president is contacted about school business and plans for the regular meeting more than any other member.

The board does not have written policies in a collected version. The board has expressed interest in such a project, and "N" will make an attempt to put the policies in writing as soon as he has the time.

No major turning points in his life are recalled by "N."

"N" thinks that recreational activity for a superintendent is valuable.

I think I have a good opportunity to become acquainted with individuals in town by playing golf or fishing with them. Sometimes I get much better acquainted with people in that way than I do by meeting them on the street day after day.

I think I can accomplish ... more when I do go back to work after recreation than I can if I try to stay at it hour after hour. I remember the first three or four months ... on this job ... almost wore me out until I got a chance to play a little golf and to take a little time off. That was different from the regular operational procedure in that I was trying to get acquainted with more than 100 new employees ... and as many things as I could about the school. I do not expect to do that as a regular diet.

In a summary, "N" emphasizes the value of having good principals, teachers, and board members.

In doing an acceptable job, I think the principle contributing factor has been the cooperation that I have received from the teachers and the principals with whom I have worked. ... If the teachers and the principals do a good job in their fields, they can make the superintendent look very good.

Right behind those two groups, I would list the attitude and the cooperation of the boards of education with whom I have worked. I have been blessed with a group of fellows that have served as board members because ... of a sincere interest in making a better educational program

in their particular community, and not because they have a business that they hope to make a little profit from in some way, or because they have a particular axe to grind.

... When you can get those three groups working together with you, you have a good chance to do fine work.

## Part II: "N"'s Family

Mr. and Mrs. "N" have been married for eighteen years. They have four children. The sixteen-year-old son is in the eleventh grade. The fourteen-year-old daughter is in the eighth grade. The nine-year-old daughter is in the fourth grade. A seven-year-old daughter is in the first grade. Last summer the two older children and the mother and dad enjoyed a float trip on the river, and they camped out over night.

Mrs. "N" does not teach school, but she is a former district court reporter, a secretary, and was co-valedictorian of her high school graduating class. She does her own house work with the aid of her mother, who lives with the family. She does not play bridge, because she does not have the time. "N" belongs to the Church of Christ but attends the Methodist Church with Mrs. "N" and the other members of the family. She teaches the sixth grade class in the local Methodist Church. She would not like to hold a major office in the P. T. A., but she does try to work with that organization. Mr. and Mrs. "N" do a moderate amount of entertaining in their home.

The son of the family says that he thinks one of his teachers favored him because he was the son of the superintendent.

The children say that their dad is fair with the teachers, keeps a good student relationship, and remembers the names of students as



they pass in the hall; and the students in the school seem to think that it is a "good deal" to have "N" as superintendent of the school.

"N"'s mother-in-law says that "N" is devoted to his work and is active in civic work. She has never known him to refuse to do anything for the people of the community.

Mrs. "N" says that whenever her husband has a particularly difficult school problem, he is more serious and quieter about the house. Sometimes he gets "edgy" and talks in his sleep about the work. She does not know the problem, but often he is evidently in a meeting of the board of education.

Mrs. "N" does not desire a different occupation for her husband. She says that being the wife of a superintendent is an advantage, not a sacrifice. All of the nice homes of the community are thrown open to the wife of the superintendent, and even people who make more money do not have this opportunity. She adds, however, that it is the responsibility of the wife and family of the superintendent to maintain the confidence of the community when they are invited into their homes.

The following reasons are given by Mrs. "N" as being important in making her husband an able superintendent:

"N" (1) has integrity, (2) is honest, (3) never takes criticism personally, and (4) spends the school dollars with care.

### Part III: "N"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "N" an able superintendent:

"N" (1) seems to know what is going on in the whole school system, (2) has principals who are well coached in their jobs, (3) gets something done when he is asked to do so by the board, or gives a reason why it was not done, (4) is interested in the welfare of the pupils and

the teachers, (5) holds up for his teachers, (6) is not a "yes-man" but gives his view points in a manner that will not offend others of a different opinion, (7) is able to fill vacancies with good teachers, (8) has pleased the board in everything he has undertaken since he accepted the job, and (9) seems to think like the members of the board think.

The interview with Mr. "BM" was recorded on tape and follows in part:

Question: Why did you select "N" as your superintendent?

Mr. "BM": Word got around that we were looking for a superintendent, and we had about forty applicants for the job. We had a lot of good men in the state. Some men were from larger schools; some from smaller; and some were from about the same size school.

We were not really interested in the ones that were seeking the job. We were interested in the ones we could go out and get. We called five superintendents to come for an interview, and Mr. "N" was one of those.

... We interviewed him and were well pleased with his personality and his appearance. Then we checked into his school and found that he was doing a good job over there. We checked with the Retail Merchants and at a state college. In every place that we checked on Mr. "N" ... reports proved good. We never did hear a bad thing against him; so naturally we felt that he was the man.

... We went to the town where he was superintendent. We went into the bank and different places in town to ask them what they thought of him. The first thing we knew, we almost got run out of town. They said, "You will not find a better man, but we do not want to lose him."

We then went to see him at his office. He said, "Well, I can not give you my answer now. My board has heard about this, and they really do not want me to leave. I will have to sleep over it and give you my answer tomorrow." We came back then.

Being president of the board, I called him the next morning. "Well," he said, "Really I am not ready to give you an answer, but I believe I will say I will come." He said, "After talking to my wife and the board here, I feel that it will be an advancement for me in a larger school. I will tell you that I will come."

Question: How did you get the list of five names?

Mr. "BM": We got the list of five names by recommendations of some other successful superintendents.

Question: Had any on the list of five applied for the job?

Mr. "BM": No, we asked them first.

Question: Did you take anyone into consideration who had applied for the job?

Mr. "BM": Well, we did not weigh them as heavily as we did the ones we selected ourselves. ... We felt that the man who is going out looking for a job maybe would not make us the superintendent we would want .... It might be the wrong way to look at it, but that is the way we felt about it.

Question: Would you change the procedure the next time?

Mr. "BM": We possibly would change it some, but we felt that it was a good way. It was amusing at the bank. I would see a new face come in at the door and I knew, "Well, there is another superintendent." Each board member interviewed all forty of them. ... We met some nice fellows. I do not doubt but what some of those fellows would have made good superintendents; but still at the same time, we had back in our mind, whether it was correct or not, that the men we would contact ourselves would be the men we would be more interested in. We felt that maybe they weren't too successful where they were, or they would not be trying to find some place else.

Question: What interested you about "N"'s school?

Mr. "BM": We were interested in the way he operated the school and in the curriculum; I guess you would call it in his discipline, or in the order that he had in the school. We checked into that, and it seemed as though he had everything under control in the school system.

We were interested in the financial part and found out that he was carrying on his school and not going in the red and was paying monthly bills.

They have an old school over there. Part of it is a new school ... which has some very good planning in it. We were impressed by that. ... We felt that our facilities were much more adequate than what he had there. Since he had made a success of that for eight years, we knew he certainly could come over here and do us some good.

Question: Did you check with the State Department of Education about applicants?

Mr. "BM": No, we did not. Possibly we should have checked with the State Department. Several gave the State Department as a reference. But for some reason or another, we just did not check with the State Department when they gave it as a reference, and they did not contact us concerning anyone.

Question: Did you check with the placement bureau of a state college?

Mr. "BM": Yes. In fact, the director called us and offered his services before we contacted him. We had a conference with the director of the placement bureau and with two other men at the college.

One of the questions we asked them was: "Do you think that this man, Mr. 'N,' could handle a school of 77 teachers and around 2000 pupils when he has been use to having only, well, I think he has about 28 teachers over there?" They said, "Yes, he could handle 150 teachers just as well as he could handle 28 teachers." They were very high on him. ... We went quite a bit on their recommendations.

## PART I: SUPERINTENDENT "O"

"O" was born January 24, 1907, at Galena, Kansas. There were four girls and four boys in the family. "O" is next to the oldest child, who was a sister, now deceased.

The family moved to Lincolnville, Oklahoma, a small mining town in Ottawa County, and "O" has lived in Oklahoma since that time.

I started to school at Lincolnville and attended there until my parents, along with most of the town, migrated about fifteen miles to Hattenville, another town in the same county. ... The name of Hattenville was later changed to Commerce, and it was there that I finished my high school education in 1922.

... There were twelve members in the high school graduating class. I was president of the class and probably in the upper twenty percent in academic standing. ... I was interested in athletics, and academic work was secondary in high school.

... My father worked in the mines as a hoisterman, and I knew definitely when I finished high school that I had to find some kind of work. ... I had become acquainted with a man who was a clerk of a rural school board. One day soon after I graduated ... he asked me if I would like to teach school. I told him that I had not given any thought to teaching school and did not know whether I could or not. Because of the fact that he asked me, I became interested and ... talked with the county superintendent ... to see if there was a possibility that I could qualify to teach school. He told me that I could qualify by going to summer school that summer and ... taking a county examination, which I did.

"O" began teaching in a one teacher school and taught two years before the enrollment increased enough to hire an additional teacher. After he and Mrs. "O" were married they taught together for eight years in the same school.

"O" received his bachelor's degree from a state college in 1932 and moved to his first superintendency. This superintendency was in

the town where he had been living while teaching in the small rural school. He served as superintendent there for fourteen years. During his stay he attended a state college and received his master's degree in 1938.

In 1946, "O" moved to his present superintendency.

The president of the board of education here called me to ask me if I would be interested in the superintendency. They had offered me the place two years before that, and I had told them I was not interested at that particular time. ... This will be the tenth year that I have been here.

In May of 1955, "O" received his doctor's degree from a state college.

"O" has not written for publication in the O. E. A. magazine.

We have had articles in the O. E. A. magazine concerning some of the activities that we have been carrying on in our school. I have not contributed personally. I have been planning to have an article ... concerning my dissertation, but that will be the only personal article I will have had in there.

Two people are credited by "O" as being helpful in directing him to the teaching profession.

... One teacher took an interest in me, from an academic standpoint, in my junior year of high school. She was an English teacher. I began to see that there was a place for English, and I began to like English. I am six foot-four now and weigh 190 pounds; but as a kid growing up, I was tall, skinny, all arms and legs, and very conscious of my height. I did not think that anyone in particular was interested in me, but this English teacher made me think that she was interested in me. From that interest I began to take an interest in school, and I did much better work in my junior and senior years. ... The other person was my friend and a neighbor of my parents. He was the clerk of the school board who asked me if I wanted to teach. Those two people probably did more for me than anyone else.

"O" owns some stock in the Educator's Investment Company and is one of the directors of that organization. It is made up of other superintendents in the state of Oklahoma. It does not take time from "O"'s job as a superintendent.

Elective office in which "O" has served include being president of a county O. E. A. unit, president of an athletic conference, president of a district O. E. A. unit, chairman of the O. E. A. Legislative Committee, a member of a district executive committee of the O. E. A., a member of the State Board of Directors of the O. E. A., and a member of the State Executive Committee of the O. E. A.

"O" tries to keep on a friendly basis with neighboring school administrators.

The schools in the county have a county basketball tournament that we do not enter. For a number of years they have used our gym. Now, one or the other of the schools has an adequate gymnasium for county tournaments ... so we are glad to let them hold it in other gymnasiums. ... My personal relation is that I try to be a friend, and I want the superintendents to be my friends. I have never employed one of their teachers unless I first talked with them, and I have never employed a teacher [from their schools] just a few weeks before school started. I keep on friendly relations with all the superintendents in the neighboring schools, and I help them every way I can. Of course, they have helped me a lot of times.

Duty hours for "O" begin at 8:00 or 8:15 A.M. and continue until 5:30 or 6:00 P.M.

It depends a great deal on what work we have to do here in the office and on how much of my time is taken over by talking to salesmen and interviewing people. ... We can often do our best work after four o'clock so far as reports and other things that have to be done are concerned.

"O" tries to administer the school with the aid of the principals. The elementary-junior high school principal is able to co-ordinate the work of twenty-six teachers since they are all in the same building. "O" tries to be available on all school matters.

The teachers know that they can come in any time to talk with me. They also know that I am interested in their problems, and that their problems are my problems. I am available.

I suppose superintendents can approach the problem of salesmen in one of two ways. They can brush them off hurriedly and tell them they do not have time to talk with them. Often they do take

a lot of their time. But I always try to be friendly to salesmen, because I feel that I can learn from them. ... I do not make a practice of only sitting and visiting and passing the time of day with them. I listen to what they have to say and terminate the interview as courteously and as quickly as I can, while making them feel that I want them to come back ....

The number of general faculty meetings vary from year to year, but one meeting a month has been scheduled for the last two years. School time is taken for these faculty meetings by dismissing school one hour earlier than usual.

A weekly bulletin is sent to all teachers and other school personnel. Its purpose is to keep the teachers informed concerning events that are scheduled for the following week. The teachers will be able to plan their work accordingly if they know when students are going to be out of class.

Last year "O" had the task of finding thirteen replacements for the teaching staff. He traveled about 6,000 miles in contacting teachers in Arkansas, Kansas, Missouri, and Oklahoma.

... The day is gone, and I think it is a good thing, when teachers would come for interviews [at their own expense]. I either go to see them ... or pay their expenses for coming here. ... If they have no car, I pay their train fare or bus fare.... In most cases I go to them instead of asking them to come here.

"O" believes that a superintendent who moves to a new job should be careful of the personnel that he takes with him from the old job.

I would say that, in general practice, bringing in a principal ... might be better than bringing in teachers. Oftentimes, the teacher you bring in may leave the impression with other teachers that she is a personal friend of the superintendent and that she is in line to get favors where the other teachers are not.

"O" assigns a helping teacher to each teacher who is new in the school. In addition, "O" takes a personal interest in their welfare and work.



I tell the new teacher as much as I can about the policies of the school, the things we believe in, the things we are trying to do, the things they can expect, and the things we expect from the teacher.

... I keep in close contact with new teachers during the first month or two. I talk with them once a week, or once every two weeks, to see what problems they have and how I can help them.

The new state law concerning the notification of teachers about next year's contracts by April 10 has caused no change in "O"'s time schedule, because it has been his practice to notify them by April 1.

"O" tries to make few mistakes in hiring personnel.

I suppose every superintendent prides himself on some one thing. If I pride myself on anything, it is on the ability to judge people ... that I recommend for employment. ... I try to get the very best personnel that I can get.

A superintendent can do one of two things: He can sit in his office and wait for someone to come in to make application and maybe fill vacancies in his school for the next term, or he can get out and contact the placement bureaus and ... contact these people that might be available. That is the one thing I have always done.

... But I have misjudged people, particularly during this shortage, while the competition for the services of teachers has been so great. We pay just \$200 above the state schedule, but ... we have as good a school program as can be found in most schools this size or larger.

In hiring a new teacher, I ask this question, "Would I want that person teaching my child?" If I can not say, "Yes," then I do not recommend that person to the board to teach someone else's children.

"O" says that almost always the trouble for new teachers comes from discipline or behavior of pupils. He gives the following illustration.

I employed a teacher as a math instructor when I was superintendent at the other place. She had two years of experience in teaching. After she had been there a week, she came into my office and said, "Mr. "O," I did not know that there was a school like this anywhere." I said, "What do you mean?" She said, "Well, the children behave themselves, and they are courteous. They will

listen while I am trying to explain and trying to teach them. I came from a school where there was just a hub-bub of confusion. They talked back to me, and there was not much I could do about it. That was the way it was through the entire system." I told her at that time that I appreciated what she said about the school, but that I wanted her to know that the students would behave that way just as long as she expected them to, and I wanted her to let those students know that she expected them to behave themselves.

I do not believe it was more than a month until she came back into the office in tears to say that the children had gotten completely away from her. For the rest of the year, the high school principal and I tried to help her; but it was a situation that we could not do much about. She just had no control over them whatsoever.

I can not recall more than one or two occasions of having to ask teachers to leave during the year. We work with them in every way we can. The principal spends as much time in the room with them as he can, and he does everything that can be done to help the teacher finish out the year. At the close of the year, I ask them to find other employment. Usually they are ready to do so, because most teachers know when they are not successful enough to stay.

"O" feels that a superintendent has to deserve loyalty.

He has to be loyal to the faculty if he expects the faculty to be loyal to him. ... A superintendent should try to help the faculty in every way he can help them, that is, so far as working conditions and keeping them informed is concerned. I know a few superintendents who ... think that if they keep their teachers informed, they will lose some prestige, because they will not be the only persons on the staff to know all of the answers.

... I do not think that a superintendent can sit in his office and ... not have time for the problems of the teacher, or be too busy to talk with salesmen, or be too busy to do this and do that. I do not think in a situation like that that you are going to have any feeling of loyalty to the superintendent or to the school itself.

"O" has carried on a curriculum study during the last six years with two purposes in mind. First, he wanted to find out if the repetition of courses of English and history caused a number of high school students to have a dislike for the two subjects. Second, he wanted to build resource units throughout grades one through twelve in each subject matter field.

Through the cooperation of the board of education, we have brought in outstanding people as resource people. For example, in 1950 we brought Kimball Wyles from the University of Florida. Last year we brought in Dr. Grossnichol from New Jersey, who is the author of the textbooks we use in arithmetic. He was here for two days.

... I would say that we spend each year approximately \$300 to \$350 to bring in these people for two or three days. ... We had to pay Dr. Wyles \$100 a day and his expenses, which made a total cost of around \$450. ... Dr. Grossnichol was paid \$75 a day and expenses for the two days. But I wrote the regional representative of the company that publishes the book ... and asked if they would help toward the expense. They did help to the tune of \$50.

Now if we get local or state people the cost is not so much. We had Dr. Klizenbuch from the University of Tulsa for four days at \$35 a day. ... Dr. Richardson from the Oklahoma A. & M. College was with us during another year for the same amount of time and money. I have been fortunate in having a good board of education, and they feel that it is money well spent to bring in these people.

The recent newspaper publicity concerning the teaching of mathematics and science has caused little change in "O"'s offering of subjects in those fields, because he feels that his school is already doing a good job.

It has been mentioned that one way to solve this problem of mathematics and science teachers is to reimburse them on the same basis that we reimburse vocational homemaking and our whole vocational program. I believe it was Senator Kerr who asked Ferman Phillips, executive secretary of the O. E. A., what he thought about federal assistance to the mathematics and science teachers. ... Ferman did not answer him, but later in the O. E. A. Executive Committee meeting ... the feeling was that the Executive Committee would be opposed to it. I believe that we could not very well reimburse those teachers unless we ... reimbursed the other teachers, too.

I would say that I believe I would be opposed to reimbursing mathematics and science teachers, unless it would be a step toward getting federal aid for all teachers, regardless of what subjects they teach. But I would be in favor of federal aid for salaries for all teachers.

Since the district has the one elementary building, "O" has not been concerned with the difficulties involved in transferring pupils to different buildings.

One building has been remodeled inside, but the district has built no new school buildings since "O" became superintendent.

"O" is able to caution others about the danger of being overconfident in the matter of holding bond elections.

For example, two months ago we lost a bond election in this town. ... It was the first time that I have ever suffered a defeat so far as bond elections are concerned in all of the years that I have been superintendent.

We took too much for granted in this bond election. We had a citizens committee including the newspaper editor; we had the P. T. A.; we had everyone for the bond election that we thought we had to have, but still we did not recognize that we had some large taxpayers in town ... who would try to defeat the bond issue.

We had the bond election on the same date as our Fall Festival. This is a Chamber of Commerce affair for raising money for that organization. The workers for the bond election and the members of the P. T. A. were down town in those booths while the opposition was out hauling in voters.

Word got out among the old people that if the election carried, they would lose their old age assistance checks. Others in town were told that they were going to lose their homestead exemption. The farmers were told that their taxes would be raised automatically in the amount of \$100 if the election carried.

... We now have a committee composed of some of the people that opposed the bond election and the people who had worked with the board of education. They are to meet and work this thing out so that people will get behind a building program, which we need very much ... My advice to beginning administrators and school superintendents with bond elections is that they do not take anything for granted.

We had a bond election in 1948, which was the second year I was here. Out of 1048 votes that were cast in that election, there were only 14 votes cast against it. But then in 1955 with a \$315,000 bond election, which was the limit we could vote, we had this opposition, and the bond issue was defeated.

"O" has had very good relations with the local newspaper.

I keep on very friendly relations with the newspaper. ... I try to be fair with the newspaper. If there is a news story that I know about, I see that this newspaper gets it before any outside newspaper gets it. They give us very good coverage on any stories concerning the school ....

"O" is a member of the Rotary Club and the Chamber of Commerce.

He says that a superintendent must use his own judgment as to how much time he will let civic work take.

In getting people to like him, "O" believes that a superintendent must like people.

I like people, and I want people to like me. I try to be friendly and to let people know that I like them. I try to be courteous and nice to all people, regardless.

... I have been told that I am hard to get acquainted with. Even some of my teachers think maybe I am distant, because I am a person who does not talk a lot. Probably that is true. But it is not because I want to be unfriendly. I want people to like me, and the very fact that I like people is one reason ... that they do.

In making decisions, "O" tries to be consistent.

I think my decisions are based on past experiences and ... I try to determine very quickly if they are in keeping with school policies. I try to be consistent at all times. I can not make a decision today on some matter and then make one a week from now that would be inconsistent with the first decision if it has to do with school policy. I think my decisions have to be in line with good administration and just good common sense.

"O" feels that his religious faith does help in making decisions.

I do not worry because of faith and the fact that I feel that I am more competent now. I used to worry when I started as a superintendent. ... I did not know enough about how schools were financed, ... how to deal with people, my relationship with the staff, and so many other things. I think when you do not know how to proceed you are insecure. You are afraid and you worry. But after you find out by study and through experience what school administration is all about, then you feel ... that you are doing a good job and you quit worrying about these things.

... However, "good" is a relative term. I have always maintained that you can get by with murder as a school superintendent if you want to. When I say "get by with murder" I mean you can get by without offering much educational leadership to your community, because a large part of your people will believe it if someone tells them that they have a good school. They do not really know what is going on in the classroom. Some of the public will say that you have a good school if you have a good football team or a good athletic program.

... Basically, I have always thought of a good school as being one in which you try, regardless of who he is, or regardless of his ability, to do the best you can for the students by putting into the classroom the very best personnel that you can and then by seeing that the personnel has the equipment to work with .... You should not say you have a good school program or a good school unless you actually know that you are doing something in the classroom.

"O" thinks that any superintendent would be wasting his time if he set out to please everyone.

I think any school superintendent must decide in his own mind that he is going to do what is right. First, he definitely needs enough professional training to know what he should be trying to do as superintendent of schools. He is there to offer educational leadership for the community. Then I think he should be honest and do what is right and stand for certain things. If it pleases people, all right; if it does not, there is not much he can do about it.

In applying for a new superintendency, "O" would make sure that there is a vacancy.

I would call the president of the board of education and tell him that I would like to be an applicant for the position. I would send a data sheet to each member of the board of education. ... If there were people in the city that I knew, I would contact them and tell them ... that I would appreciate their help. I would contact the State Department of Education to tell them that I was an applicant. I would try to get an interview with the board of education. The way the situation developed would determine what I would do from then on.

"O" thinks that even in the first year in a new job a superintendent can lay the groundwork for the changes that he plans to make.

I would say that it takes probably a year for a superintendent actually to know the situation that he is in, to recognize the problems he is confronted with, and to determine what his policy is going to be .... I believe that any superintendent must stay in the community long enough to give him time to develop the program he is trying to develop if he is going to build a sound educational program.

A written agendum is prepared for the regular board meetings, but "O" does not mail it out to the members before the time of the meeting.

I suppose in a larger school a superintendent would, and probably I should mail it ahead of time here. I know that in school administration courses they say that you should mail it out to the members.

I can see a danger in mailing the agendum out ahead of time. If you have board members that are prone to get with other board members before the meeting, I think it would be very bad. All business should be transacted in the board meeting, never by individuals outside of the meeting. For that reason, I would say that in some cases it is better to give the agendum to them when they get here.

If a school matter comes up between regular meetings of the board that is important enough, "O" calls each board member so that he will know about it.

I have a five-member board. I never want a member of my board of education to read something in the paper that he should have learned from me.

I suppose there are occasions on which I talk with the president of the board more than I do with some of the other board members, but if it is important, I call each board member.

The board of education does operate with written rules and regulations.

"O" is able to remember a number of turning points in his life.

When I was a sophomore in high school, my father told me that I could quit school so far as he was concerned, because I was not interested in my studies. I gave it quite a bit of thought during that year. I could have quit school to work in the mines. I would have made what in that day was quite a bit of money per day.

Well, my mother said that I was going to finish high school. I always look back on the fact that that was an important decision in my life.

I would say that another important decision was that of deciding to teach in the rural school. Every time I change positions, I think an important decision has been made.

An important decision in the teaching profession was that of deciding to work for advanced degrees. One day three years ago I thought to myself, "Well, I am here close to the college. They are offering doctorate work. Three years from now I can still have a master's degree, or if I want to, I can have my advanced degree."

A hobby of "O"'s is fishing.

Fishing is one thing that I do that helps me to forget all my troubles as a school superintendent. Not that I want the fish particularly, because I do not like fish to eat. But I do like to catch fish. For several years now, I have been going up into Canada

each spring. I have gone with Dr. Hodge and some other fellows here in the state. I fish in a lot of places and enjoy it very much.

The title of "O"'s dissertation for the doctor's degree is "The Development of State Support for the Public Schools of Oklahoma and Recommendations for a Better State Guaranteed Program." The study traces the development of state support from its beginning in 1919 up to 1954.

Improvement is stressed in a summary by "O":

... I have always had a desire to improve any situation that I have been connected with. I have never been satisfied to sit down and follow the path of least resistance. During the years I have been in the school profession, I have always tried to make each year better than the one before.

I have tried very hard to get the type of personnel to work with me that have the same desire to improve. If you get teachers that are sincerely interested in improving themselves and at the same time are interested in doing a good job in the school, and if the superintendent offers the type of educational leadership that he should, you are going to have a good school program. I have tried to get teachers that are interested in improving themselves. I have tried to offer educational leadership that would improve the school program wherever I have been.

I definitely think that my wife has had a lot to do with anything I have been able to accomplish as a school administrator.

#### Part II: "O"'s Family

Dr. and Mrs. "O" have been married for thirty years. They have one daughter, who is twenty-four years of age. The daughter does not plan to be a teacher.

Mrs. "O" is a former teacher. She does all of her house work. She does not believe that she would take a major office in the P. T. A., because it might interfere with the superintendent's job. She does not take time to play bridge. Mrs. "O" attends the Methodist Church and is organist for the church choir. She is active in church circle



work and in the Womens Society for Christian Service, which meets on Thursday afternoons.

Mrs. "O" believes that a few teachers have favored the daughter because of "O" being the superintendent.

When "O" has a particularly difficult school problem, he does not have anything to say at home. However, he does not bring his problems home too much.

Mrs. "O" has felt at times that it would be better for "O" to be in another profession. She does not feel that it is any sacrifice to be the wife of a superintendent.

The following reasons are given by Mrs. "O" as being important in making her husband an able superintendent:

"O" (1) is determined to make good, and (2) allows his religious faith to enter into his school work.

### Part III: "O"'s Board Member

The following reasons are given by Mr. "BM" as being important in making "O" an able superintendent:

"O" (1) is able to organize the school, (2) keeps his faculty informed, (3) does not get fooled very often when he selects a teacher, (4) has a good knowledge of school finance, (5) has the respect of the faculty, (6) has a good school program on less money than some other schools, and (7) is the best superintendent in the state.

VITA

Finas Guthrie Sandlin

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE PERSONAL CHARACTERISTICS AND BEHAVIORAL PATTERNS  
EXHIBITED BY FIFTEEN ABLE PUBLIC SCHOOL SUPERINTENDENTS IN  
OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal data: Born near Gowen, Oklahoma, August 31, 1914, the  
son of Alfred Lee and Virginia Ann Sandlin.

Education: Attended grade school in Gowen and Hartshorne, Oklahoma;  
graduated from the Hartshorne High School in 1931; received  
the Bachelor of Arts degree from Southeastern State College,  
Durant, Oklahoma, with majors in education, mathematics,  
history, and instrumental music, in May, 1936; received the  
Master of Arts degree from The Oklahoma Agricultural and  
Mechanical College, with a major in history, in August, 1940;  
completed requirements for the Doctor of Education degree in  
May, 1957.

Professional experience: Entered the teaching profession in  
Oklahoma in 1936; served in the United States Army from 1943  
to 1946; worked as high school principal at Hartshorne,  
Oklahoma, for seven years; since 1952 has served as high  
school principal at McAlester, Oklahoma.

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