

A STUDY OF THE RELATIONSHIP BETWEEN THE IMPORTANCE OF
ADMINISTRATIVE FUNCTIONS AND TIME EXPENDITURE
OF SCHOOL SUPERINTENDENTS, BASED ON
AUTHORITATIVE JUDGMENT

A STUDY OF THE RELATIONSHIP BETWEEN THE IMPORTANCE OF
ADMINISTRATIVE FUNCTIONS AND TIME EXPENDITURE
OF SCHOOL SUPERINTENDENTS, BASED ON
AUTHORITATIVE JUDGMENT

By

ROBERT REED RUSSELL

II

Bachelor of Arts
Phillips University
Enid, Oklahoma
1927

Master of Arts
Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma
1934

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1954

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY

JAN 10 1955

A STUDY OF THE RELATIONSHIP BETWEEN THE IMPORTANCE OF
ADMINISTRATIVE FUNCTIONS AND TIME EXPENDITURE
OF SCHOOL SUPERINTENDENTS, BASED ON
AUTHORITATIVE JUDGMENT

Thesis Approved:

Morris S. Mallard
Thesis Adviser

Raymond J. Young

Andrew Holley

W. R. Chauncey

Robert Mardian
Dean of the Graduate School

333827

PREFACE

The motivation to make this investigation was prompted by two conditions. The first had its origin in the writer's experience as a school superintendent wherein he had often questioned whether his time was expended for the best interests of the school district which he was serving. The second condition evolved from the studies of Oklahoma school superintendents during the school year 1951-52 in the Southwest Cooperative Program for the Improvement of Educational Administration, sponsored by the Kellogg Foundation, in which the superintendents listed the proper expenditure of time as one of their four major problems.

A primary purpose of the study was to set up standards, or criteria, by which the school superintendent might assess the relative importance of administrative functions, and effect a more appropriate distribution of time. To achieve this purpose, judgments were secured from a jury of outstanding superintendents, professors of school administration, and other eminent educators regarding the relative importance of the various functions of the superintendent of schools. A similar survey was made of superintendents in North Central Association schools in Oklahoma to determine if these administrators were in agreement with the jury of experts as to what are the important tasks of the superintendent. In addition, Oklahoma superintendents were asked to indicate actual practices in expenditure of time so that these practices might be measured against the established standards.

Sincere appreciation is acknowledged to Dr. Morris S. Wallace, Thesis Adviser, to Dr. Raymond J. Young for special assistance in

statistical treatment of the data, and to Drs. M. R. Chauncey and J. Andrew Holley, committee members, for their valuable advice in assembling the data and interpreting the findings. The writer is also indebted to scores of educators throughout the United States and to nearly one hundred Oklahoma school superintendents whose contributions of judgments made this study possible.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Purposes of the Study	2
Needs for the Study	3
Definitions	5
Scope of the Study	5
Assumptions Underlying the Study	6
Method of Procedure	9
Organization of Study	15
Statement of Limitations	15
II. THE NATURE OF THE SUPERINTENDENT'S TASK	16
Part I - Evolving Emphases in the Superintendent's Responsibilities	16
Welfare of Children	16
The Staff	17
Instruction	17
Delegation of Responsibility	18
Democratic Processes in Administration	19
Part II- Review of Related Research	22
Surveys of 1923 and 1933	22
Survey of 1950 on Actual and Ideal Time Distribution in Various Areas of Superintendents' Responsibilities	26
Survey of Statutory Provisions Concern- ing the Responsibility of City Super- intendents of Schools	27
Summary	28
III. PRESENTATION AND ANALYSIS OF JURY RESPONSES	30
Relationship Between Judgments of Superin- tendents and Other Educators	34
The Effect of Size of School	37
The Effect of Economic Character of Community	39
General Classification of Functions	40
Importance of Functions by Superintendent's Judg- ment According to Size of Community	42
Importance of Functions by Superintendent's Judg- ment According to Economic Character of Community	53
The Criteria	65
Summary	67

Chapter	Page
IV. PRESENTATION AND ANALYSIS OF OKLAHOMA SCHOOL SUPERINTENDENTS' RESPONSES	69
Importance of Functions as Ranked by Oklahoma Superintendents	70
Relationship of Jury and Oklahoma Superintendents' Judgments as to Importance of Functions	73
The Effect of Size of School	76
General Classification of Functions	78
Functions Ranked According to Responses of Oklahoma School Superintendents on Too Much Time Spent	81
Functions Ranked According to Responses of Oklahoma School Superintendents on Too Little Time Spent	85
Summary	89
V. APPLICATION OF CRITERIA OF RELATIVE IMPORTANCE DEVELOPED FROM JURY RESPONSES TO TIME EXPENDITURE PRACTICES OF OKLAHOMA SCHOOL SUPERINTENDENTS	90
Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents	90
Relative Rank Position According to Importance by Jury and According to Too Little Time Spent by Oklahoma Superintendents	101
Summary	111
VI. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	112
Findings	112
Conclusions	113
Recommendations	114
BIBLIOGRAPHY	115
APPENDIX - A. Jury's Instrument	118
B. Oklahoma Superintendents' Instrument	119
C. Rank Order According to Importance by Professors and Other Educators	120
D. Rank Order According to Importance by Oklahoma Superintendents	122
E. Rank Order According to Size of Community by Superintendents	124
F. Rank Order According to Economic Character of Community by Superintendents	136
G. Rank Order According to Size of Community by Oklahoma Superintendents	146

LIST OF TABLES

Table	Page
I. The Twelve Initiatory Functions Which Superintendents Ranked First in 1923, and the Ranks of These Same Functions in 1933	24
II. The Twelve Functions to Execute Which Superintendents Ranked First in 1923, and the Ranks of These Same Functions in 1933	25
III. The Ten Rights of Approval Mentioned Most Frequently by Superintendents in 1923, and the Ranks of These Same Items in 1933	26
IV. Actual and Ideal Time Distribution in Various Areas of Superintendent's Responsibilities	27
V. Rank Order of Functions According to Importance for Entire Jury	32
VI. Functions Ranked According to Importance for Jurors and Superintendents	36
VII. Relationship of Superintendents' Response According to Size of Community	37
VIII. Relationship of Superintendents' Response According to Economic Character of Community	40
IX. Average Weighted Ratings of Personnel Functions by Superintendents According to Community Size	43
X. Average Weighted Ratings of Financial Functions by Superintendents According to Community Size	44
XI. Average Weighted Ratings of Building Functions by Superintendents According to Community Size	45
XII. Average Weighted Ratings of Board of Education Functions by Superintendents According to Community Size	46
XIII. Average Weighted Rating of Public Relations Functions by Superintendents According to Community Size	48
XIV. Average Weighted Rating of Instructional Functions by Superintendents According to Community Size	49
XV. Average Weighted Ratings of Ministerial Functions by Superintendents According to Community Size	50

Table	Page
XVI. Average Weighted Ratings of Pupil Functions by Superintendents According to Community Size	51
XVII. Average Weighted Ratings of Miscellaneous Functions by Superintendents According to Community Size	52
XVIII. Average Weighted Ratings of Personnel Functions by Superintendents According to Economic Character of Community	54
XIX. Average Weighted Ratings of Financial Functions by Superintendents According to Economic Character of Community	56
XX. Average Weighted Ratings of Building Functions by Superintendents According to Economic Character of Community	57
XXI. Average Weighted Ratings of Board of Education Functions by Superintendents According to Economic Character of Community	58
XXII. Average Weighted Ratings of Public Relations Functions by Superintendents According to Economic Character of Community	59
XXIII. Average Weighted Ratings of Instructional Functions by Superintendents According to Economic Character of Community	61
XXIV. Average Weighted Ratings of Ministerial Functions by Superintendents According to Economic Character of Community	62
XXV. Average Weighted Ratings of Pupil Functions by Superintendents According to Economic Character of Community	63
XXVI. Average Weighted Ratings of Miscellaneous Functions by Superintendents According to Economic Character of Community	64
XXVII. Rank Order of Functions According to Importance for All Oklahoma Superintendents	70
XVIII. Functions Ranked According to Importance For All Oklahoma Superintendents	73
XXIX. Relationships of Oklahoma Superintendents' Response According to Size of Community	77

Table	Page
XXX. Average Weighted Ratings by Oklahoma Superintendents According to Importance of General Functional Areas . . .	78
XXXI. Rank Order of the Functions by Oklahoma Superin- tendents on Too Much Time Spent	81
XXXII. Rank Order of Functions According to Importance by Jury and by Oklahoma Superintendents on Too Much Time Spent	84
XXXIII. Rank Order of the Functions by Oklahoma Superin- tendents on Too Little Time Spent	85
XXXIV. Rank Order of Functions According to Importance by Jury and by Oklahoma Superintendents on Too Little Time Spent	87

LIST OF ILLUSTRATIONS

Figure		Page
	Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents	
1.	Functions Relating to Personnel	92
2.	Functions Relating to Finance	93
3.	Functions Relating to Buildings	94
4.	Functions Relating to Board of Education	95
5.	Functions Relating to Public Relations	96
6.	Functions Relating to Instruction	97
7.	Functions Relating to Ministerial	98
8.	Functions Relating to Pupils	99
9.	Functions Relating to Miscellaneous	100
	Relative Rank Position According to Importance by Jury and According to Too Little Time Spent by Oklahoma Superintendents	
10.	Functions Relating to Personnel	102
11.	Functions Relating to Finance	103
12.	Functions Relating to Buildings	104
13.	Functions Relating to Board of Education	105
14.	Functions Relating to Public Relations	106
15.	Functions Relating to Instruction	107
16.	Functions Relating to Ministerial	108
17.	Functions Relating to Pupils	109
18.	Functions Relating to Miscellaneous	110

CHAPTER I
INTRODUCTION

The American school superintendency is of recent origin. The first city superintendent was appointed at Buffalo, New York, in 1837.¹ The office is also unique. There is no comparable school officer in any foreign country because of the fact that other systems of education are more centralized, wherein the principals, under whatever title, report directly to local boards or to central federal agencies, or to both. There is no local co-ordinating officer.²

In the 115 years of its existence, the office of city superintendent of schools has evolved in distinction and authority until it has become the center around which the educational program of a community revolves. In 1925, Strayer,³ along with other educational leaders, supported the thesis that the school superintendency had become one of responsibility second to no other government officer in our society. Exception may be taken to this degree of responsibility, but with the evolution of the office the duties and functions have become multiple and complex. This investigation was undertaken to study the demands made upon the time and energy of the school superintendent.

That the position of superintendent of schools is becoming more

¹American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington, D. C., 1952), p. 55.

²Frederick Elmer Bolton, Thomas Raymond Cole, John Hunnicut Jessup, The Beginning Superintendent (New York, 1937), p. 20.

³George D. Strayer, "Professional Training for Superintendents of Schools," Teachers College Record, XXVI (September, 1925), 815.

exacting and subject to increasing pressures is evidenced by the universal concern of school superintendents as well as that of educational writers.

Norton⁴ says:

School executives from New York to California and from Minnesota to the deep South are feeling pressures which approach the unbearable. The school superintendency is becoming an untenable position in some large cities, and in many middle-sized and smaller communities it is not a bed of roses.

Statement of the Problem

This study concerns itself with the problem:

What relationship exists between the relative importance of administrative functions, as judged by authorities, and the time expended on these functions by Oklahoma school superintendents?

Purposes of the Study

The primary purpose of this study was to develop criteria based on authoritative judgment by which the school superintendent might judge the validity of demands made upon him. With constant demands upon his time and energy, both within and without the school, there is the natural tendency to yield to those pressures which seem greater at any given time. In such a situation the superintendent needs direction as to the importance of the various demands made upon his time and energy.

The secondary purposes of the study were:

(1) To identify both neglected and over-emphasized areas in the job of the superintendent of schools as practiced in North Central

⁴John K. Norton, "Meeting the Challenges to Educational Administration," Teachers College Record, LII (May, 1951), 467-468.

Association schools of Oklahoma.

(2) To determine proper emphases, based on authoritative judgment, on the various duties of the school superintendent in order to improve school administration.

Needs for the Study

This study should have value for the following reasons:

(1) During the school year 1951-52 hundreds of Oklahoma superintendents met in numerous conferences in the Co-Operative Program of Educational Administration to study the problem of improving administration. One of the four problems most commonly reported in these conferences was the difficulty superintendents had in meeting the demands made upon their time and energy by routine and emergency duties, both within and without the school.⁵ This study should contribute to the resolution of this problem.

(2) School superintendents are continually confronted with the need to make choices regarding the most effective use of time and effort so that maximum educational results may be obtained. While it is recognized that each community may have peculiar problems and local traditions, the assumption that there are some basic standards which may be used by all superintendents to guide them in developing the most effective educational program is believed to be sound. It is believed that this study will furnish guidance to the superintendent in the most effective use of his time.

(3) With the increasing complexity of the culture, the need for

⁵Helmer E. Sorenson, Annual Report of C.P.E.A. Activities in Oklahoma, (August, 1952), Unpublished.

screening demands made upon schools is essential. Only those programs having educational value should be carried on by the school. Many individuals and organizations have learned that the school is the agency in every community offering the greatest opportunity for exploitation, both for selfish and unselfish purposes. The Committee who prepared the Thirtieth Yearbook of the American Association of School Administrators maintains:

During the quarter century, 1925-50, public education took on an increasingly prominent place in every community. Newspapers discovered that schools were "news". Community service agencies and ax-grinding groups both learned that here was an agency reaching more families than any other.⁶

(4) If teachers and administrators are to discharge their responsibilities effectively, it becomes necessary that they participate in programs of in-service growth and development. The superintendent should have time to meet this need. Too many school superintendents, pressed with the endless details of their tasks, are unable to keep abreast with the increasing complexity of the problems involved and skills required for the proper administration of public schools.

(5) A study of the importance of functions and duties of school superintendents, together with an assessment of importance of and proper time expended on each function, should furnish valuable information to institutions seeking to improve the in-service and preparation program of administrators. While most school superintendents have grown into their positions through the apprenticeship of classroom teaching and principalships, the future may demand even more specific training for and internship in the complicated tasks of the superintendency of schools.

⁵American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington, D. C., 1952), p. 57.

Definitions

The term superintendent is defined in this study as meaning the local educational leader in a public school building or system. In the part of the study involving Oklahoma superintendents, only those representing North Central Association schools are included. A county superintendent responsible only for the administration of rural schools would not fall in this category. Neither would the chief administrative officer of a private or parochial school be included.

The term demands refers to duties and/or practices exercised by the superintendent of schools having their origin both within and without the school.

The expression duties and/or practices is used to permit the jury of experts to use their own discretion in interpreting whether the listed items fall in the category of "duties" or "practices." To one juror, an individual item may mean a "duty"; to another, merely a useless "practice." In either judgment, it may be rated from zero to extremely important.

The term time does not imply a definite number of minutes, hours, or days in the sense of exact measurement. Such an interpretation of the term, especially in its use in this study, would preclude the probability of effective checking because the respondent would possess no such refined record. It refers, rather, to the broader measurement such as "too much" or "too little."

Scope of the Study

The criteria in this study were based upon an analysis of the considered judgment of recognized leaders in education selected from

various sections of the United States. The opinions of patrons, pupils, board members, and other laymen were not utilized in the study.

In the field of research, all available studies for the past thirty years have been examined. In fact, no research on the study could be located antedating the American Association of School Administrators' survey of 1923.

Since the position of the school superintendency is an evolving one with respect to duties, the literature utilized in this study is limited to the last fifteen years, with two exceptions. It was assumed that any identification of demands on the school superintendency previous to that time would be antiquated and inaccurate to some degree because of the increased responsibility and changing nature of the superintendent's task.

For the purpose of developing criteria based on authoritative judgment, one hundred outstanding school superintendents, sixty professors of school administration, and twenty other educators were identified and their co-operation requested for this study. The method of selection of these groups is explained under "Procedures" outlined below.

The survey of actual practices and the evaluation of these practices by school superintendents involved one hundred sixteen superintendents of North Central Association schools in Oklahoma. All North Central Association schools in Oklahoma, and no others, are included in this survey.

Assumptions Underlying the Study

This study was based upon the following assumptions:

- (1) That the task of the school superintendent is one of educational

leadership with primary responsibility for development of a functional school program. This leadership may express itself in various manners. The superintendent may perform as a director or "boss", as a chairman of planning groups, as a co-ordinator of services, or as an educational statesman without invalidating the assumption that his primary responsibility is the development of a functional educational program in the community which he serves.

(2) That in delegating authority to relieve the superintendent of details, he cannot abdicate his responsibility for what happens in the school. The superintendent's time and energy must be so expended that, even though he does not engage personally in all details of administration, the chief administrative officer cannot avoid the consequences of ill-advised procedures by shifting responsibilities to co-workers.

(3) That patrons and representatives of local organizations must always have access to the office of the superintendent of schools. This assumption stems from the generally accepted philosophy that the schools belong to the people. Though the superintendent may feel that many valuable hours are lost to more productive work as a result of seemingly trivial conferences with patrons and local organizations, he must never be deflected from the realization that the patrons are the stockholders and that he is their employed manager. Under good administration he may be able to direct many of the daily interruptions to subordinates more closely associated with the problems under discussion. However, the office must not be closed to those who wish to confer with the educational leader of the school community.

(4) That the school superintendency is in a transition stage, the nature of which makes essential a re-examination of the task. In the

immediate past, and in some schools even today, the superintendent was looked upon, and regarded himself, as the manager whose responsibility it was to make decisions and tell subordinates what to do. The principle of democratic administration is now evolving in which the superintendent is approaching his task as a director of planning groups or as a co-ordinator of the energies and ideas of all co-workers. This changing approach to administration necessitates a re-examination for changed emphases of behavior.

(5) That the increasing complexity of our society in general is reflected in the widening scope of the task of the public school, and consequent demands on the educational leader. Education for an agrarian society was simple. However, with almost universal public education in America through the secondary school, with demands for increased knowledge in so many fields a necessity for the more abundant way of life common to the masses, and with the accompanying technological requirements, hazards, and opportunities, the school's responsibility is enlarging rapidly. Norton maintains:

The job of leading a school system is a very much broader and complex one than it was a century, or even a half century ago.

This conclusion is based upon several considerations: 1. The people of the nation, including the educators, are not clear as to what the job of the school is--the old purposes and criteria have changed in many respects. 2. The work of the school is complicated and blurred by many agencies of education outside the school. 3. We have put so much faith in the schools in the past, that we tend to hold them responsible for the ills of society for which they are only in part responsible. 4. The schools often become the focal center of the clashing interests of opposing groups in our society.⁷

⁷John K. Norton, "Emerging Demands on Administrative Leadership in Education," School and Society, LXXII (December 30, 1950), 433.

(6) That the task of the superintendent is fundamentally the same regardless of the size of the school, economic background of the community, or the social structure of the area served. Moehlman says:

Changes in size do produce differences in executive organization, but not in the manner generally assumed. The outstanding characteristic of the small executive organization is generalized personnel, while that of the large unit is specialized personnel. As one moves from the simple executive activity of the one-teacher school to the largest single school district, the city of New York, there are only two significant differences; one in extent of service and in breadth of activity, and the other, in rapid increase in specialization. All the major executive activities present in the most complex structure may be found in embryonic form in the smaller and simpler structure.⁸

The superintendent's duties require attention to the various phases such as instruction, plant operation, public relations, and others. Variance in size or composition of the community modify the approach, content, or materials, but not the function.

Method of Procedure

A survey of related literature and research in the area of the problem under study was made. With two exceptions the literature in the field was limited to that published within the past fifteen years. The literature studied includes books, magazines, and research studies on the subject of school administration.

A survey of research studies on the topic was made to identify and analyze similar and related studies. The Encyclopaedia of Educational Research and the reports of the American Educational Research Association were screened for related research. The American Association of School Administrators' study of 1923 was reported together with their follow-up

⁸Arthur B. Moehlman, School Administration, Second Edition (Cambridge, Massachusetts, 1951), p. 85.

survey of 1933. The same association's study of 1950 was analyzed to reveal the evolution of trends in the thinking of administrators themselves concerning the importance of their various duties. In addition, the National Education Association Research Bulletin of 1951 dealing with the legal status of the superintendent was utilized in this investigation.

This study differs from previous research in the area of duties of the school superintendent in two major respects. An attempt was made first to develop criteria by which the task of the superintendent might be judged in terms of relative importance. This was done by arranging the various functions of the office in ranks of importance as judged by the best authorities, namely, outstanding school superintendents, professors of school administration, and other selected educators. Secondly, it was proposed to ascertain to what degree practicing administrators in Oklahoma were meeting these criteria in carrying out their responsibilities.

Selection of Jurors. The use of a jury of authorities required the identification of one hundred leading superintendents and other educators throughout a wide area of the United States. This group constituted the jury of experts for purposes of this study. This procedure was necessary to obtain and utilize experienced judgment regarding the nature and relative importance of various duties of the school superintendent. The superintendents were selected, and considered "outstanding," because (a) in some part they represent larger schools of the country, (b) all are members of the American Association of School Administrators, and (c) in many cases they have made outstanding contribution in

the field of public school administration. It was believed that school superintendents selected on these bases were qualified to judge authoritatively the duties and functions of the school superintendency. Ayres maintains:

The men who pass through this selective process from positions as teachers to principalships, to superintendents in villages, to those in towns, to those in small cities, arrive in their ultimate positions because they possess in rare combination educational skill and executive ability. In the smaller communities they personally transact the business as well as the educational affairs of the school system. Unless they are notably successful in dealing with matters of educational business, they are not selected for positions in the cities of the next larger size. When they reach the cities of the largest size, we may be very certain that if they have been wisely chosen and have passed through this long apprenticeship, they have successfully and successively demonstrated marked ability in the transaction of educational business.⁹

In addition, sixty outstanding professors of school administration and twenty other distinguished educators were selected and their consent secured to serve as jurors in the study. These professors were selected, and considered "outstanding," because (a) each represented a highly regarded school of education, (b) each held membership in the National Conference of Professors of School Administration, and (c) all have attended and participated in one or more of the annual work conference of the association since 1946. It was believed that men who met all of the above requirements could be recognized as a highly qualified representation of their profession and could render authoritative judgment on the duties of a school administrator.

In addition, the judgment of twenty other educators, including nationally known deans, presidents, and editors of school administration

⁹Leonard P. Ayres, School Organization and Administration (Cleveland, Ohio, 1916), p. 74.

publications, was secured. These respondents were selected because (a) each held membership in one of the organizations mentioned above, (b) some were appointed officers in the American Association of School Administrators, and (c) two were editors of widely read publications on school administration.

The Instruments. To obtain judgments from several groups of educators mentioned above about the relative importance of the various duties and/or practices of school superintendents, a questionnaire was devised. The items in this instrument were compiled from research studies in related surveys by the American Association of School Administrators and Research Bulletins of the National Education Association. The list of items was assembled without classification as to general areas such as staff, buildings, finance, and others. Individual items were purposely ungrouped to prevent tempting respondents to give emphasis to favorite areas of administration. It was hoped respondents would be encouraged to weigh each detailed duty or practice in relation to the entire scope of the superintendent's responsibility.

The questionnaire* requested information about (a) the type of position held by the respondent, (b) population of area served in terms of population classifications used by the Research Division of the National Education Association, (c) economic nature of community served, and (d) the respondent's concept concerning the superintendent's task. In addition, respondents were asked to indicate their judgments regarding the relative importance of each of thirty-eight duties and/or practices of school superintendents. A progressive four-point category of

*See Appendix, p. 118.

importance was provided for this purpose opposite each item. The categories of relative importance were (1) little or no importance, (2) moderately important, (3) significantly important, and (4) extremely important. Responses for each group were analyzed.

For purposes of interpretation, weights were assigned to the respective categories of importance, and average weighted ratings were computed for responses of each group to each of the thirty-eight items. The data were analyzed to ascertain if differences in judgments of relative importance by respondents varied when size and economic backgrounds of communities served were considered.

The relative importance ascribed to each of the practices or duties by the various groups of respondents mentioned above, as determined by computed weighted ratings, was used as a basis for developing criteria for evaluating duties and/or practices of superintendents in Oklahoma.

Criteria were developed based upon authoritative judgment by which the task of the superintendent may be judged with more objectivity. This was done by arranging the various functions of the office in ranks of importance as judged by the best authorities, namely, outstanding school superintendents, professors of school administration, and other selected educators.

A check sheet containing the same thirty-eight duties and/or practices was submitted to one hundred sixteen superintendents of all North Central Association schools in Oklahoma to obtain their judgment regarding the relative importance of each duty and/or practice. In addition, the superintendents were asked to indicate the extent to which they felt their time utilization relative to each duty or practice was satisfactory by checking one of the three categories, namely, (a) too much

time, (b) too little time, or (c) about right. The superintendents' responses were tabulated and analyzed according to classifications of duties and/or practices and size of communities served.

A comparison was made between the relative importance attached to the duties and practices by the jury of experts and the relative importance which Oklahoma superintendents indicated for each item. This comparison indicated the extent to which Oklahoma superintendents tended to agree with the jury of experts regarding the importance of different aspects of the superintendency, a further comparison of actual practices in utilizing time for each of the duties and practices reported by Oklahoma superintendents, and the extent to which practice conformed to judgment of relative importance of various aspects of the job as superintendent of schools.

Responses from Instruments. Two hundred ninety-six check sheets were mailed to prospective respondents. These were divided as follows: 100 to outstanding school superintendents throughout the United States, 80 to professors of school administration and other educators, and 116 to Oklahoma school superintendents. Of these, 60, or 60 per cent, of the outstanding superintendents responded with usable returns—56, or 70 per cent, of the professors and other educators, and 102, or 88 per cent, of the Oklahoma school superintendents. The total responses of the jury, including the outstanding superintendents, professors, and other educators, were 116 of 180, or 64 per cent. The aggregate return of all prospective respondents was 218 of 296, or 74 per cent.

Statistical Computations. Where statistical computations of rankings were applied to the study, the rank difference method of correlation was used instead of the product-moment coefficient of correlation.

This seemed appropriate because of the nature of the data, and the purpose for which the data were to be used. The obtained coefficients of correlation were tested for reliability at the five and one per cent levels. Where ratings instead of rankings were compared, the relationships were studied by inspection only.

Organization of Study

Chapter I, the introduction to this study, states the problem, outlines the purposes and needs, defines the terms used, limits the scope, identifies the assumptions, and outlines the procedure involved. Chapter II reviews the literature and related studies in the area of the problem. Chapter III presents the data and analyzes the responses of the jury regarding the importance of the various functions of the task of the superintendent of schools. Chapter IV presents the data and analyzes the responses of Oklahoma superintendents. Chapter V correlates the responses of Oklahoma superintendents with that of the jury. Chapter VI presents findings, conclusions, and recommendations.

Statement of Limitations

The limitations of this study are readily recognized. These include the weaknesses inherent in the use of a questionnaire, the variables that affect definite interpretation of the significance of coefficients of correlation, the possibility of faulty interpretation on the part of the respondents, and the probability of subjectivity on the part of the jurors, the Oklahoma superintendents, and the investigator.

CHAPTER II

THE NATURE OF THE SUPERINTENDENT'S TASK

The purpose in Part I of this chapter was to identify from the literature in educational administration the major facets and emphases in the task of the superintendent of schools. It is readily recognized that the nature of the school superintendent's task is constantly evolving. The purpose in Part II was to review the available research that has been done in the area of public school administration relating to the specific duties and functions of the superintendent of schools.

Part I - Evolving Emphases in the Superintendent's Responsibilities

Welfare of Children. There is agreement among modern educational writers with respect to the duties of the school superintendent that the welfare of children is the primary responsibility of school administrators. The committee responsible for the Twenty-fourth Yearbook of the American Association of School Administrators maintained, "School boards and administrators should put the welfare of pupils above all other considerations."¹ Ayres, in discussing the central purpose of the school, states, "The fact is that the school system exists for the teaching of children and everything that the system does has only one purpose and that is to serve the children's needs."² Reeder defines the primary

¹National Education Association, American Association of School Administrators, Twenty-fourth Yearbook (Washington, D. C., 1946), p. 100.

²Leonard P. Ayres, School Organization and Administration. The Survey Committee of the Cleveland Foundation (Cleveland, Ohio, 1916), p. 71.

function of school administration by stating,

School administration, therefore, exists only for the pupil, and its efficacy must be measured by the extent to which it contributes to teaching and learning; to teaching and learning it must always be a servant. It makes its largest contributions by providing efficient teachers and furnishing them and their pupils with the proper tools and environment with which and in which to work.³

The Staff. Recent authorities in educational administration place great emphasis on the staff, its selection and training. One authority, Moehlman, in describing how the position of educational leadership has attained a distorted prominence at the expense of other essential personnel, asserts,

Prestige and power are undoubtedly two of the powerful magnets that attract the most dominant individuals toward administrative positions, but the development of administration as a life career and payment of the largest rewards for this type of work have placed a distorted emphasis on the principalship, the supervisorship, and the superintendency that is out of proportion to their functional values.⁴

Campbell maintains that good administration does not co-exist with a weak staff:

When the staff is well trained and carefully selected the administrator cannot be out in front in many fields. Theoretically, if he gives all his energy to developing the staff, there is little opportunity for him to become an authority in specialized areas of work There was never a top flight educational leader without a great staff; always it is the staff that makes the administrator great.⁵

Instruction. The improvement and supervision of instruction is basic in the development of an effective educational program. This involves more than the efforts of the superintendent, principals, and

³Ward G. Reeder, The Fundamentals of Public School Administration, (New York, 1941), p. 7.

⁴Arthur B. Moehlman, School Administration, (Boston, 1951), p. 98.

⁵Clyde M. Campbell, Practical Applications of Democratic Administration, (New York, 1950), pp. 291-292.

supervisors. Continual study and revision of the curriculum and in-service improvement of the staff are essential elements in an instructional improvement program. The committee responsible for the 1952 Yearbook of the American Association of School Administrators identified the instructional program and its improvement as, "The paramount function of the superintendency."⁶ This same point of view is supported by Miller and Spalding.⁷ Hagman, in discussing the administrator's task, asserts:

To see that supervision is the highest duty of administration is only to recognize that the whole task of administration is to bring about the best possible situation for learning. Even as one attempts to separate the acts of an administrator into categories marked administrative and supervisory, the dividing line tends to waver, pale, and disappear.⁸

Delegation of Responsibility. Educational writers make numerous references to the necessity of wise delegation of duties to subordinates. As has been pointed out previously, the chief difference between the administration of a small school and a large one is not in the functions of the administrator but rather in the generalization of duties in the former and their specialization in the latter. Since the number of school districts in the United States is gradually decreasing and the enrollments rapidly rising, the problem of delegation of duties is an increasing one. Characteristic of this growing realization is the statement of Bolton, Cole, Jessup:

⁶American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington, D. C., 1952), p. 197.

⁷Van Miller and Willard B. Spalding, The Public Administration of American Schools (Yonkers-on-Hudson, N. Y., 1952), p. 528.

⁸Harlan L. Hagman, The Administration of American Public Schools, (New York, 1951), p. 145.

He (the superintendent) cannot attend to all the details in the school system. He must delegate the great majority of these routine school-room duties to others. In addition a vast number of contributing forces external to the school room but none the less educational need to be integrated in the pattern.⁹

Democratic Processes in Administration. Probably the most general emphasis of writers in educational administration is the increasing trend toward democratic policy-making and problem-solving. Formerly these and many other functions were believed to be the exclusive prerogative of the board of education and the administration. In 1917 Ayres made the following comment:

The city rightfully and naturally looks to the board as representing the public, the taxpayers, and the parents, and to the superintendent as being the expert guardian of the interests of the children. This does not mean that the deliberative work of the board should be limited to telling the superintendent what the public wants, and the work of the superintendent limited to putting these orders in execution. In addition to his work as executive, the main business of the superintendent is to think, to plan, and to propose, and the business of the board is to make decisions about these proposals.¹⁰

It should be noted here that there is no suggestion as to the utilization of staff members, pupils, or patrons.

In recent years, however, there has been developing, both in theory and practice, the belief that the school community will be best served and the school program best understood when wider utilization is made of the personnel of the school and the community in the matter of problem-solving and policy-making. This development is described by Sears as follows:

⁹Frederick Elmer Bolton, Thomas Raymond Cole, John Hunnicut Jessup, The Beginning Superintendent, (New York, 1937), p. 48.

¹⁰Leonard P. Ayres, The Cleveland School Survey, The Survey Committee of the Cleveland Foundation, Summary Volume, (Cleveland, Ohio, 1917), p. 63.

It is necessary to consider whether administration is to be thought of primarily as a means of facilitating group effort in the performance of a task or as providing the administrators with power to control others, with positions of prestige, or with pleasant or profitable occupations.¹¹

The Work Conference of the National Conference of Professors of Educational Administration in 1948 devoted the entire conference to the study of the nature of educational leadership. The conference described the nature of the leader's function as follows:

Leadership often develops because of certain qualities of personality. A confidence-inspiring voice, attractive diction, graciousness of manner, convincing arrangement of argument—these and a hundred similar attributes operate to make one person a leader and others followers of that leader. Would-be leaders are often advised to develop such attributes. To the extent that such personal qualities are employed as substitutes for the operation of intelligence, as weakeners of initiative, as purveyors of authoritarianism—they are insidiously anti-democratic. To the extent that they are employed to increase the self-confidence and ability of other individuals, to enhance group morale and group efficiency, and to facilitate the success of group endeavors—they are valuable adjuncts in democratic educational leadership.¹²

With respect to the leadership process, the National Conference of Professors of Educational Administration summarized its deliberations by stating, "Helping a group to arrive at MY conclusions is undemocratic; assisting it to arrive at ITS conclusions is the essence of democratic leadership."¹³

Campbell describes the democratic process as follows:

Decisions in a democratic group are more statements of consensus than decrees by the administrator. Just as laws

¹¹Jesse B. Sears, The Nature of the Administrative Process, (New York, 1950), p. 73.

¹²Educational Leaders, Their Function and Preparation, A Report of the Second Work Conference of the National Conference of Professors of Educational Administration, (Madison, Wisconsin, August-September, 1948), pp. 7-8.

¹³Ibid, p. 7.

are enacted that express the will of the people, so are democratic decisions a statement of what the majority believes and accepts.¹⁴

Many students of educational administration extend the concept of the democratic process as employment of problem-solving techniques by the superintendent and staff to include the laymen and pupils. Mort maintains:

A good administrator is sensitive to the ideas of others, both teachers and laymen. Almost every layman has been to school and since then has had a practical opportunity to test what the school gave him. The total resources of the community--the teaching staff, laymen, and pupils, have scarcely ever been brought to bear upon improving education. The first step in this direction is staff participation, and the second step is lay and student participation with the staff.¹⁵

The tendency to expand the base of participation in educational administration has led to the recognition on the part of many that leadership of the people's schools is a community concern. As such, the various community agencies, resources, and institutions must be utilized. This concept is described by Norton as follows:

There is a strong tendency to look upon the development of the educational program as a community-wide undertaking. This involves participation by many citizens and by the whole school staff. The function of the board of education and administrative officers changes under this conception, but it is even more important than in the past.¹⁶

Thus, it seems, that the major evolutions in the concepts of the

¹⁴Campbell, p. 51.

¹⁵Paul R. Mort and William S. Vincent, Modern Educational Practice (New York, 1950), p. 390.

¹⁶John K. Norton, "Emerging Demands on Administrative Leadership in Education," School and Society, LXXII (December 30, 1950), 434.

superintendent's task are expressed in increased emphases in the welfare of the child, proper utilization of staff, improvement of instruction, delegation of responsibility, and democratic policy-making.

Part II - Review of Related Research

This investigation revealed a paucity of research in the basic theory of educational administration. According to the American Educational Research Association:

There has been a growing interest in the development of basic theory in school system organization and administration but little significant research There appears to be increasing interest on the part of students of educational administration in the area of administrative theory. Despite that, however, the researcher finds in the professional literature few reports of significant studies of administrative theory although many statements attest to the belief of writers that such studies ought to be pursued actively.¹⁷

During the past decade certain lay and philanthropic organizations have become interested in the problem of improvement of school administration. The W. K. Kellogg Foundation has recently inaugurated a nationwide study under the title of the "Cooperative Program in Educational Administration." The Review of Educational Research recognizes the importance of this movement as follows:

It should also be noted that many studies under the W. K. Kellogg Foundation grants and directed by the institutions acting as centers in the Cooperative Program in Educational Administration are under way and that important contributions to the development of basic theory may be expected.¹⁸

Surveys of 1923 and 1933. In 1923, the Department of Superintendence

¹⁷American Educational Research Association, "Educational Organization, Administration, and Finance," Review of Educational Research, XXII (October, 1952), 278.

¹⁸Ibid., p. 277.

surveyed school superintendents regarding their ranking of the importance of the various functions of the superintendent of schools. The functions were classified under the headings of "initiatory functions," "functions to execute," and "rights of approval." The definitions of the three areas are as follows:¹⁹

1. "Initiatory" includes: (1) to nominate, (2) to recommend, (3) to take the first step or to make the first official move.
2. "Execute" means the actual doing of the thing, such as making the contact with the teacher, or acting as the agent for the city in the purchase of land.
3. "Approval" means: (1) the responsibility of deciding beforehand whether or not the particular thing shall be done, (2) passing on routine matters such as bills, (3) the right of review, (4) settlement of questions on appeal.

In 1933, a similar survey was made by the American Association of School Administrators using the same classification of functions. In the 1923 study, superintendents indicated whether their powers arose from state law, resolutions of the board, or common consent. The later study of 1933 attempted no classification as to origin of powers; however, since the functions listed were identical in both studies, it is possible to compare the rankings in 1923 with those of 1933.

The following tables, I, II, and III, are designed to show the trend in the opinions of the superintendents during the ten-year interval. Table I presents the variation in ranking by the superintendents in the area of "initiative" functions defined previously in this study.

¹⁹American Association of School Administrators, Yearbook, (Washington, D. C., 1933), p. 135.

TABLE I*

THE TWELVE INITIATORY FUNCTIONS WHICH SUPERINTENDENTS
RANKED FIRST IN 1923, AND THE RANKS
OF THESE SAME FUNCTIONS IN 1933

Function	Rank in 1923	Rank in 1933
1	2	3
Appointment of teachers	1	1
Appointment of principals	2	3
Determination of new policies	3	9
Dismissal of teachers, principals, and assistant superintendents	4	5
Determination of subjects in curriculum	5	2
Selection of instructional supplies	6	7
Selection of text books	7	10
Transfer of teachers, principals and assistant superintendents	8	4
Preparation of the budget	9	15
Determination of the content of subjects	10	11
Selection of non-educational supplies	11	13
Supervision of classroom instruction	12	8

*This table adapted from American Association of School Administrators, Yearbook, II (Washington, D. C., 1933), p. 141.

An examination of the above table reveals that the trend in the ten-year span was to increase emphasis on personnel problems and the supervision of instruction and to reduce in ranking the importance of budgeting and purchasing. Certainly, budget and purchasing problems were still matters requiring administrative attention, but may have been ranked low in some cases because of delegation of those functions to subordinates.

It is also noted that "determination of new policies" was reduced from third place ranking in 1923 to ninth place in 1933. One interpretation of this phenomenon is that there may have been a growing trend to initiate policy by groups rather than by the administrator alone.

Table II is designed to show the variation in ranking by the superintendents in the area of "initiatary" functions, which have been previously defined in the study.

TABLE II*
THE TWELVE FUNCTIONS TO EXECUTE WHICH SUPERINTENDENTS
RANKED FIRST IN 1923, AND THE RANKS OF
THESE SAME FUNCTIONS IN 1933

Function	Rank in 1923	Rank in 1933
1	2	3
Supervision of instruction	1	8
Determination of content of subjects	2	7
Determination of subjects of curriculum	3	2
Selection of instructional supplies	4	3
Transfer of teachers, principals, and assistant superintendents . .	5	1
Making routine rules	6	4
Selection of text books	7	5
Enforcement of attendance laws . . .	8	14
Selection of non-educational supplies	9	9
Appointment of teachers	10	6
Appointment of principals	11	11
Direction of medical inspection . .	12	22

*Ibid., p. 141.

An examination of Table II indicates increasing attention on the part of the superintendents to problems of personnel in the later survey. It will be noted that appointment and transfer of personnel each rose four points in ranking from 1923 to 1933. However, the supervision of instruction, determination of content of subjects, enforcement of attendance laws, and direction of medical inspection were significantly reduced in ranking of importance during the same interval of time.

Table III is designed to show the variation in ranking by the superintendents in the area of "rights of approval" functions.

TABLE III*

THE TEN RIGHTS OF APPROVAL MENTIONED MOST FREQUENTLY
BY SUPERINTENDENTS IN 1923, AND THE RANKS
OF THESE SAME ITEMS IN 1933

Function	Rank in 1923	Rank in 1933
1	2	3
Purchase and sale of buildings and grounds	1	28
Preparation of plans	2	23
Appointment of janitors	3	18
Construction of buildings	4	24.5
Preparation of budget	5	26
Taking census	6	12
Maintenance - repairs	7	20
Appointment of attendance officers	8	22
Direction of medical inspection . .	9	8
Rent of buildings and grounds . . .	10	32

*Ibid., p. 142.

A study of Table III reveals that of the functions ranked from one to twelve in importance in 1923, only two ranked as high as twelfth in 1933. Ten of the twelve functions were ranked significantly lower in 1933. Among these were all items referring to buildings and grounds, budget, and census. Only one function, direction of medical inspection, was ranked higher. Since the place of that item was advanced only one rank higher than in 1923, it would seem that the change was not significant in that area.

Survey of 1950 on Actual and Ideal Time Distribution in Various Areas of Superintendents' Responsibilities. In 1950, the American Association of School Administrators queried 3,200 city superintendents on actual and ideal distribution of time in eight functions of the superintendent. The classification of functions was very broad in an effort to cover the entire field of duties with a minimum break-down. Fifteen hundred eighty-six superintendents, or 49.3 per cent, replied.

TABLE IV*

ACTUAL AND IDEAL TIME DISTRIBUTION IN VARIOUS AREAS
OF SUPERINTENDENT'S RESPONSIBILITIES

Function	Time Distribution	
	Actual	Ideal
Instructional leadership	23.7%	30.5%
General planning whole program	17.1	18.2
Financial administration	15.1	10.5
Personnel administration	14.0	12.9
School-plant management	11.7	8.3
Public relations	11.1	12.2
Pupil services supplementary to instruction . .	7.3	7.4
Classroom teaching	0.03	0.01

*This table adapted from American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook, (Washington, D. C., 1952), p. 293.

A study of Table IV reveals that, in the judgment of American school superintendents in 1950, "instructional leadership" received first ranking both in actual and ideal distribution of time. Superintendents expressed need for more time emphasis in (1) instructional leadership, (2) general planning, and (3) public relations. According to their evaluation, the superintendents thought they were spending too much time in (1) financial administration, (2) personnel administration, and (3) school plant management.

Survey of Statutory Provisions Concerning the Responsibility of City Superintendents of Schools. There are few statutory laws among the several states regarding the city superintendent of schools. This is perhaps because of the fact that the office is of rather recent establishment and even more recent prominence. A 1951 survey of the legal status of the school superintendent reveals:

- (1) In seventeen states the law is silent with regard to the powers and duties of city superintendents, except as certain functions are embedded in specific enactments on particular subjects.
- (2) Twenty of the 46 states enumerate the functions of city superintendents.²⁰

Summary

At this point it would seem that the following generalizations based upon the foregoing related studies are defensible:

(1) There is an increasing emphasis by superintendents in the area of personnel problems, initiation of policy by groups, instructional leadership, and public relations.

(2) Many state statutes are silent with regard to the powers and duties of the superintendent of schools, and less than half enumerate the functions of the superintendent of schools.

The present study differs from previous studies in some significant aspects. For instance, the earlier studies did not reveal criteria by which the importance of the various functions of the tasks of the superintendent may be judged. These previous studies revealed only what the superintendent himself considered important. Secondly, in the studies of 1923 and 1933, no attempt was made to indicate or assess the time spent on the various functions. The 1950 study had for its purpose the revelations of the judgments of the superintendents on the time spent as well as an estimate of the ideal time expenditure. However, in the latter study all the functions of the superintendent were grouped into

²⁰National Education Association, Research Bulletin, Legal Status of the School Superintendent, (Washington, D. C., October, 1951), Vol. XXIV, No. 3, p. 119.

eight general categories which caused its contribution to be very generalized in nature.

The present study is concerned with what the superintendent believes about the importance of the various functions of his task, and also with measuring his thinking against criteria based on authoritative judgment of experts. In addition, the study proposes to compare the superintendents' estimate of time expenditure in the various functions against the ranks of importance as judged by the jury of experts in the area of school administration. It is hoped that the present study may reveal to the superintendent not only what is important but also how he may plan the most effective expenditure of his time and efforts.

CHAPTER III

PRESENTATION AND ANALYSIS OF JURY RESPONSES

One purpose of Chapter III of the study was to present and analyze the data secured by means of the check sheet described earlier. The first step was to present the rank order according to importance of the thirty-eight functions submitted to the jury. In addition, the chapter includes a comparison of the ranking of outstanding school superintendents and professors and other educators, the relationships of superintendents' responses according to size and economic character of communities, and ratings in nine general categories of functions with respect to size and economic character of communities. The final purpose of the chapter was to develop tentative criteria derived from an analysis of the data.

Table V was designed to present the responses of sixty outstanding superintendents throughout the United States, plus forty-one professors of school administration and fifteen other educators on the relative importance of thirty-eight functions of the school superintendent. The fifteen "other educators" included five Deans of Schools of Education; three State Commissioners; two Editors of professional periodicals; two college Directors of Public School Service; one Assistant to the President, State Teachers College; one President, State Teachers College; and one Assistant Executive Secretary of the American Association of School Administrators.¹

¹See Appendix, p. 120.

The respondents were requested to write in functions not listed which they deemed pertinent. The following items were identified: performing clerical duties, writing and speaking on professional topics, and developing leadership potential in staff and pupils.

Two respondents listed working with laymen on school problems. Since the function was covered by the item, "democratic approach to problem-solving," and since the other items occurred only once, it was assumed that their inclusion would not materially affect the study. Therefore, no rankings were given to these suggestions.

In Table V the weighted rating was obtained by multiplying the frequency in each column by the respective weights, 1, 2, 3, or 4, assigned the column. The interpretation of the columns is as follows:

Column 1 indicates little or no importance,

Column 2 indicates moderately important,

Column 3 indicates significantly important,

Column 4 indicates extremely important.

Since, quite often, a respondent failed to check a particular function due to his considering it inconsequential, irrelevant, or for some other unexpressed reason, it was necessary to divide each weighted rating by its corresponding frequency in order to derive an average weighted rating. For example, if all respondents checked a particular function as "extremely important," the average weighted rating on that item would be the highest possible rating, or 4.0. In this fashion, rank order used throughout the study was made on the basis of an average weighted rating computed in this manner for all responses or for responses analyzed by classification of respondents.

TABLE V

RANK ORDER OF FUNCTIONS ACCORDING TO
IMPORTANCE FOR ENTIRE JURY

Rank	Functions	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1.5	Employing of teaching, supervisory, and administrative personnel			6	108	450	3.9
1.5	Guiding board of education in policy making			7	106	445	3.9
5	Preparing budget		2	15	98	441	3.8
5	Reporting to the public		1	18	96	440	3.8
5	Formulating school policies	1		14	99	439	3.8
5	Establishing and maintaining effective staff relationships	1	2	10	101	439	3.8
5	Planning long range building program		1	22	91	432	3.8
9.5	Delegating authority	1	2	27	85	426	3.7
9.5	Improving personal and profes- sional qualifications of self	1	1	26	86	425	3.7
9.5	Providing leadership for in- service training of staff		3	29	82	421	3.7
9.5	Evaluating school progress		2	32	79	416	3.7
12.5	Assigning, transferring, and dismissing personnel	1	2	34	78	419	3.6
12.5	Striving for democratic approach to problem solving		4	33	78	419	3.6
14	Initiating curriculum study and revision		9	42	62	392	3.5
15.5	Maintaining working relations with PTA groups	1	9	48	56	387	3.4
15.5	Preparing of building plans	2	9	38	63	386	3.4
17	Supervising the improvement of instruction	2	8	55	47	371	3.3
18.5	Keeping operation of school in proper legal channels	3	15	53	43	364	3.2
18.5	Making contacts with civic, fra- ternal, and religious groups	2	20	50	42	360	3.2
20	Interviewing patrons and represen- tatives of local organizations	1	27	50	34	341	3.0
21.5	Holding and attending workshops, clinics, institutes	3	25	60	22	321	2.9
21.5	Employing of clerks, custodians, other non-professional personnel	1	32	61	18	320	2.9

(Continued, next page)

TABLE V (Continued)

Rank	Functions	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
23.5	Preparing courses of study	16	22	41	32	311	2.8
23.5	Keeping proper records	11	32	44	26	311	2.8
25	Reporting to federal, state, and local authorities	7	46	37	23	302	2.7
26	Establishing proper rapport with pupils	14	38	44	16	286	2.6
27	Providing health examinations for pupils and employees	14	44	38	17	284	2.5
28	Supervising the maintenance of the school plant	16	47	42	7	264	2.4
29.5	Administering the transpor- tation program	17	52	36	4	245	2.2
29.5	Supervising non- teaching employees	16	66	25	4	239	2.2
32	Taking of school census	34	44	23	8	223	2.0
32	Designing of record forms	31	55	21	4	220	2.0
32	Selecting library and other supplies	31	56	17	5	214	2.0
34.5	Purchasing general supplies (non-educational)	32	16	16	4	216	1.9
34.5	Supervising attendance	42	42	20	6	210	1.9
36.5	Administering lunch and other auxiliary programs	43	49	17	3	204	1.8
36.5	Dealing with pupil problems, including discipline	40	52	16	1	196	1.8
38.	Teaching classes	84	18	6	2	146	1.3

An examination of Table V shows that of the ten items accorded the highest rating, or approximately the upper quartile, five relate to personnel functions. These include (1) Employing of teaching, supervisory, and administrative personnel, (2) Establishing and maintaining effective staff relationships, (3) Delegating authority, (4) Improving personal and professional qualifications of self, and (5) Providing leadership for in-service training of staff. It is significant to find five items in

personnel relations representing fifty per cent of the upper quartile of functions rated most important when, as shown in the general classification of functions on page 32, personnel relations represent only seven of the thirty-eight functions.

The other functions ranked in or near the upper quartile in importance were (1) Guiding board of education in policy making, (2) Preparing the budget, (3) Reporting to the public, (4) Formulating school policies, and (5) Planning long range building program. It would seem that these items, too, relate directly or indirectly to problems of personal relationships with individuals or groups. Even such functions as budgeting and building programs are dependent upon approval and permission of the school community, thereby indirectly involving personal and group contacts.

It may be observed that of the functions rated among the lower ten, or approximately the lower quartile, five pertain to either ministerial or miscellaneous functions. These include (1) Administering the transportation program, (2) Taking of school census, (3) Designing of record forms, (4) Supervising attendance, and (5) Administering lunch and other auxiliary programs, in descending order. The combined ministerial and miscellaneous functions, as shown in the general classification of functions on page 32, represent only seven of the thirty-eight functions, but account for fifty per cent of the items in the lower quartile.

Relationships Between Judgments of Superintendents and Other Educators

To determine the relationship between judgments of professors of school administration and other educators on the one hand and outstanding

school superintendents on the other concerning the importance of various functions, the rank difference method of correlation was used. Although the product-moment coefficient of correlation is more refined, it seems appropriate to use the rank order coefficient of correlation considering the degree of refinement of the data and for the purpose the results were to be used in this study. It was assumed the results of the two methods do not vary materially. The obtained coefficient derived from data in Table VI was .95. An obtained standard error of only .016 indicated that the correlation was highly significant at the five and one per cent levels of significance.²

Though the over-all correlation between the two groups shown in Table VI reflected a significantly positive relationship, a few of the rankings indicated distinct divergence. For instance, the professors of school administration and other educators placed much more emphasis upon the following functions than did the superintendents: (1) Providing leadership for in-service training of staff, (2) Evaluating school progress, and (3) Preparing courses of study. On the other hand, the superintendents distinctly emphasized the following functions in comparison to relatively lower evaluation by the professors and other educators: (1) Preparing of budget, (2) Delegating authority, (3) Planning long range building program, and (4) Preparing of building plans.

²Henry E. Garrett, Statistics in Psychology and Education, (New York, 1946), p. 299.

TABLE VI. FUNCTIONS RANKED ACCORDING TO IMPORTANCE
FOR JURORS AND SUPERINTENDENTS

Functions	Rank by Professors and Others	Rank by Superin- tendents	Differ- ence
Guiding board of education in policy making	1.0	3.0	2.0
Employing of teaching, supervisory, and administrative personnel	2.5	3.0	.5
Establishing and maintaining effec- tive staff relationships	2.5	6.5	4.0
Providing leadership for in- service training of staff	5.5	12.5	7.0
Reporting to the public	5.5	3.0	2.5
Evaluating school progress	5.5	12.5	7.0
Formulating school policies	5.5	9.0	3.5
Assigning, transferring, and dismissing personnel	9.5	12.5	3.0
Preparing of budget	9.5	3.0	6.5
Improving personal and professional qualifications of self	9.5	9.0	.5
Striving for democratic approach to problem solving	9.5	12.5	3.0
Delegating authority	12.5	6.5	6.0
Planning long range building program	12.5	3.0	9.5
Initiating curriculum study and revision Supervising the improvement of instruction	14.0	16.0	2.0
Maintaining working relations with PTA groups	15.0	17.5	2.5
Preparing building plans	16.5	15.0	1.5
Keeping operation of school in proper legal channels	16.5	9.0	7.5
Making contacts with civic, fra- ternal, and religious groups	18.9	19.0	.5
Interviewing patrons and representa- tives of local organizations	18.5	17.5	1.0
Holding and attending workshops, clinics, institutes	20.5	20.0	.5
Employing of clerks, custodians, other non-professional personnel	20.5	22.0	1.5
Reporting to federal, state, and local authorities	22.0	23.5	1.5
Establishing proper rapport with pupils Keeping proper records	23.0	25.0	2.0
Providing health examinations for pupils and employees	24.5	26.5	2.0
Preparing courses of study	24.5	23.5	1.0
Administering the transporta- tion program	26.5	26.5	0
Supervising the maintenance of the school plant	26.5	21.0	5.5
Supervising non-teaching employees	28.0	31.0	3.0
Taking of school census	29.0	28.0	1.0
Administering lunch and other auxiliary programs	30.0	31.0	1.0
Purchasing general supplies (non-educational)	31.0	37.0	3.5
Designing of record forms	33.5	34.5	1.0
Selecting library and other supplies	33.5	31.0	2.5
Dealing with pupil problems, including discipline	33.5	31.0	2.5
Supervising attendance	36.5	36.0	.5
Teaching classes	36.5	34.5	2.0
	38.0	38.0	0

The last two functions, pertaining to building programs, show the greatest divergence of thinking between the two groups of any of the items. This may be because of the fact that at the time of the study in 1953, and for several years preceding, great pressure of building needs was facing most administrators. The long neglect of building programs and increased enrolments of American public schools with each succeeding year have tended generally to precipitate such pressures in most areas of the United States.

Whatever the differences in importance ascribed to the various functions, it would seem that the significance of Table VI is the near unanimity of judgment by the two groups on the relative importance of the various functions of the superintendent of schools.

The Effect of Size of School

Each responding superintendent was asked to classify his school community according to size; thus, it is possible to test for relationship of judgments by calculations of rank difference correlations for school systems of various categories as to size.

TABLE VII

RELATIONSHIP OF SUPERINTENDENTS' RESPONSE
ACCORDING TO SIZE OF COMMUNITY

Size of Community	Over 500,000	100,000 to 500,000	50,000 to 100,000	10,000 to 30,000	5,000 to 10,000
2,500 to 5,000 . . .	.68	.70	.69	.64	.67
5,000 to 10,000 . . .	.90	.95	.96	.92	
10,000 to 30,000 . . .	.94	.96	.96		
30,000 to 100,000 . . .	.94	.97			
100,000 to 500,000 . . .	.93				

An examination of Table VII reveals the extent to which superintendents from communities of different size tended generally to agree regarding the importance of various functions.

The relationships between superintendents' judgments from communities of any two different categories of size regarding the importance of various functions may be ascertained by locating the coefficient of correlation in Table VII placed opposite the one category listed at the left and under the other category listed along the top, or vice versa. For example, the relationship between communities of 5,000 to 10,000 and communities of 10,000 to 30,000 is .92. It may be noted from Table VII that the lowest correlation is .64, which represents the correlation of superintendents' responses between school communities of 2,500 to 5,000 and 10,000 to 30,000. The correlation of .97 was obtained between superintendents' responses from communities of 30,000 to 100,000 and 100,000 to 500,000.

It would seem that if size of school were a significant factor, the lowest correlation would be obtained between the smallest and largest systems, and that the general magnitude of the coefficients of correlation shown throughout the table could not have been maintained. For the number of items used in computing the coefficients presented in Table VII, a correlation coefficient of .325 and .418 is necessary to indicate statistical significance at the five and one per cent levels of significance respectively.³ Therefore, the magnitude of the obtained coefficients of correlation indicates that a true relationship exists

³Ibid., p. 299.

in each instance.

The reader will note, however, that less relationship is evidenced between the responses of superintendents from communities of 2,500 to 5,000 and any other category of community size. One of two possibilities, or a combination of both, might explain this deviation from the general pattern. In the first place, the smallest schools, because of more generalization of duties in the superintendents' functions, may have some tendency to depart in degree from the judgments of larger schools. Secondly, the sampling in this population category was smaller than in the other group and, therefore, the reliability of the coefficient of correlation might be more subject to question. Whatever the variation in relationships among the various categories, the significance of Table VII is that there tends to be high general agreement concerning importance of functions in the judgment of the superintendents regardless of community size they represented.

The Effect of Economic Character of Community

Each superintendent responding to the study was asked to check the economic character of the community represented in order to ascertain if the ranking of functions varied on the basis of this factor. The coefficient of correlation was computed between the responses of school superintendents in communities of differing economic characteristics as to the importance of various functions of the superintendent. An examination of Table VIII reveals that differences in relationships of responses, according to economic character of the community, are negligible in ranking the importance of the functions of the superintendent of schools.

TABLE VIII
RELATIONSHIP OF SUPERINTENDENTS' RESPONSE ACCORDING
TO ECONOMIC CHARACTER OF COMMUNITY

Economic Character of Community	Others*	Suburban	Whole- saling- Retailing	Industrial
Agricultural . . . . .	.90	.79	.92	.94
Industrial . . . . .	.92	.88	.95	
Wholesaling-Retailing . . . . .	.88	.83		
Suburban . . . . .	.83			

*This classification represents 16 returns including national park, one; governmental, one; insurance center, one; mining, two; college, two; health resort, two; tourist center, three; urban (or large city), four.

The lowest correlation coefficient in Table VIII of .79 represents the relationship between responses from superintendents in agricultural and suburban areas. The highest coefficient of correlation, .97, was obtained between superintendents' responses from industrial and wholesaling and/or retailing communities. The same level of statistical significance of the reliability of correlation coefficients exists as in Table VII. In view of the nature of the variables being correlated, it would seem that there exists general agreement concerning the importance of functions in the opinions of superintendents regardless of the economic character of the community they represented.

General Classification of Functions

In the surveys made by the Department of Superintendents in 1923 and 1933, the functions of the superintendent were classified under the headings, (1) Initiatory Functions, (2) Functions to Execute, and (3) Rights of Approval. The functions were defined in Chapter II of this

study. In the 1950 Survey of the American Association of School Administrators the functions were classified in eight rather general categories.

Thirty-eight functions are included in this study. For the purpose of analyzing the importance of general functional areas, the writer grouped these functions under nine major headings as follows:

Personal

- Employing of teaching, supervisory, and administrative personnel
- Establishing and maintaining effective staff relationships
- Delegating authority
- Improving personal and professional qualifications of self
- Assigning, transferring, and dismissing personnel
- Employing of clerks, custodians, other non-professional employees
- Supervising non-teaching employees

Finance

- Preparing budget
- Selecting library and other supplies
- Purchasing general supplies (non-educational)

Buildings

- Planning long range building program
- Preparing of building plans
- Supervising maintenance of school plant

Board of Education

- Guiding board of education in policy-making
- Evaluating school progress
- Formulating school policies
- Keeping operation of school in proper legal channels

Public Relations

- Reporting to the public
- Striving for democratic approach to problem solving
- Maintaining working relations with PTA
- Making contacts with civic, fraternal, and religious groups
- Interviewing patrons and representatives of local organizations

Instruction

- Providing leadership for in-service training of staff
- Initiating curriculum study and revision
- Supervising improvement of instruction
- Holding and attending workshops, clinics, institutes
- Preparing courses of study

Ministerial

- Keeping proper records
- Reporting to federal, state, and local authorities
- Taking school census

Pupils

Establishing proper rapport with pupils
 Providing health examinations for pupils and employees
 Dealing with pupil problems, including discipline
 Teaching classes

Miscellaneous

Administering the transportation program
 Designing of record forms
 Supervising attendance
 Administering lunch and other auxiliary programs

The classifications as indicated above will be used throughout the remaining portion of this chapter in presenting the superintendents' judgments as to the importance they place on the functions of a superintendent.

Importance of Functions by Superintendent's JudgmentAccording to Size of Community

In Tables IX to XVII, inclusive, the ratings based upon the average weighted rating of each function are presented by general functional areas of classification according to size of school community. Since relationships of responses involving all the functions have been presented previously in this study, the data in this section will be analyzed by inspection only. For the purpose of interpreting data, the following value scale is applied:

- 3.5 to 4.0 - Extremely Important,
- 2.5 to 3.4 - Significantly Important,
- 1.5 to 2.4 - Moderately Important,
- 0 to 1.4 - Little or No Importance.

Personnel Administration. The importance attached to functions under the general functional area of personnel administration by superintendents responding is presented in Table IX according to size of school community.

TABLE IX

AVERAGE WEIGHTED RATINGS OF PERSONNEL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Function	Size of Community*						Average Weighted Rating**
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Employing of teaching, supervisory, and administrative personnel	4.0	4.0	3.9	3.9	4.0	3.8	3.9
Delegating authority	3.5	3.7	3.9	3.9	3.7	3.8	3.8
Establishing and maintaining effective staff relationships	2.5	4.0	3.6	3.9	3.9	3.8	3.8
Improving personal and professional qualifications of self	4.0	3.8	3.3	3.8	3.8	3.7	3.7
Assigning, transferring, and dismissing personnel	4.0	3.5	3.2	3.7	3.6	3.6	3.6
Employing of clerks, custodians, and other non-professional personnel	3.5	3.0	2.8	2.8	2.8	2.4	2.8
Supervising non-teaching employees	3.0	2.2	1.8	1.9	2.1	1.8	2.0

*In terms of thousands.

**The average weighted rating in the last column in the succeeding nine tables is the average weighted rating of the functions as judged by all superintendents replying to the instrument. Due to difference in frequency, it is not exactly the same as the average that would be obtained by averaging all of the population categories in each of the tables.

The average weighted rating for the entire area of Personnel Administration is 3.4, or "significantly important." The area of personnel administration ranks high among the general areas. If the personnel functions relating to employing and supervising non-teaching employees were deleted, staff personnel relations would have an average weighted rating of 3.8, thus placing these functions in the category of "extremely important." This indicates that administering the professional

personnel is thought to be one of the superintendents' major tasks. With respect to non-professional personnel, it is interesting to note that "employing" of non-professional personnel ranks higher than the "supervising" function. The former falls into the category of "significantly important" and the latter rates as "moderately important."

In the various categories of population, the chief divergence of opinion is the relatively low ranking of "Establishing and maintaining effective staff relationships" by the 2,500-5,000 group. No explanation is offered for this divergence except that reliability of rating for this group may be questioned since it had the lowest sampling of any population group. This group also rated the employment and supervision of non-teaching personnel noticeably higher than do the others.

Finance. The importance attached to the functions under the general area of finance by superintendents responding is presented in Table X by school community size.

TABLE X

AVERAGE WEIGHTED RATINGS OF FINANCIAL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*						Average Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Preparing budget	4.0	4.0	3.9	3.9	4.0	4.0	3.9
Selecting library and other supplies	2.5	2.0	1.8	2.0	1.9	2.0	2.0
Purchasing general supplies (non-educational	3.0	2.2	1.7	1.8	1.9	1.6	1.9

*In terms of thousands.

The average weighted rating for the entire area of Finance is 2.6,

or "significantly important." The general functional area of "finance" contains only three items, one of which, "Preparing budget," is rated as "extremely important." This function is ranked by all the school superintendents as one of the five most important in the study. The other two functions in the category of finance are rated only "moderately important." It is observed that the purchasing of library and other educational supplies is rated slightly higher than the purchasing of non-educational supplies. Based on respondents' judgments, population size as a factor had relatively little significance in the emphasis superintendents placed on the three functions listed.

Buildings. The importance attached to the functions under the general area of buildings by superintendents responding is presented in Table XI by community school size.

TABLE XI
AVERAGE WEIGHTED RATINGS OF BUILDING FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community [*]					Average Over Weighted Rating	
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500		
Planning long range building program	4.0	3.8	3.8	4.0	3.9	3.8	3.9
Preparing of building plans	4.0	3.8	3.4	3.8	3.5	3.6	3.7
Supervising maintenance of school plant	3.0	2.5	2.1	2.3	2.4	1.8	2.3

^{*}In terms of thousands.

Average weighted rating for the entire area of Buildings is 3.3, or "significantly important."

An examination of Table XI reveals that administrative functions relative to school buildings are of major concern to school superintendents.

The entire area of buildings has an average weighted rating of 3.3, or "significantly important." Should the last item in Table XI relating to maintenance of plant be deleted, the first two functions concerning new buildings would then have an average weighted rating of 3.8, or "extremely important."

Inspection of the ratings for all three functions according to community size reveals a high correlation of judgment. However, the superintendents of smaller school systems place a noticeably higher emphasis upon maintenance of existing plants. An explanation might be that in recent years the smaller communities have not had new building pressure that have been so increasingly pronounced in the larger centers of population. Accordingly, more attention was required to maintain old and somewhat antiquated structures by superintendents in smaller schools.

Board of Education. The importance attached to the functions under the general area of board of education by superintendents responding is presented in Table XII according to size of school community.

TABLE XII

AVERAGE WEIGHTED RATINGS OF BOARD OF EDUCATION FUNCTIONS
BY SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*					Average OverWeighted 500 Rating	
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500		
Guiding board of education in policy making	4.0	3.8	3.9	3.8	4.0	4.0	3.9
Formulating school policies	3.5	4.0	3.8	3.9	3.9	4.0	3.7
Evaluating school progress	4.0	3.7	3.4	3.7	3.5	3.8	3.6
Keeping operation of school in proper legal channels	2.5	3.5	3.1	3.3	3.3	3.2	3.2

*In terms of thousands.

The average weighted rating for the entire area of Board of Education is 3.6, or "extremely important." It is observed from Table XII that dual responsibilities of the superintendent and the board of education in the areas of policy-making, evaluating, and legal observations received a higher rating than any other general functional area judged in this study. Only one of the four functions listed in the category of board of education relations drops below "extremely important." This item, "Keeping operation of school in proper legal channels," rates "significantly important." A lower rating was placed on formulation of school policies and observance of proper legal procedure by superintendents from the smallest school size group than those in schools of larger size. This may be explained by the fact that in smaller schools the board of education takes a more direct responsibility in these functions.

Public Relations. The importance attached to the functions under the general area of public relations by superintendents responding is presented in Table XIII according to size of school community.

TABLE XIII

AVERAGE WEIGHTED RATING OF PUBLIC RELATIONS FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*						Average Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Reporting to the public	3.5	3.8	3.9	3.9	3.9	4.0	3.9
Striving for democratic ap- proach to problem solving . . .	3.5	3.5	3.4	3.7	3.4	3.7	3.5
Maintaining working relations with PTA groups	3.0	3.3	3.6	3.7	3.4	3.7	3.5
Making contacts with civic, fraternal, and religious groups	3.0	3.2	3.3	3.2	3.3	3.5	3.3
Interviewing patrons and representatives of local organizations	3.0	3.2	3.1	3.3	3.0	2.8	3.1

*In terms of thousands.

The average weighted rating for the entire area of Public Relations is 3.5, or "extremely important." The general area of public relations rates second in importance among the nine functional areas judged. It is noted that reporting to the public, democratic approach to problem-solving, and PTA relations each rate at least 3.5, or "extremely important," as individual functions. The evaluation of the five functions by respondents from all population groups is significantly uniform.

Instruction. The importance attached to the functions under the general area of instruction by superintendents responding is presented in Table XIV according to size of school community.

TABLE XIV

AVERAGE WEIGHTED RATING OF INSTRUCTIONAL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*						Average Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Providing leadership for in- service training of staff . .	2.5	3.3	3.7	3.7	3.7	3.4	3.6
Initiating curriculum study and revision	3.0	3.0	3.3	3.5	3.4	4.0	3.4
Supervising improvement of instruction	3.5	3.3	3.1	3.4	3.5	3.4	3.3
Preparing courses of study. .	3.5	3.0	2.9	2.9	3.0	3.0	3.0
Holding and attending workshops, clinics, and institutes	2.5	3.0	2.7	3.1	2.8	2.8	2.9

*In terms of thousands.

The average weighted rating for the entire area of Instruction is 3.2, or "significantly important." The general functional area of instruction rates fifth in importance among categories of functions. Provision for in-service training of staff and curriculum work rate "extremely important" with the remaining three functions dropping to "significantly important." Smaller schools with 2,500-5,000 size population areas place relatively less emphasis on in-service training and workshops than do the larger schools and more on preparing courses of study.

Ministerial. The importance attached to the functions under the general area of ministerial by superintendents responding is presented in Table XV according to size of school community.

TABLE XV

AVERAGE WEIGHTED RATINGS OF MINISTERIAL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*						Average Over Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Keeping proper records . . .	3.5	2.7	3.0	2.9	2.8	2.4	2.8
Reporting to federal, state and local authorities . . .	2.0	2.8	2.7	2.7	2.1	2.6	2.5
Taking school census	2.0	2.2	2.2	1.9	2.0	1.6	2.0

*In terms of thousands.

The average weighted rating of the entire area of Ministerial functions is 2.4, or "moderately important." A study of Table XV reveals that a high uniformity of judgment by school size exists. A slight deviation is noted wherein the 5,000-10,000 and the "over" 500,000 group judge the function of reporting to authorities above the function of keeping proper records.

Pupils. The importance attached to the function under the general area of pupils by superintendents responding is presented in Table XVI according to size of school community.

TABLE XVI

AVERAGE WEIGHTED RATINGS OF PUPIL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*						Average Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500	Over 500	
Establishing proper rapport with pupils	2.5	3.2	2.6	2.4	2.1	2.0	2.4
Providing health examinations for pupils and employees	2.5	2.5	2.0	2.6	2.4	2.2	2.4
Dealing with pupil problems, including discipline	3.0	1.8	1.4	1.8	1.7	1.6	1.7
Teaching classes	2.0	1.8	1.0	1.4	1.1	1.0	1.3

*In terms of thousands.

Average weighted rating for the entire area of Pupils is 2.0, or "moderately important." The general functional area concerning pupils rates next to lowest in the nine areas in relative importance. The function of teaching classes is rated higher by the two smallest school groups than by the larger areas. Dealing with pupils, including discipline, received a higher rating by the 2,500-5,000 group than by the others. This may be because of the fact that in the smaller groups the superintendents have more daily contact with pupils. Responses from superintendents from smaller schools generally conformed to those from larger schools. Both placed the general functional area of pupils far down the list in relative importance.

Miscellaneous. The importance attached to the functions under the general area of miscellaneous by superintendents responding is presented in Table XVII according to size of school community.

TABLE XVII

AVERAGE WEIGHTED RATINGS OF MISCELLANEOUS FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO COMMUNITY SIZE

Functions	Size of Community*					Average Over 500	Weighted Rating
	2.5 to 5	5 to 10	10 to 30	30 to 100	100 to 500		
Administering the trans- portation program	1.0	2.2	2.2	1.9	2.1	1.8	2.0
Designing of record forms	2.5	1.8	2.1	2.1	2.1	1.4	2.0
Supervising attendance	3.0	1.7	2.0	1.9	1.9	2.0	1.9
Administering lunch and other auxiliary programs	2.0	1.5	1.5	1.6	1.9	1.2	1.6

*In terms of thousands

The average weighted rating for the entire area of Miscellaneous is 1.9, or "moderately important." The miscellaneous functions were rated in relative importance at the bottom of the nine general functional areas studied. The four functions included in Table XVII were not listed as ministerial because all involved some degree of judgment in their execution. A study of this table reveals that superintendents of smaller schools in communities of 2,500 to 5,000 rate the supervision of attendance higher than do the superintendents in the larger schools. In addition, they placed less emphasis upon the transportation program. The lower rating on transportation by respondents from smaller schools is difficult to explain, especially since most small schools are in a rural economy and have transportation problems. There is, however, general agreement in the generally low rating of superintendents' functions listed in the miscellaneous classification of functions in all population categories.

Importance of Functions by Superintendents' Judgment

According to Economic Character of Community

The responses of superintendents included in this study are presented in Tables XVIII to XXVI, inclusive. Data are analyzed according to the economic character of the community represented by respondents. The average weighted ratings are presented for each function in the general functional areas and according to the economic character of the communities.

Since the average weighted rating of each function is derived from that of all superintendents as presented in Tables VIII to XVII, inclusive, the rating of general functional areas are identical to that in the preceding tables of this study. The purpose in this section of the study is to determine by inspection and analysis of the data if different types of economic community backgrounds represented by the respondents in the study are factors influencing responses.

Personnel Administration. The importance attached to the functions under the general area of personnel administration by superintendents responding is presented in Table XVIII according to economic character of community.

TABLE XVIII

AVERAGE WEIGHTED RATINGS OF PERSONNEL FUNCTIONS BY SUPERINTENDENTS
ACCORDING TO ECONOMIC CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Employing of teaching, supervisory, and administrative personnel	4.0	3.9	3.9	4.0	3.7	3.9
Establishing and maintaining effective staff relationships . . .	3.7	4.0	3.8	4.0	3.7	3.8
Delegating authority	3.7	3.8	3.9	3.5	3.7	3.8
Improving personal and profes- sional qualifications of self . . .	3.8	3.9	3.8	3.5	3.3	3.7
Assigning, transferring, and dismissing personnel	3.4	3.6	3.6	3.5	3.9	3.6
Employing of clerks, custodians, other non-professional employees . .	3.1	2.8	2.5	3.0	3.0	2.8
Supervising non-teaching employees	2.0	1.9	2.1	1.5	2.1	2.0

The average weighted rating for the entire area of Personnel Administration is 3.4, or "significantly important." A study of Table XVIII reveals that personnel administration, as it applies to professional employees, is "significantly important" in the judgment of superintendents involved in this study. Further examination of the table shows that the function of employment and supervision of non-professional personnel is judged to be comparatively unimportant. There is unanimous agreement, regardless of responses from communities of varying economic characteristics, that employment and supervision of non-professional employees is considered least important of the seven functions appraised in this classification. In like manner, the first five functions listed which pertain to professional employees, while not receiving identical ratings, reveal only slight difference in rating of importance by superintendents from communities of varying economic character. The superintendents rate all functions relating to the general area of personnel administration as "extremely important" except the employment and supervision of non-professional personnel. It is noteworthy that superintendents place more emphasis on employing than on supervising non-professional personnel. The former function is rated as "significantly important" and the latter as only "moderately important." When the data are analyzed by responses according to community economic characteristics, there appears to be no general difference of judgment relative to importance of functions by category of economic character. Although assigning, transferring, and dismissing personnel were rated as "extremely important" by the superintendents as a whole, the respondents from agricultural communities rated this function as only "significantly important." A probable explanation of this divergence of opinion is that in agricultural areas the board of

education may assume more authority in matters pertaining to the security of personnel in their respective positions.

Finance. The importance attached to the functions under general area of Finance by superintendents responding is presented in Table XIX according to economic character.

TABLE XIX
AVERAGE WEIGHTED RATINGS OF FINANCIAL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Preparing budget	4.0	4.0	3.9	4.0	3.5	3.9
Selecting library and other supplies	2.0	2.1	1.6	2.5	2.0	2.0
Purchasing general supplies (non-educational)	1.8	1.9	1.8	1.5	1.9	1.9

The average weighted rating for the entire area of Finance is 2.6, or "significantly important." As in Table I, which refers to the general functional area of finance in relationship to community size, a study of Table XIX reveals near perfect relationship of ratings according to the economic character of areas served. The only variation in opinions of superintendents is that wholesale and/or retail areas attach slightly less importance to selecting educational supplies than to non-educational supplies. Superintendents from the other four

categories of economic backgrounds reverse this rating. However, the difference in rating, 1.6 and 1.8, is so small that it may be considered not significant.

Buildings. The importance attached to the functions under the general area of buildings by superintendents responding is presented in Table XX according to economic character.

TABLE XX
AVERAGE WEIGHTED RATINGS OF BUILDING FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Planning long range building program	4.0	3.8	3.9	3.5	4.0	3.9
Preparing of building plans . .	3.7	3.7	3.5	3.5	3.8	3.7
Supervising maintenance of school plant	2.1	2.4	2.4	2.5	2.1	2.3

The average weighted rating for the entire area of Buildings is 3.3, or "significantly important." The only deviation in the order of rating by the superintendents representing the various communities in Table XX is that in suburban areas identical ranking is accorded to long range building planning and preparation of building plans. All the respondents were unanimous in rating the three building functions in descending order of importance.

Board of Education. The importance attached to the functions under the

general area of board of education by superintendents responding is presented in Table XXI according to economic character.

TABLE XXI
AVERAGE WEIGHTED RATINGS OF BOARD OF EDUCATION FUNCTIONS
BY SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Guiding board of education in policy making	4.0	3.9	3.8	4.0	3.9	3.9
Formulating school policies . .	3.8	3.9	3.8	4.0	3.9	3.7
Evaluating school progress . .	3.5	3.8	3.7	3.5	3.4	3.6
Keeping operation of school in proper legal channels . . .	3.4	3.1	3.3	4.0	3.0	3.2

The average weighted rating for the entire area of Board of Education is 3.8, or "extremely important." In Table XXI, superintendents reporting industrial, wholesale and/or retail, suburban, and "others" attach identical ratings to the importance of the two policy-making functions. With respect to rank order of the four functions, the only variation is that respondents in the suburban category place more emphasis upon legal aspects than upon evaluation of school progress.

Public Relations. The importance attached to the functions under the general area of public relations by superintendents responding is presented in Table XXII according to economic character.

TABLE XXII

AVERAGE WEIGHTED RATINGS OF PUBLIC RELATIONS FUNCTIONS BY SUPERINTENDENTS
ACCORDING TO ECONOMIC CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Reporting to the public	4.0	3.9	3.9	4.0	3.7	3.9
Striving for democratic approach to problem solving	3.7	3.6	3.9	3.0	3.3	3.6
Maintaining working relations with PTA	3.8	3.6	3.6	2.5	3.4	3.3
Making contacts with civic, fra- ternal, and religious groups	3.5	3.3	3.1	2.5	3.4	3.3
Interviewing patrons and repre- sentatives of local organizations . .	3.5	2.9	2.1	2.0	3.0	3.1

The average weighted rating for the entire area of Public Relations is 3.5, or "extremely important." An examination of Table XXII reveals that superintendents in agricultural areas attach more emphasis to P.T.A. relations than to democratic approach to problem-solving. Likewise, "others" emphasize both P.T.A. and civic, fraternal, and religious groups above democratic approach to problem-solving. These variations from the whole pattern, however, are slight in degree and are not believed to be significant. Superintendents from agricultural areas rate contacts with civic, fraternal, and religious groups and interviewing patrons and representatives of local organizations as "extremely important." Responding superintendents from all other categories of economic character of communities rate these two functions as "significantly important." It is probable that the superintendents from the agricultural areas have closer personal contacts with the organizational life of the community.

Instruction. The importance attached to the functions under general area of instruction by superintendents responding is presented in Table XXIII according to economic character.

TABLE XXIII

AVERAGE WEIGHTED RATINGS OF INSTRUCTIONAL FUNCTIONS BY SUPERINTENDENTS
ACCORDING TO ECONOMIC CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Providing leadership for in- service training of staff	3.8	3.6	3.7	3.5	3.3	3.6
Initiating curriculum study and revision	3.4	3.7	3.6	3.0	3.0	3.4
Supervising improvement of instruction	3.6	3.4	3.3	2.5	3.1	3.3
Preparing courses of study	3.5	3.1	2.9	3.5	2.8	3.0
Holding and attending work- shops, clinics, institutes	3.3	2.9	2.8	2.5	2.8	2.9

The average weighted rating for the entire area of Instruction is 3.2, or "significantly important." Superintendents representing agricultural and "others" place slightly more emphasis upon improvement of instruction than upon curriculum revision; suburban areas rate preparing courses of study above curriculum revision. Otherwise, the order of rating is unanimous among the groups. The opinions of superintendents from agricultural, industrial, wholesale and/or retail, and suburban communities rate in-service training of staff as "extremely important," while "others" reduce the rating of the function to "significantly important." Suburban and "others" superintendents rate curriculum revision as "significantly important"; all others place the item in the "extremely important" category.

Ministerial. The importance attached to the functions under general area of ministerial by superintendents responding is presented in Table XXIV according to economic character.

TABLE XXIV

AVERAGE WEIGHTED RATINGS OF MINISTERIAL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Keeping proper records	2.4	2.6	3.5	3.0	2.5	2.8
Reporting to federal, state, and local authorities	2.6	2.5	2.5	3.0	2.5	2.5
Taking school census	2.0	2.1	2.0	3.0	1.7	2.0

The average weighted rating for the entire area of Ministerial is 2.4, or "moderately important." Superintendents in agricultural areas rate reporting to authorities above keeping proper records. Otherwise, the order of rating of the various groups according to economic character of communities represented corresponds to that of the entire jury of superintendents.

Pupils. The importance attached to the functions under the general area of pupils by superintendents responding is presented in Table XXV according to economic character.

TABLE XXV
AVERAGE WEIGHTED RATINGS OF PUPIL FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Establishing proper rapport with pupils	2.5	2.3	2.4	2.5	2.3	2.4
Providing health examinations for pupils and employees . .	1.9	2.5	2.5	2.5	2.4	2.4
Dealing with pupil problems, including discipline	1.9	1.8	1.8	1.5	1.6	1.7
Teaching classes	1.5	1.1	1.5	1.0	1.3	1.3

The average weighted rating for the entire area of Pupils is 2.0, or "moderately important." Superintendents in industrial, wholesale and/or retail, and "others" give a slightly higher rating to health

examinations than to rapport with pupils. In all other categories the order of rating is the same as for the entire jury of superintendents. Superintendents in industrial and suburban areas rate the function of teaching slightly lower than do those of the other areas of economic character.

Miscellaneous. The importance attached to the functions under the general area of miscellaneous by superintendents responding is presented in Table XXVI according to economic character.

TABLE XXVI
AVERAGE WEIGHTED RATINGS OF MISCELLANEOUS FUNCTIONS BY
SUPERINTENDENTS ACCORDING TO ECONOMIC
CHARACTER OF COMMUNITY

Function	Agricul- tural	Indus- trial	Wholesale Retail	Suburban	Others	Average Weighted Rating
Administering the transpor- tation program	2.3	2.1	2.1	2.0	1.8	2.0
Designing of record forms . .	2.5	1.9	1.9	1.5	2.0	2.0
Supervising attendance	1.8	1.8	2.0	2.0	2.4	1.9
Administering lunch and other auxiliary programs . . .	1.3	1.6	1.7	2.0	1.7	1.6

The average weighted rating for the entire area of Miscellaneous is 1.9, or "moderately important." Since transportation and designing of record forms were accorded identical ratings by the jury, any slight variation in judgments of superintendents representing various economic areas

would not be significant in the first two functions. However, superintendents in wholesale and/or retail areas rate attendance problems above designing record forms in importance; and those in suburban districts emphasize both attendance and lunch programs above designing record forms. These variations from the pattern of rating by the entire jury of superintendents are of slight degree and probably not significant.

The Criteria

The data presented in this chapter indicate certain tentative criteria by which a superintendent may judge the relative importance of the functions of his task. As stated in Chapter I, the primary purpose of this study is to develop criteria, based on authoritative judgment, by which the school superintendent may judge the validity of the various demands made upon him. These criteria will be applied in Chapter V of this study to measure the proper time expenditure of the Oklahoma school superintendents with respect to the importance of functions as judged by the jury.

Since the basis for this authoritative judgment has been described and analyzed in Chapter III of the study, it seems that criteria believed to be adequate for the task of the superintendent of schools may be obtained from the data revealed in Table V. Therein are listed the thirty-eight functions in rank order of importance based upon the combined judgments of the jury of one hundred sixteen educators.

So that this data may be presented in interpretable form, the writer arbitrarily established a value scale for the various functions as follows:

- Average weighted rating 3.5 to 4.0, inclusive - Extremely important,
- Average weighted rating 2.5 to 3.4, inclusive - Significantly important,

Average weighted rating 1.5 to 2.4, inclusive - Moderately important,
 Average weighted rating 0 to 1.4, inclusive - Little or no importance.

On the basis of the above described scale, Table V may be interpreted
 as follows:

Extremely Important Functions:

Employing of teaching, supervisory, and administrative personnel
 Guiding board of education in policy making
 Preparing budget
 Reporting to the public
 Formulating school policies
 Establishing and maintaining effective staff relationships
 Planning long range building program
 Delegating authority
 Improving personal and professional qualifications of self
 Providing leadership for in-service training of staff
 Evaluating school progress
 Assigning, transferring, and dismissing personnel
 Striving for democratic approach to problem solving

Significantly Important Functions:

Initiating curriculum study and revision
 Maintaining working relations with PTA groups
 Preparing of building plans
 Supervising the improvement of instruction
 Keeping operation of school in proper legal channels
 Making contacts with civic, fraternal, and religious groups
 Interviewing patrons and representatives of local organizations
 Holding and attending workshops, clinics, institutes
 Employing of clerks, custodians, and other non-professional personnel
 Preparing courses of study
 Keeping proper records
 Reporting to federal, state, and local authorities
 Establishing proper rapport with pupils

Moderately Important Functions

Providing health examinations for pupils and employees
 Supervising the maintenance of the school plant
 Administering the transportation program
 Supervising non-teaching employees
 Taking of school census
 Designing of record forms
 Selecting library and other supplies
 Purchasing general supplies (non-educational)
 Supervising attendance
 Administering lunch and other auxiliary programs
 Dealing with pupil problems, including discipline

Functions of Little or No Importance

Teaching classes

The above classified functions, in descending rank order of importance in each category, are believed to be an acceptable yardstick of measurement, or criteria, based on authoritative judgment, by which the superintendent may judge the relative importance of the various functions of his office.

Summary

From the presentation and analysis of data in Chapter III, it would seem that the following generalizations are sound:

(1) There is significant general agreement between the judgments of outstanding superintendents and professors and other educators regarding the importance of the various functions of the superintendent of schools.

(2) There tends to be significant general agreement concerning importance of functions in the judgments of superintendents regardless of community size they represent.

(3) There tends to be significant general agreement concerning importance of functions in the judgments of superintendents regardless of the economic character of the communities which they represent.

(4) The following general functional areas are rated "extremely important" according to the judgment of the entire jury of superintendents:

- (a) Professional personnel relationships,
- (b) Board of education functions,
- (c) Public relations functions,
- (d) Building problems, other than maintenance.

(5) The following general functional areas are rated as "significantly important" according to the judgment of the jury of superintendents:

- (a) Finance,
- (b) Instruction.

(6) The following general functional areas are rated as "moderately important" according to the judgment of the jury of superintendents:

- (a) Ministerial duties,
- (b) Pupil relationships,
- (c) Miscellaneous functions.

CHAPTER IV
PRESENTATION AND ANALYSIS OF OKLAHOMA SCHOOL
SUPERINTENDENTS' RESPONSES

The primary purpose of this chapter was to present and analyze the data secured by means of the check sheet sent to 116 superintendents in the North Central Association schools in Oklahoma. In addition, it was proposed in this chapter to ascertain the particular functions in the discharge of which the superintendent spends "too much time" and "too little time."

The same instruments submitted to the jury as described earlier in the study were mailed to 116 superintendents in the schools in Oklahoma with membership in the North Central Association. In addition to ranking the functions and duties of the superintendent according to importance, the respondents were asked to check each function regarding the amount of time expended in carrying out each particular function. The estimate of time expenditure was made in terms of "too much time," "too little time," or "about right." A total of 102, or 88 per cent, of the instruments were returned in usable form.

The same scale of weighted rating and average weighted rating was used as in Chapter III. The weighted rating was obtained by multiplying the frequency in each column by the respective weights, 1, 2, 3, or 4, assigned the column. The average weighted rating was obtained for each function by dividing its weighted rating by the frequency. As in Chapter III, the interpretation of the columns is as follows:

Column 1 indicates little or no importance,
 Column 2 indicates moderately important,
 Column 3 indicates significantly important,
 Column 4 indicates extremely important.

Importance of Functions as Ranked by
Oklahoma Superintendents

The rank order of functions by importance for superintendents representing 102 North Central Association schools in Oklahoma is presented in Table XXVII.

TABLE XXVII

RANK ORDER OF FUNCTIONS ACCORDING TO IMPORTANCE
 FOR ALL OKLAHOMA SUPERINTENDENTS

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1.	Employing of teaching, supervisory, and administrative personnel			5	95	395	3.9
2.5	Preparing of budget		4	14	83	382	3.8
2.5	Guiding board of education in policy making		3	14	83	380	3.8
5.5	Formulating school policies		3	23	75	375	3.7
5.5	Establishing and maintaining effective staff relationships		3	21	76	373	3.7
5.5	Assigning, transferring, and dismissing personnel		4	26	70	366	3.7
5.5	Improving personal and profes- sional qualifications of self		5	20	74	366	3.7
9.5	Reporting to the public		4	29	67	363	3.6
9.5	Supervising the improvement of instruction	1	2	34	63	359	3.6
9.5	Preparing of building plans	1	6	28	65	357	3.6
9.5	Delegating authority	1	7	27	64	352	3.6
14.	Planning long range building program	1	7	29	64	358	3.5

(Continued, next page)

TABLE XXVII (Continued)

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
14.	Evaluating school progress		7	36	57	350	3.5
14.	Striving for democratic approach to problem solving		3	47	50	347	3.5
14.	Providing leadership for in- service training of staff	1	7	37	54	342	3.5
14.	Keeping operation of school in proper legal channels		6	36	55	340	3.5
17.5	Employing of clerks, custodians, other non-professional personnel		7	42	50	340	3.4
17.5	Keeping proper records	3	10	31	56	340	3.4
20.	Initiating curriculum study and revision		10	50	40	330	3.3
20.	Maintaining working relations with PTA groups	1	11	42	45	329	3.3
20.	Preparing courses of study	1	14	39	44	322	3.3
22.5	Supervising the maintenance of the school plant	2	9	52	36	320	3.2
22.5	Making contacts with civic, fra- ternal, and religious groups	1	17	40	40	315	3.2
24.5	Interviewing patrons and represen- tatives of local organizations	1	19	48	32	311	3.1
26.	Providing health examinations for pupils and employees	3	26	39	31	296	3.0
27.5	Holding and attending workshops, clinics, institutes		26	53	20	291	2.9
27.5	Administering the transpor- tation program	4	20	53	20	283	2.9
30.	Reporting to federal, state, and local authorities	6	29	37	25	275	2.8
30.	Supervising attendance	9	20	40	24	265	2.8
30.	Selecting library and other supplies	8	26	44	18	264	2.8
33.	Purchasing general supplies (non-educational)	6	34	40	18	266	2.7
33.	Supervising non-teaching employees	4	33	44	15	262	2.7
33.	Taking of school census	9	32	32	23	261	2.7
35.5	Administering lunch and other auxiliary programs	15	26	36	19	251	2.6
35.5	Dealing with pupil problems, including discipline	13	33	32	18	247	2.6
37.	Designing of record forms	12	42	32	12	240	2.4
38.	Teaching classes	41	22	14	9	163	1.9

Inspection of Table XXVII reveals that of the functions ranked from 1 to 10, Oklahoma superintendents place five in the general category of relationships to professional personnel. As with the jury, the item "employing of teaching, supervisory, and administrative personnel" is ranked first in importance among the various functions of the superintendents of schools. Other items which deal with personnel and fall in the approximate upper quartile in importance are (1) Establishing and maintaining effective staff relationships, (2) Assigning, transferring, and dismissing personnel, (3) Improving personal and professional qualifications of self, and (4) Delegating authority. It would seem, as with the jury, that Oklahoma superintendents place high emphasis upon professional personnel relationship.

Other functions ranking in the upper quartile in the judgment of Oklahoma superintendents are (1) Preparing of budget, (2) Guiding board of education in policy making, (3) Formulating school policies, (4) Reporting to the public, and (5) Preparing of building plans.

Further examination of Table XXVII reveals that, of the ten functions judged to be of least importance according to the Oklahoma school superintendents, five are in the groups classified as ministerial or miscellaneous. The remaining five pertain to pupil problems, teaching classes, supervising non-teaching employees, and purchasing of supplies, both educational and non-educational. This lowest quartile ranking is identical in content, though not in order, with the ranking of the jury except that the jury substitutes transportation problems for reporting to federal, state, and local authorities.

Relationship of Jury and Oklahoma Superintendents'

Judgments as to Importance of Functions

A comparison of the functions ranked according to importance for jurors and Oklahoma Superintendents is presented in Table XXVIII.

TABLE XXVIII

FUNCTIONS RANKED ACCORDING TO IMPORTANCE FOR JURORS
AND OKLAHOMA SUPERINTENDENTS

Function of Superintendent	Rank by Jury	Rank by Oklahoma Superintendents	Difference D
Employing of teaching, supervisory, and administrative personnel	1.5	1.0	.5
Guiding board of education in policy making	1.5	2.5	1.
Preparing budget	5.	2.5	2.5
Formulating school policies	5.	5.5	.5
Establishing and maintaining effective staff relationships	5.	5.5	.5
Planning long range building program	5.	14.	9.
Delegating authority	9.5	9.5	
Improving personal and professional qualifications of self	9.5	5.5	4.0
Providing leadership for in-service training of staff	9.5	14.	4.5
Evaluating school progress	9.5	14.	4.5
Assigning, transferring, and dismissing personnel	12.5	5.0	7.0
Striving for democratic approach to problem solving	12.5	14.	1.5
Initiating curriculum study and revision	14.	20.	6.
Maintaining working relations with P.T.A. groups	15.5	20.	4.5
Preparing of building plans	15.5	9.5	6.
Supervising the improvement of instruction	17.	9.5	7.5
Keeping operation of school in proper legal channels	18.5	14.	4.5

(Continued, next page)

TABLE XXVIII (Continued)

Function of Superintendent	Rank by Jury	Rank by Oklahoma Superintendents	Difference D
Making contacts with civic, fraternal, and religious groups	18.5	22.5	4.
Interviewing patrons and representatives of local organizations	20.	24.5	4.5
Holding and attending workshops, clinics, institutes	21.5	27.5	6.
Employing of clerks, custodians, other non-professional personnel	21.5	17.5	4.
Preparing courses of study	23.5	20.0	3.5
Keeping proper records	23.5	17.5	6.
Reporting to federal, state, and local authorities	25.	30.	5.
Establishing proper rapport with public	26.	24.5	1.5
Providing health examinations for pupils and employees	27.	26.	1.
Supervising the maintenance of the school plant	28.	22.5	5.5
Administering the transportation program	29.5	27.5	2.5
Supervising non-teaching employees	29.5	33.	3.5
Taking of school census	32.	33.	1.
Designing of record forms	32.	37.	5.
Selecting library and other supplies	32.	30.	2.
Purchasing general supplies (non-educational)	34.5	33.	1.5
Supervising attendance	34.5	30.	4.5
Administering lunch and other auxiliary programs	36.5	35.5	1.
Dealing with pupil problems, including discipline	36.5	35.5	1.
Teaching classes	38.	38.	

Table XXVIII is designed to present the judgments of the jury and Oklahoma superintendents in regard to rank order of functions according to importance. For example, the third item, "Preparing budget,"

received a rank of 5 and 2.5 according to the opinions of the jury and Oklahoma superintendents respectively. The amount of difference between the ranks of the functions is shown in the last column to indicate extent of agreement between the two groups as to rank of importance attached to each function. The less the difference, the greater is the agreement. The difference of ranks for "Preparing budget" is 2.5.

The rank order difference coefficient of correlation computed between the ranking of functions by jury members and Oklahoma school superintendents is .93. An obtained standard error of .023 indicates that the correlation coefficient is highly significant at the five and one per cent levels of significance. The magnitude of the obtained coefficient of correlation indicates that a strong direct relationship exists. The strength of this relationship between the two groups indicates that Oklahoma school superintendents in general know what the important functions are as judged by the jury. However, there are divergences of opinion between the two groups in regard to the importance attached to individual functions. Identifying these functions only in which the divergence of opinion is five or more ranks, it is observed that the jury attaches more importance than do the superintendents to the following functions:

- Long range building program,
- Initiating curriculum study and revision,
- Holding and attending workshops, clinics, institutes,
- Reporting to federal, state, and local authorities,
- Designing of record forms.

In like manner, the Oklahoma superintendents place a greater emphasis than do the jury in the following functions:

Assigning, transferring, and dismissing personnel,
Preparing building plans,
Supervising the improvement of instruction,
Keeping proper records,
Supervising the maintenance of the school plant.

The particular item on which the greatest divergence of opinion between the two groups exists is "Planning long range building program." The jury considered this function much more important than did the Oklahoma superintendents. It is probable that the building program is not as acute in Oklahoma as in most other areas of the country. There has been great congestion of school population in certain areas of Oklahoma, but the school population of the state as a whole has not increased materially in the last decade. Since the sampling from Oklahoma superintendents was taken from all sections of the state and from schools of varying sizes, it is probable that this divergence of opinion on the particular function of "Planning long range building program" may reflect the lessened pressure for buildings in Oklahoma as compared to the more rapidly growing areas of most sections of the country.

The writer makes no attempt to explain the less striking divergences of opinion. The significance of the data presentation in Table XXVIII is not in the few items of differences but in the over-all marked agreement between the two groups in degree of relative importance of various functions.

The Effect of Size of School

To ascertain if size of school is a factor in how Oklahoma school superintendents responded regarding the importance of functions, rank difference correlations were computed for superintendents from different

size communities. An examination of Table XXIX reveals the extent to which superintendents from communities of different sizes tended to agree in general regarding the importance of various functions judged.

TABLE XXIX

RELATIONSHIPS OF OKLAHOMA SUPERINTENDENTS' RESPONSE
ACCORDING TO SIZE OF COMMUNITY

Size of Community	100,000 to 500,000	50,000 to 100,000	10,000 to 30,000	5,000 to 10,000	2,500 to 5,000
Less than 2,500	.71	.78	.85	.84	.85
2,500 to 5,000	.72	.79	.87	.92	
5,000 to 10,000	.80	.87	.92		
10,000 to 30,000	.83	.89			
30,000 to 100,000	.77				

An inspection of Table XXIX reveals that the lowest coefficient of correlation between superintendents' judgments regarding importance of functions by size of community is .71. This reflects the relationship of responses between superintendents from communities of less than 2,500 and those of 100,000 to 500,000. The highest coefficient of correlation obtained was .92, the relationship between school areas of 5,000 to 10,000 and 10,000 to 30,000. Further examination of the table reveals that in general the more nearly the size of the two communities approximated each other, the more similarity existed among opinions of respondents. Conversely, the greater the difference in size of community, the less relationship there appeared among respondents' opinions. This fact is demonstrated in every instance but for one exception. Thus, it would seem, there is a tendency for opinions to vary according to size

of community. However, the slight degree of this tendency is indicated by the tendency toward high correlation in all areas.

General Classification of Functions

For the purposes of analyzing the opinions of Oklahoma superintendents in general functional areas, the break-down of the thirty-eight functions is identical to that in Chapter III, pages 41 and 42. The same value scale of interpretation is applied as follows:

- 3.5 to 4.0 Extremely important,
- 2.5 to 3.4 Significantly important,
- 1.5 to 2.4 Moderately important,
- 0. to 1.4 Little or no importance.

Table XXX is designed to show the importance of each function judged according to ratings by the Oklahoma superintendents.

TABLE XXX

AVERAGE WEIGHTED RATINGS BY OKLAHOMA SUPERINTENDENTS ACCORDING
TO IMPORTANCE OF GENERAL FUNCTIONAL AREAS

General Functional Area	Average Weighted Rating	Average Weighted Rating By Areas
<u>Personnel</u>		
Employing of teaching, supervisory and administrative personnel	3.9	
Establishing and maintaining effec- tive staff relationships	3.7	
Assigning, transferring, and dismissing personnel	3.7	
Improving personal and profes- sional qualifications of self	3.7	
Delegating authority	3.6	
Employing of clerks, custodians, and other non-professional employees	3.4	
Supervising non-teaching employees	2.7	
		3.5

(Continued, next page)

TABLE XXX (Continued)

General Functional Area	Average Weighted Rating	Average Weighted Rating By Areas
<u>Finance</u>		
Preparing of budget	3.8	
Selecting library and other supplies	2.8	
Purchasing general supplies (non-educational)	2.7	
		3.1
<u>Buildings</u>		
Preparing of building plans	3.6	
Planning long range building program	3.5	
Supervising maintenance of school plant	3.2	
		3.4
<u>Board of Education</u>		
Guiding board of education in policy making	3.8	
Formulating school policies	3.7	
Evaluating school progress	3.8	
Keeping operation of school in proper legal channels	3.5	
		3.6
<u>Public Relations</u>		
Reporting to the public	3.6	
Striving for democratic approach to problem solving	3.5	
Maintaining working relations with PTA groups	3.3	
Making contacts with civic, fra- ternal, and religious groups	3.2	
Interviewing patrons and represen- tatives of local organizations	3.1	
		3.3
<u>Instruction</u>		
Supervising the improvement of instruction	3.6	
Providing leadership for in- service training of staff	3.5	
Initiating curriculum study and revision	3.3	
Preparing courses of study	3.3	
Holding and attending work- shops, clinics, institutes	2.9	
		3.3
<u>Ministerial</u>		
Keeping proper records	3.4	
Reporting to federal, state, and local authorities	2.8	
Taking school census	2.7	
		3.0
<u>Pupils</u>		
Establishing proper rapport with pupils	3.1	
Providing health examinations for pupils and employees	3.0	
Dealing with pupil problems, including discipline	2.6	
Teaching classes	1.9	
		2.7
<u>Miscellaneous</u>		
Administering the transportation program	2.9	
Supervising attendance	2.8	
Administering lunch and other auxiliary programs	2.6	
Designing of record forms	2.4	
		2.7

Inspection of Table XXX reveals that Oklahoma school superintendents judged as extremely important the functional areas of (1) Board of Education and (2) Personnel Administration. Similarly, the functional areas of (1) Buildings, (2) Public Relations, (3) Instruction, (4) Finance, (5) Ministerial, (6) Pupils, and (7) Miscellaneous were judged to be significantly important.

As in the judgment of the superintendents serving on the jury, Oklahoma school superintendents place high emphasis upon personnel relationships with professional personnel. If the item pertaining to the non-professional personnel were deleted from the personnel classification, the relationships to professional personnel would be rated 3.7, higher than any other functional area.

Further inspection of Table XXX reveals that the area of finance is greatly reduced in rating because of the low rating of purchasing both educational and non-educational supplies. In like manner, it is observed that new building problems would rate above 3.5, but the rating of the general area of buildings is reduced by the lower rating of maintenance of buildings.

As in the corresponding tables of Chapter III, the Oklahoma school superintendents rate relatively low the general functional areas of ministerial, pupils, and miscellaneous.

Functions Ranked According to Responses of Oklahoma

Superintendents on TOO MUCH Time Spent

On the instrument submitted to Oklahoma superintendents, each respondent was asked to check the functions upon which, in his opinion, too much of his time was being expended.

The purpose in Table XXXI is to show the rank and frequency accorded to each of the functions by Oklahoma superintendents on a declining frequency of too much time spent.

TABLE XXXI

RANK ORDER OF THE FUNCTIONS BY OKLAHOMA SUPERINTENDENTS
ON TOO MUCH TIME SPENT

Rank	Function	Frequency
1.	Purchasing general supplies (non-educational)	42
2.	Administering the transportation program	29
3.	Supervising the maintenance of the school plant	28
4.	Administering lunch and other auxiliary programs	26
5.	Reporting to federal, state, and local authorities	23
6.	Making contacts with civic, fraternal, and religious groups	22
7.	Dealing with pupil problems, including discipline	21
8.	Keeping proper records	19
9.	Interviewing patrons and representatives of local organizations	18
10.	Employing of teaching, supervisory, and administrative personnel	14
11.	Teaching classes	13
12.5	Supervising attendance	11
12.5	Holding and attending workshops, clinics, institutes	11
14.	Supervising non-teaching employees	10
15.	Keeping operation of school in proper legal channels	9
17.5	Preparing of building plans	8
17.5	Employing of clerks, custodians, other non-professional personnel	8
17.5	Selecting library and other supplies	8
17.5	Taking of school census	8
21.5	Formulating school policies	7
21.5	Assigning, transferring, and dismissing personnel	7
21.5	Reporting to the public	7
21.5	Maintaining working relations with PTA groups	7
24.	Preparing of budget	6

(Continued, next page)

TABLE XXXI (Continued)

Rank	Function	Frequency
25.5	Establishing proper rapport with pupils	5
25.5	Striving for democratic approach to problem solving	5
28.5	Preparing courses of study	4
28.5	Planning long range building program	4
28.5	Improving personal and professional qualifications of self	4
28.5	Delegating authority	4
31.5	Providing leadership for in-service training of staff	3
31.5	Establishing and maintaining effec- tive staff relationships	3
33.5	Providing health examinations for pupils and employees	2
33.5	Supervising the improvement of instruction	2
36.5	Designing of record forms	1
36.5	Guiding board of education in policy making	1
36.5	Evaluating school progress	1
36.5	Initiating curriculum study and revision	1

An examination of Table XXXI reveals that the function "Purchasing general supplies (non-educational) consumed much more time than did any other function, according to Oklahoma school superintendents responding in this study. A study of Table XXVII, page 70, shows that these same respondents rank this function thirty-third in importance among the list of thirty-eight functions studied. The jury, as revealed in Table V, page 32, rank this item as 34.5 in importance.

In the upper quartile of frequencies in Table XXXI it is observed that of the ten functions upon which Oklahoma superintendents spend too much time, only two fall in the two upper quartiles according to importance. Seven of these ten functions are listed in the lower quartile according to importance.

In the lower quartile of frequencies in Table XXXI, the area in which Oklahoma superintendents admit the least waste of productive time, six of the functions fall in the upper quartile in importance, two in the

second, one in the third, and one in the fourth. Thus, it would seem that Oklahoma school superintendents are concentrating large blocks of time on functions of lesser importance.

Table XXXII is designed to show the rank difference correlation between the rankings by the jury of the importance of the functions of the superintendent and the ranking by the Oklahoma superintendents according to "too much" time spent.

TABLE XXXII

RANK ORDER OF FUNCTIONS ACCORDING TO IMPORTANCE
BY JURY AND BY OKLAHOMA SUPERINTENDENTS
ON TOO MUCH TIME SPENT

Function	Rank by Jury by Importance	Rank by Okla. Supts. by Too Much Time	Difference
Employing of teaching, supervisory, and administrative personnel	1.5	10.	8.5
Guiding board of education in policy making .	1.5	36.5	35.
Preparing budget	5.	24.	19.
Reporting to the public	5.	21.5	16.5
Formulating school policies	5.	21.5	16.5
Establishing and maintaining effective staff relationships	5.	31.5	26.5
Planning long range building program	5.	28.5	23.5
Delegating authority	9.5	28.5	19.
Improving personal and profes- sional qualifications of self	9.5	28.5	19.
Providing leadership for in- service training of staff	9.5	31.5	22.
Evaluating school progress	9.5	36.5	27.
Assigning, transferring, and dismissing personnel	12.5	21.5	9.
Striving for democratic approach to problem solving	12.5	25.5	13.
Initiating curriculum study and revision . . .	14.	36.5	22.5
Maintaining working relations with P.T.A. groups	15.5	21.5	6.
Preparing of building plans	15.5	17.5	2.
Supervising the improvement of instruction . .	17.	33.5	16.5
Keeping operation of school in proper legal channels	18.5	15.	3.5

(Continued, next page)

TABLE XXXII (Continued)

Function	Rank by Jury by Importance	Rank by Okla. Supts. by Too Much Time	Difference
Making contacts with civic, fraternal, and religious groups	18.5	6.	12.5
Interviewing patrons and representatives of local organizations	20.	9.	11.
Holding and attending workshops, clinics, institutes	21.5	12.5	9.
Employing of clerks, custodians, other non-professional personnel	21.5	17.5	4.
Preparing courses of study	23.5	28.5	5.
Keeping proper records	23.5	8.	15.5
Reporting to federal, state, and local authorities	25.	5.	20.
Establishing proper rapport with pupils	26.	25.5	.5
Providing health examinations for pupils and employees	27.	33.5	6.5
Supervising the maintenance of the school plant	28.	3.	25.
Administering the transportation program	29.5	2.	27.5
Supervising non-teaching employees	29.5	14.	15.5
Taking of school census	32.	17.5	15.5
Designing of record forms	32.	36.5	4.5
Selecting library and other supplies	32.	17.5	15.5
Purchasing general supplies (non-educational)	34.5	1.	33.5
Supervising attendance	34.5	12.5	22.
Administering lunch and other auxiliary programs	36.5	4.	32.5
Dealing with pupil problems, including discipline	36.5	7.	29.5
Teaching classes	38.	11.	27.

The rank difference coefficient of correlation between the rankings of the two groups is $-.53$, and was found to be significant at the one per cent level of significance. An inverse relationship exists between importance of functions as judged by the jury and judgments of Oklahoma superintendents as to amount of time spent on them.

Functions Ranked According to Responses of Oklahoma

Superintendents on TOO LITTLE Time Spent

The instrument submitted to Oklahoma school superintendents also asked each respondent to check the functions upon which, in his opinion, too little of his time was being consumed.

Table XXXIII is designed to show the rank and frequencies accorded to each of the functions by Oklahoma school superintendents on a declining frequency of too little time spent.

TABLE XXXIII

RANK ORDER OF THE FUNCTIONS BY OKLAHOMA SUPERINTENDENTS
ON TOO LITTLE TIME SPENT

Rank	Function	Frequency
1.	Supervising the improvement of instruction	77
2.	Initiating curriculum study and revision	70
3.	Preparing courses of study	67
4.5	Reporting to the public	65
4.5	Providing leadership for in-service training for staff	65
6.	Evaluating school progress	61
7.	Striving for democratic approach to problem solving	57
8.	Improving personal and professional qualifications of self	55
9.	Providing health examinations for pupils and employees	52
10.	Planning long range building program	44
11.	Establishing proper rapport with pupils	42
12.	Establishing and maintaining effective staff relationships	38
13.	Holding and attending workshops, clinics, institutes	36
14.	Formulating school policies	34
15.5	Designing of record forms	33
15.5	Supervising non-teaching employees	33
17.	Maintaining working relations with P.T.A. groups	32
18.	Guiding board of education in policy making	30
19.	Preparing of building plans	29
20.5	Selecting library and other supplies	26
20.5	Interviewing patrons and representatives of local organizations	26

(Continued, next page)

TABLE XXXIII (Continued)

Rank	Function	Frequency
22.5	Supervising attendance	21
22.5	Preparing of budget	21
24.	Assigning, transferring, and dismiss- ing personnel	18
26.	Employing of clerks, custodians, other non-professional personnel	16
26.	Making contacts with civic, fra- ternal, and religious groups	16
26.	Supervising the maintenance of the school plant .	16
28.	Employing of teaching, supervisory, and administrative personnel	15
29.	Keeping proper records	14
30.	Taking of school census	13
31.5	Delegating authority	12
31.5	Teaching classes	12
33.	Dealing with pupil problems, including discipline	9
34.	Administering the transportation program	8
35.	Keeping operation of school in proper legal channels	7
36.	Administering lunch and other auxiliary programs	6
37.	Reporting to federal, state, and local authorities	5
38.	Purchasing general supplies (non-educational) . .	3

An examination of Table XXXIII reveals that of the ten functions in the upper quartile of too little time spent, three are in the upper quartile of importance as judged by the same respondents, six are in the second quartile, one in the third, and none in the lower quartile of importance. These data would indicate that too little time is being spent by Oklahoma superintendents on functions which they rank so important.

Further examination of Table XXXIII reveals that, of the ten functions in the lower quartile of too little time spent as judged by the respondents, six are in the lower quartile by importance by the same respondents, one in the third quartile, two in the second, and one in

the first. Thus, it would seem that Oklahoma school superintendents are spending too little time on the functions which they list as more important.

In order to determine the relationship between the rankings of the jury in importance of functions and the rankings of Oklahoma school superintendents in too little time spent, Table XXXIV is designed to show the rank difference correlation between the rankings of the two groups.

TABLE XXXIV

RANK ORDER OF FUNCTIONS ACCORDING TO IMPORTANCE BY JURY AND
BY OKLAHOMA SUPERINTENDENTS ON TOO LITTLE TIME SPENT

Function	Rank by Jury by Importance	Rank by Okla. Supts. by Too Little Time	Difference
Employing of teaching, supervisory, and administrative personnel	1.5	28.	26.5
Guiding board of education in policy making	1.5	18.	16.5
Preparing budget	5.	22.5	17.5
Reporting to the public	5.	4.5	.5
Formulating school policies	5.	14.	9.
Establishing and maintaining effec- tive staff relationships	5.	12.	7.
Planning long range building program	5.	10.	5.
Delegating authority	9.5	31.5	22.
Improving personal and profes- sional qualifications of self	9.5	8.	1.5
Providing leadership for in- service training of staff	9.5	4.5	5.
Evaluating school progress	9.5	6.	3.5
Assigning, transferring, and dismissing personnel	12.5	24.	11.5
Striving for democratic approach to problem solving	12.5	7.	5.
Initiating curriculum study and revision	14.	2.	12.
Maintaining working relations with P.T.A. groups	15.5	17.	1.5
Preparing of building plans	15.5	19.	3.5
Supervising the improvement of instruction	17.	1.	16.

(Continued, next page)

TABLE XXXIV (Continued)

Function	Rank by Jury by Importance	Rank by Okla. Supts. by "Too Little Time"	Difference
Keeping operation of school in proper legal channels	18.5	35.	16.5
Making contacts with civic, fra- ternal, and religious groups	18.5	26.	7.5
Interviewing patrons and represen- tatives of local organizations	20.	20.5	.5
Holding and attending workshops, clinics, institutes	21.5	13.	8.5
Employing of clerks, custodians, other non-professional personnel	21.5	26.	4.5
Preparing courses of study	23.5	3.	20.5
Keeping proper records	23.5	29.	5.5
Reporting to federal, state, and local authorities	25.	37.	12.
Establishing proper rapport with pupils .	26.	11.	15.
Providing health examinations for pupils and employees	27.	9.	18.
Supervising the maintenance of the school plant	28.	26.	2.
Administering the transportation program .	29.5	34.	4.5
Supervising non-teaching employees	29.5	15.5	14.
Taking of school census	32.	30.	2.
Designing of record forms	32.	15.5	16.5
Selecting library and other supplies . . .	32.	20.5	11.5
Purchasing general supplies (non-educational	34.5	38.	3.5
Supervising attendance	34.5	22.5	12.
Administering lunch and other auxiliary programs	36.5	36.	.5
Dealing with pupil problems, including discipline	36.5	33.	3.5
Teaching classes	38.	31.5	6.5

The obtained rank difference coefficient of correlation between the rank order by the jury and the rank order of "too little" time spent by superintendents is .46. Thus, it would seem that a positive relationship exists between the importance of functions as judged by the jury and "too little" time consumption by Oklahoma superintendents.

Summary

From the presentation of data in Chapter IV, it would seem that the following generalizations are sound:

(1) The magnitude of the coefficient of correlation tends to indicate that a strong direct relationship exists between the judgments of Oklahoma school superintendents and the jury of educators regarding the importance of the functions of the superintendent of schools.

(2) Size of community is not a factor of significant degree in the judgments of responding Oklahoma school superintendents regarding the importance of the functions of the superintendent of schools.

(3) Extremely important functions of the superintendent of schools according to the judgment of Oklahoma school superintendents are in the areas of personnel relations, board of education, budgeting, building problems, improving instruction, in-service training of staff, and some areas of public relations.

(4) Oklahoma school superintendents spend too much time on functions of lesser importance and too little time on the more important functions.

CHAPTER V
APPLICATION OF CRITERIA OF RELATIVE IMPORTANCE DEVELOPED
FROM JURY RESPONSES TO TIME EXPENDITURE PRACTICES
OF OKLAHOMA SCHOOL SUPERINTENDENTS

The purpose of this chapter was to apply the criteria developed in Chapter III, based on the judgments of the jury, to the time expenditure practices derived from the responses of the Oklahoma superintendents as shown in Chapter IV. The bar graph was selected as an appropriate method for comparing the relative importance of administrative functions as judged by the jury and the estimate of time expenditure on these functions by Oklahoma superintendents. It was believed that this procedure will furnish the practicing school superintendent an effective and usable means by which time expenditure practices may be re-examined in the interest of improved administration.

Relative Rank Position According to Importance by
Jury and According to Too Much Time Spent
by Oklahoma Superintendents

In the preceding chapter Table XXXII, page 83, was designed to show the rank order of functions according to importance by the jury and according to too much time spent by Oklahoma superintendents. In order to reveal these relationships graphically, as shown in Figures 1 to 9 which follow, the comparative ranks of each function are shown by relative rank position. The relative rank position was obtained by subtracting the rank of each function in each category from the total

functions and then dividing the remainder by the total functions. The resulting relative rank position shows the contrast between "Importance" and "Too Much Time." For example, in Figure 1, the second item is "Establishing and maintaining effective staff relationships." The percentile rank by the jury according to importance of the function is 86, and according to "too much time spent" by the superintendent is 17. This indicates that 86 per cent of the functions rank lower in importance on this item according to the jury and that only 17 per cent of the functions, according to Oklahoma superintendents, rank lower in "too much time spent." The interpretation is that in this highly essential function according to importance, excessive time is being spent sparingly by the superintendents.

Functions Relating to Personnel	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Employing of teaching, supervisory and administrative personnel	X	X	X	X	X	X	X	X	X	X	X
Establishing and maintaining effective staff relationships	X	X	X	X	X	X	X	X	X	X	X
Assigning, transferring, and dismissing personnel	X	X	X	X	X	X	X	X	X	X	X
Improving personal and professional qualifications of self	X	X	X	X	X	X	X	X	X	X	X
Delegating authority	X	X	X	X	X	X	X	X	X	X	X
Employing of clerks, custodians, and other non-professional personnel	X	X	X	X	X	X	X	X	X	X	X
Supervising non-teaching employees	X	X	X	X	X	X	X	X	X	X	X

XXXXX--Rank of Importance by Jury

XXXXX--Rank of Too Much Time Spent by Oklahoma superintendents

Figure 1. Relative Rank Positions According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents.

It may be observed in Figure 1 that, in the first five functions relating to personnel, the jury attaches more significance of importance to the items than do the Oklahoma superintendents according to time spent. It is also noted that all of these functions pertain to professional personnel. In only one of these five is the relationship relatively close, namely, in "Assigning, transferring, and dismissing personnel." In the last two functions which pertain to non-professional personnel, the Oklahoma superintendents spend too much time in relation to importance.

Functions Relating to Board of Education	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Guiding board of education in policy-making	XX XX										
Formulating school policies	XX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Evaluating school progress	XX XX										
Keeping operation of school in proper legal channels	XX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										

XXXXX--Rank of Importance by Jury
 XXXXX--Rank of Too Much Time Spent by Oklahoma superintendents

Figure 4. Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents.

An examination of Figure 4 reveals that, in guiding board of education in policy-making and evaluating school progress, the time spent by Oklahoma school superintendents is excessively deficient when contrasted with the judgment of the jury as to importance of these functions. The jury also attaches more importance to formulation of school policies than do the superintendents in regard to time spent. Only in the function of keeping operation of school in proper legal channels do the superintendents spend too much time in relation to importance.

Functions Relating to Public Relations	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Reporting to the public	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Striving for democratic approach to problem-solving	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX										
Maintaining working relations with P.T.A. groups	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Making contacts with civic, fraternal, and religious groups	XXXXXXXXXXXXXXXXXXXXXXXXXXXX XX										
Interviewing patrons and representatives of local organizations	XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX										

XXXXX--Rank of Importance by Jury

xxxxx--Rank of Too Much Time Spent by Oklahoma superintendents

Figure 5. Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents.

An examination of Figure 5 reveals that Oklahoma school superintendents are deficient in time expenditure in three of the five areas of public relations, including reporting, democratic approach to problem-solving, and work with P. T. A. groups. In the functions of making contacts with groups and interviewing patrons and group representatives, the Oklahoma superintendents expend time in excess of importance as judged by the jury.

Functions Relating to Instruction	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Supervising the improvement of instruction	XXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXX										
Providing leadership for in service training of staff	XX XXXXXXXX										
Initiating curriculum study and revision	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XX										
Preparing courses of study	XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXX										
Holding and attending workshops, clinics, institutes	XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX										

XXXXX--Rank of Importance by Jury

XXXXX--Rank of Too Much Time Spent by Oklahoma superintendents

Figure 6. Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma Superintendents.

It is observed from Figure 6 that, in the general area of instruction, the time expenditure of Oklahoma school superintendents is definitely deficient in supervising instruction, in-service training of staff, curriculum work, and preparing courses of study, when compared to ranks of importance as judged by the jury. Conversely, the jury attaches less importance to workshops, clinics, and institutes than do the Oklahoma school superintendents in their admitted expenditure of time.

Functions Relating to Pupils	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Establishing proper rapport with pupils	XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXX										
Providing health examinations for pupils and employees	XXXXXXXXXXXXX XXXXXX										
Dealing with pupil problems, including discipline	XX XX										
Teaching classes	X XX										

XXXXX—Rank of Importance by Jury

XXXXX—Rank of Too Much Time Spent by Oklahoma superintendents

Figure 8. Relative Rank Position According to Importance by Jury and According to Too Much Time Spent by Oklahoma superintendents.

A study of Figure 8 reveals that the general functional area of pupils ranks relatively low in importance by the judgment of the jury. Two of the functions, relating to rapport with pupils and health examinations, rank low in time consumption by Oklahoma superintendents. The other two functions, pertaining to discipline and teaching, rank extremely high by the superintendents in matter of time consumption and very low in importance by the jury.

Relative Rank Position According to Importance by
Jury and According to Too Little Time Spent
by Oklahoma Superintendents

Figures 1 to 9 are designed to show the relative rank position of the functions according to importance by jury and according to too much time spent by Oklahoma superintendents. Figures 10 to 18, which follow, show the relationship between importance and too little time spent. The same type of bar graph and computational technique are used in the succeeding figures as in those which precede.

The following figures, obviously, carry the same percentile ranking of importance for each function as do those preceding on "too much time spent." However, in order to interpret the figures on "too little time spent," it is necessary to reverse the reader's thinking on the significance of the length of the bar. In the following figures, in the area relating to time spent by superintendents, a low percentile ranking, or a short bar, is indicative of a tendency toward an excessive application of time. On the other hand, a high percentile rank, or long bar, indicates neglect of the function under consideration. For instance, in Figure 10 the interpretation is that in the first two items, both of which the jury ranks as very important, Oklahoma superintendents are only slightly neglectful of time in the function of "employing" personnel, but extremely so in "Establishing and maintaining effective staff relationships."

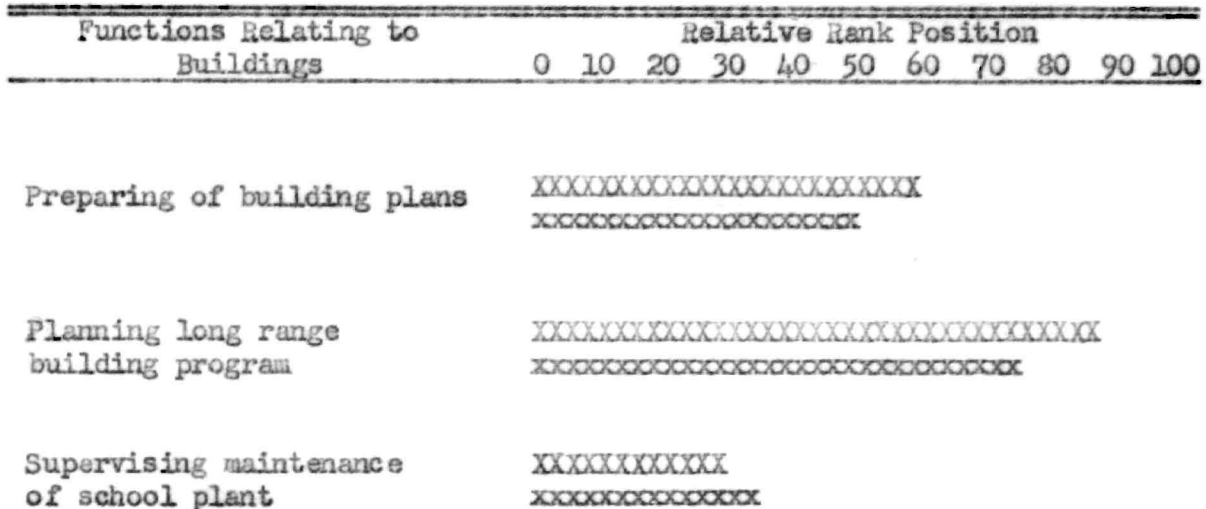
Functions Relating to Finance	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Preparing of budget	XX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Selecting library and other supplies	XXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
Purchasing general supplies (non-educational)	XXXX x										

XXXXX--Rank of Importance by Jury

xxxxx--Rank of Too Little Time Spent by Oklahoma Superintendents

Figure 11. Relative Rank Position According to Importance by Jury and According to Too Little Time Spent by Oklahoma Superintendents.

An examination of Figure 11 reveals that the jury attaches much importance to budget-making and little importance to the functions relating to purchasing of supplies. Oklahoma school superintendents indicate a tendency toward extreme consumption of time in purchasing non-educational supplies. The frequency table on page 86 shows that this function is at the bottom of the list in "too little" time spent.



XXXXX--Rank of Importance by Jury

xxxxx--Rank of Too Little Time Spent by Oklahoma Superintendents

Figure 12. Relative Rank Position According to Importance by Jury and According to Too Little Time Spent by Oklahoma Superintendents.

An interpretation of Figure 12 suggests the Oklahoma superintendents are devoting too little time to the extremely important function of long range building planning and too much time to the lesser area in importance, supervising maintenance of the school plant. In the preparing of building plans, a function of moderate importance, it seems that the Oklahoma superintendents are spending a moderate amount of time.

Functions Relating to Ministerial	Relative Rank Position										
	0	10	20	30	40	50	60	70	80	90	100
Keeping proper records											
Reporting to federal, state and local authorities											
Taking school census											

XXXXX--Rank of Importance by Jury

xxxxx--Rank of Too Little Time Spent by Oklahoma Superintendents

Figure 16. Relative Rank Position According to Importance by Jury and According to Too Little Time Spent by Oklahoma Superintendents.

A study of Figure 16 reveals that the jury ranks none of the ministerial functions high in the scale of importance. Conversely, Oklahoma school superintendents indicate a definite tendency of spending too much time on all of these functions. It is noted that reporting to federal, state, and local authorities is a function of excessive time consumption. Reference to the frequency table on page 86 indicates that this function ranks next to last of the thirty-eight functions in too little time spent.

Summary

From the data presented in Chapter V it would seem that according to the judgment of Oklahoma superintendents the following general functional areas consume an excessive portion of the time of the superintendent:

- Finance, except budget-making,
- Maintenance of school plant,
- Contacts with local groups, except PTA,
- Ministerial duties,
- Pupil relationships, except establishing rapport,
- Miscellaneous duties.

The following functional areas receive too little time expenditure by Oklahoma school superintendents:

- Personnel relations,
- Building programs,
- Board of education,
- Public relations,
- Instruction.

The above classifications are in general areas. A careful study of Figures 1 to 18, inclusive, will reveal that there are exceptions by individual functions in most of these general classifications.

CHAPTER VI
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In light of the limitations stated in Chapter I of this investigation, certain findings, conclusions, and recommendations have evolved.

Findings

The following findings have been evolved from the study:

(1) The magnitude of the coefficient of correlation indicates a marked degree of agreement between the judgment of the superintendents on the jury and the judgment of the professors and other educators regarding the importance of the various functions.

(2) The functional areas ranked extremely important by the jury include professional personnel relationships, board of education functions, public relations functions, and buildings, other than maintenance.

(3) The functional areas ranked significantly important by the jury are finance and instruction.

(4) The functional areas ranked moderately important by the jury include ministerial duties, pupil relationships, and miscellaneous functions.

(5) The magnitude of the coefficient of correlation between the judgments of the jury and the Oklahoma superintendents regarding the importance of administrative functions indicates a marked degree of agreement.

(6) Based on the judgment of the jury as to importance of functions, the Oklahoma superintendents spend too much time on functions of lesser importance and too little time on functions of greater importance.

(7) The particular function upon which Oklahoma superintendents spend too much time in relation to its importance is "Purchasing general supplies (non-educational)."

(8) The particular function on which the Oklahoma superintendents spend too little time in relation to its importance is "Supervising the improvement of instruction."

Conclusions

Based upon this study, and recognizing the limitations previously stated, the following conclusions have been evolved:

(1) The major conclusion evolving from this study is that the most important functions of the school superintendents involve relationships with people.

(2) According to the authoritative judgment of the jurors used in this study, the Oklahoma school superintendents know which of the functions attendant to their office are important and which are unimportant.

(3) The miscellaneous and ministerial functions of the Oklahoma school superintendents, although judged to be of lesser importance, are major sources of time expenditure.

(4) The functions of the school superintendents pertaining to improvement of instruction, reporting to the public, evaluating school progress, which were judged to be of extreme importance by both the jury and the Oklahoma superintendents, are also ranked high as receiving "too little" time expenditure.

(5) The size and economic character of the community are not

significant factors in ranking the importance of functions of the superintendent of schools, as judged by both the jury and the Oklahoma school superintendents.

Recommendations

Based on this investigation, certain recommendations seem to be defensible. These include:

(1) Oklahoma school superintendents should lend serious consideration to "the improvement of self." This study shows that both the jury and the Oklahoma superintendents regard this improvement as highly important, but Oklahoma superintendents rank the item low in time expenditure.

(2) Oklahoma superintendents of schools should re-examine their own expenditure of time in light of the importance of functions involving people and the relative unimportance of functions involving the mechanics of school administration.

(3) Oklahoma school superintendents should recognize the importance of the function "Improvement of Instruction" and take appropriate action to increase their competence in this functional area of responsibility.

(4) Oklahoma school superintendents and boards of education should consider the employment of a full or part-time official to administer the affairs of the school not directly related to the educational process. This would free the superintendents from time-consuming functions that are not of major importance to the educational program.

BIBLIOGRAPHY

- American Association of School Administrators. Educational Leadership; Progress and Possibilities: Eleventh Yearbook. Washington, D. C.: The Association, 1933.
- American Association of School Administrators. The American School Superintendency: Thirtieth Yearbook. Washington, D. C.: The Association, 1952.
- Ayers, Leonard P. School Organization and Administration. Cleveland, Ohio: The Survey Committee of the Cleveland Foundation, 1916.
- Bolton, Frederick Elmer, Thomas Raymond Cole, and John Hunnicut Jessup. The Beginning Superintendent. New York: The Macmillan Company, 1937.
- Briggs, T. H. Improving Instruction. New York: The Macmillan Company, 1944.
- Campbell, Clyde M. Practical Application of Democratic Administration. New York: Harper and Brothers, 1950.
- Chamberlain, Leo M. and Leslie W. Kindred. The Teacher and School Organization. New York: Prentice-Hall, Inc., 1950.
- DeYoung, Chris A. Introduction to American Public Education. New York: McGraw-Hill Book Company, 1950.
- "Educational Organization, Administration, and Finance." Review of Educational Research, XXII (October, 1952), 277-278.
- Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green and Company, 1946.
- Hagman, Harlan R. The Administration of American Public Schools. New York: McGraw-Hill Book Company, 1951.
- "Legal Status of the School Superintendent." National Education Research Association Bulletin, XXIX (October, 1951), 119.
- Miller, Van, and Willard S. Spalding. The Public Administration of American Schools. Yonkers-on-Hudson, New York: World Book Company 1952.
- Moehlman, Arthur B. School Administration. Boston, Massachusetts: Houghton-Mifflin Company, 1951.
- Mort, Paul R. and William S. Vincent. Modern Educational Practice. New York: McGraw-Hill Book Company, 1950.
- Norton, John K. "Emerging Demands on Administration Leadership." School and Society, LXXII (December, 1950), 433-434.

Norton, John K. "Meeting the Challenges to Educational Administration." Teachers College Record, LII (May, 1951), 467-468.

Pittinger, Benjamin Floyd. Local Public School Administration. New York: McGraw-Hill Book Company, 1951.

Reeder, Ward G. The Fundamentals of Public School Administration. New York: The Macmillan Company, 1946.

Sears, Jesse B. The Nature of the Administrative Process. New York: McGraw-Hill Book Company, 1950.

Second Work Conference. Educational Leaders, Their Function and Preparation. Madison, Wisconsin: National Conference of Professors of School Administration (August-September, 1948), 7-8.

Strayer, George D. "Professional Training for Superintendents of Schools." Teachers College Record, XXVI (September, 1925), 815.

APPENDIX

- A. JURY'S INSTRUMENT
- B. OKLAHOMA SUPERINTENDENTS' INSTRUMENT
- C. RANK ORDER ACCORDING TO IMPORTANCE BY PROFESSORS
AND OTHER EDUCATORS
- D. RANK ORDER ACCORDING TO IMPORTANCE BY SUPERINTENDENT
- E. RANK ORDER ACCORDING TO SIZE OF COMMUNITY BY
SUPERINTENDENTS
- F. RANK ORDER ACCORDING TO ECONOMIC CHARACTER OF
COMMUNITY BY SUPERINTENDENTS
- G. RANK ORDER ACCORDING TO SIZE OF COMMUNITY BY
OKLAHOMA SUPERINTENDENTS

SCHOOL OF EDUCATION
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
STILLWATER, OKLAHOMA

TO RESPONDENT:

As a result of the CPEA conferences of Oklahoma school superintendents during the school year 1951-52, it was revealed that one of the major problems of school superintendents in Oklahoma is the demands made upon their time and energy by routine and emergency duties both within and without the school.

It is the purpose of this study to aid superintendents to judge the validity of demands made upon their time and energy, with the ultimate purpose of improving school administration.

This study is being carried on under the auspices of the Department of School Administration, School of Education, Graduate School, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The check sheet of administrative duties and practices has been designed so as to require a minimum of your time. Your careful consideration and checking of each item will be a contribution to the study.

Please return the completed form in the return envelope at your earliest convenience. Your cooperation will be greatly appreciated.

Sincerely yours

R. R. RUSSELL
Graduate School
Oklahoma Agricultural and
Mechanical College
Stillwater, Oklahoma

PART I

No attempt will be made to establish the identity of persons filling out this check sheet. Information on the following items will be very helpful in making this study and will add greatly to its value.

Approximate general population of area served by school district _____.

About how many hours per week do you spend serving your community both within and without the school? _____.

PART II

INSTRUCTIONS:

Listed below are a number of duties and/or practices exercised by superintendents of schools.

(a) In the area on the left of the list please check your opinion as to the proper emphasis on the **IMPORTANCE** of each item according to the following choices:

Column 1—Little or no importance

Column 3—Significantly important

Column 2—Moderately important

Column 4—**EXTREMELY** important

(b) In the area on the right of the list please check in the appropriate column your evaluation of **YOUR OWN PRACTICES** in regard to time and energy expended in each of the items.

DEGREE OF IMPORTANCE OF EACH ITEM

TIME AND ENERGY EXPENDITURE

DEGREE OF IMPORTANCE OF EACH ITEM				I T E M	TIME AND ENERGY EXPENDITURE		
1	2	3	4		Too Much	Too Little	About Right
				1. Supervising attendance			
				2. Preparing of budget			
				3. Preparing of building plans			
				4. Employing of teaching, supervisory, and administrative personnel			
				5. Employing of clerks, custodians, other non-professional personnel			
				6. Preparing courses of study			
				7. Formulating school policies			
				8. Holding and attending workshops, clinics, institutes			
				9. Selecting library and other supplies			
				10. Reporting to federal, state, and local authorities			
				11. Taking of school census			
				12. Designing of record forms			
				13. Providing health examinations for pupils and employees			
				14. Assigning, transferring, and dismissing personnel			
				15. Reporting to the public			
				16. Providing leadership for in-service training of staff			

SCHOOL OF EDUCATION
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
STILLWATER, OKLAHOMA

TO RESPONDENT:

The enclosed list of duties and/or practices of a school superintendent is being mailed to a group of outstanding school superintendents and educators throughout the United States. The purpose is to secure the considered judgment of leaders in education regarding the relative importance of the various duties of the school superintendent. Each member of the group was selected on the bases of one or more of the following criteria: (1) Membership in the American Association of School Administrators, (2) Membership in the National Conference of the Professors of School Administration, (3) Contribution to the literature of educational administration, (4) A staff member of a school which prepares school administrators, (5) A superintendent who has made an outstanding contribution in the field of school administration.

The study is being made under the auspices of the Department of Educational Administration, School of Education, Graduate School, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The study will be directed toward aiding school superintendents in judging the validity of demands on their time and energy, with the ultimate purpose of improving school administration.

Since the request will take only a few minutes of the respondent's time, we hope for an early response. Your cooperation will be greatly appreciated.

Sincerely yours

R. R. RUSSELL
Graduate Student
Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma

Dear Respondent:

This investigation has evolved from the current nationwide interest, as well as that of the Southwest Regional Cooperative Project, in studying the nature and improvement of educational leadership. It is hoped that administrators in the field and educators charged with the responsibility for development of programs in educational administration will give the study the benefit of their considered judgment.

Your cooperation will be appreciated.

Sincerely yours

MORRIS S. WALLACE
Professor of School Administration

THE RELATIVE IMPORTANCE OF VARIOUS AREAS OF DUTIES OF THE SUPERINTENDENT OF SCHOOLS

PART I

Please check type of position held by respondent

Superintendent of Schools _____ Professor of School Administration _____

Other (List title) _____

If superintendent of schools, check the figure or figures most nearly representing the general population of the area served.

- | | |
|--|--|
| <input type="checkbox"/> a. 2,500 to 5,000 | <input type="checkbox"/> d. 30,000 to 100,000 |
| <input type="checkbox"/> b. 5,000 to 10,000 | <input type="checkbox"/> e. 100,000 to 500,000 |
| <input type="checkbox"/> c. 10,000 to 30,000 | <input type="checkbox"/> f. Over 500,000 |

If superintendent of schools, check the adjective that describes most nearly the predominant economic character of the community.

- | | |
|--|---|
| <input type="checkbox"/> a. Agricultural | <input type="checkbox"/> d. Suburban |
| <input type="checkbox"/> b. Industrial | <input type="checkbox"/> e. Other _____ |
| <input type="checkbox"/> c. Wholesaling and/or retailing | |

PART II

INSTRUCTIONS:

Listed below are a number of duties and/or practices exercised by superintendents of schools. In the numerical column at the right please check your opinion as to the degree of importance which you attach to each of the items according to the following choices:

Column 1—Little or no importance

Column 3—Significantly important

Column 2—Moderately important

Column 4—EXTREMELY important

ITEMS	Degree of Importance of Each Item			
	1	2	3	4
1. Supervising attendance				
2. Preparing of budget				
3. Preparing of building plans				
4. Employing of teaching, supervisory, and administrative personnel				
5. Employing of clerks, custodians, other non-professional personnel				
6. Preparing courses of study				
7. Formulating school policies				
8. Holding and attending workshops, clinics, institutes				
9. Selecting library and other supplies				
10. Reporting to federal, state, and local authorities				
11. Taking of school census				
12. Designing of record forms				
13. Providing health examinations for pupils and employees				
14. Assigning, transferring, and dismissing personnel				
15. Reporting to the public				

Degree of Importance
of Each Item

	1	2	3	4
16. Providing leadership for in-service training of staff				
17. Planning long range building program				
18. Improving personal and professional qualifications of self				
19. Supervising the improvement of instruction				
20. Administering the transportation program				
21. Establishing proper rapport with pupils				
22. Purchasing general supplies (non-educational)				
23. Making contacts with civic, fraternal, and religious groups				
24. Maintaining working relations with PTA groups				
25. Supervising non-teaching employees				
26. Guiding board of education in policy making				
27. Striving for democratic approach to problem solving				
28. Evaluating school progress				
29. Initiating curriculum study and revision				
30. Delegating authority				
31. Dealing with pupil problems, including discipline				
32. Administering lunch and other auxiliary programs				
33. Keeping operation of school in proper legal channels				
34. Keeping proper records				
35. Supervising the maintenance of the school plant				
36. Interviewing patrons and representatives of local organizations				
37. Teaching classes				
38. Establishing and maintaining effective staff relationships				
39. Others				

PART III

This space is reserved for any brief statement that the respondent may elect to make on the task of the superintendent of schools, and upon which he consents to be quoted. Any statement in this part should, of course, be signed by the respondent.

APPENDIX C

Rank Order According to Importance of the Functions of the School Superintendent by the Judgments of 41 Professors of School Administration and 15 Other Educators. These Groups Represent 56 Responses, or 70 Per Cent of 80 Instruments Mailed.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1	Guiding board of education in policy making			1	55	223	4.0
2.5	Employing of teaching, supervisory, and administrative personnel			3	53	221	3.9
2.5	Establishing and maintaining effective staff relationships		1	4	51	218	3.9
5.5	Providing leadership for in-service training of staff		1	9	46	213	3.8
5.5	Reporting to the public		1	10	45	212	3.8
5.5	Evaluating school progress		1	12	43	210	3.8
5.5	Formulating school policies	1		7	46	206	3.8
7.5	Assigning, transferring, and dismissing personnel		1	13	42	209	3.7
9.5	Preparing of budget		2	11	43	209	3.7
9.5	Improving personal and professional qualifications of self			14	41	206	3.7
9.5	Striving for democratic approach to problem solving		1	16	38	202	3.7
12.5	Delegating authority		2	17	37	203	3.6
12.5	Planning long range building program		2	17	37	201	3.6
14	Initiating curriculum study and revision		3	20	32	194	3.5
15	Supervising the improvement of instruction	1	2	31	22	186	3.3
16.5	Maintaining working relations with PTA groups		6	30	20	182	3.2
16.5	Preparing of building plans	2	6	25	22	177	3.2
18.5	Keeping operation of school in proper legal channels	2	7	27	19	173	3.1
18.5	Making contacts with civic, fraternal, and religious groups	1	11	27	16	168	3.1
20.5	Interviewing patrons and representatives of local organizations	1	14	25	15	164	3.0
20.5	Holding and attending workshops, clinics, institutes	1	14	23	14	154	3.0
22	Employing of clerks, custodians, other non-professional personnel		14	31	10	161	2.9
23	Reporting to federal, state, and local authorities	1	22	19	14	158	2.8
24.5	Establishing proper rapport with pupils	2	19	26	8	150	2.7
24.5	Keeping proper records	6	16	24	10	150	2.7

(Continued, next page)

APPENDIX C (Continued)

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
26.5	Providing health examinations for pupils and employees	3	22	23	8	148	2.6
26.5	Preparing courses of study	9	14	19	12	142	2.6
28	Administering the transportation program	2	26	25	1	133	2.5
29	Supervising the maintenance of the school plant	6	25	21	4	135	2.4
30	Supervising non-teaching employees	4	32	17	2	127	2.3
31	Taking of school census	13	26	10	4	111	2.1
33.5	Administering lunch and other auxiliary programs	14	27	11	2	109	2.0
33.5	Purchasing general supplies (non-educational	14	29	8	3	108	2.0
33.5	Designing of record forms	13	30	11		106	2.0
33.5	Selecting library and other supplies	13	31	5	3	102	2.0
36.5	Dealing with pupil problems, including discipline	18	25	9	1	99	1.9
36.5	Supervising attendance	18	24	8	2	98	1.9
38	Teaching classes	37	13	3		72	1.4

APPENDIX D

Rank Order According to Importance of the Functions of the School Superintendents by the Judgments of 60 Outstanding City Superintendents of Schools. This Group Represents 60 Responses, or 60 per cent of 100 Instruments Mailed.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
3	Preparing of budget			4	55	232	3.9
3	Planning long range building program . . .			5	54	231	3.9
3	Employing of teaching, supervisory, and administrative personnel			3	55	229	3.9
3	Reporting to the public			8	51	228	3.9
3	Guiding board of education in policy making			6	51	222	3.9
6.5	Delegating authority	1		10	48	223	3.8
6.5	Establishing and maintaining effective staff relationships	1	1	6	50	221	3.8
9	Formulating school policies			7	53	233	3.7
9	Improving personal and professional qualifications of self	1	1	12	45	219	3.7
9	Preparing of building plans		3	13	41	209	3.7
12.5	Striving for democratic approach to problem solving		3	17	40	217	3.6
12.5	Assigning, transferring, and dismissing personnel	1	1	21	36	210	3.6
12.5	Providing leadership for in-service training of staff		2	20	36	208	3.6
12.5	Evaluating school progress		1	20	36	206	3.6
15	Maintaining working relations with PTA groups	1	3	18	36	205	3.5
16	Initiating curriculum study and revision		6	22	30	198	3.4
17.5	Making contacts with civic, fraternal, and religious groups	1	3	18	36	205	3.3
17.5	Supervising the improvement of instruction	1	6	24	25	185	3.3
19	Keeping operation of school in proper legal channels	1	8	26	24	191	3.2
20	Interviewing patrons and representatives of local organizations		13	25	19	177	3.1
21	Preparing courses of study	7	8	22	20	169	3.0
22	Holding and attending workshops, clinics, institutes	2	11	37	8	167	2.9
23.5	Keeping proper records	5	16	20	16	161	2.8
23.5	Employing of clerks, custodians, other non-professional personnel	1	18	30	8	159	2.8

(Continued, next page)

APPENDIX D (Continued)

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25	Reporting to federal, state, and local authorities	6	24	18	9	144	2.5
26.5	Providing health examinations for pupils and employees	11	22	15	9	136	2.4
26.5	Establishing proper rapport with pupils	12	19	18	8	136	2.4
28	Supervising the maintenance of the school plant	10	22	21	3	129	2.3
31	Designing of record forms	18	25	10	4	114	2.0
31	Selecting library and other supplies	18	25	12	2	112	2.0
31	Taking of school census	21	18	13	4	112	2.0
31	Administering the transportation program	15	26	11	3	112	2.0
31	Supervising non-teaching employees	12	34	8	2	112	2.0
34.5	Supervising attendance	24	18	12	4	112	1.9
34.5	Purchasing general supplies (non-educational)	18	31	8	1	108	1.9
36	Dealing with pupil problems, including discipline	22	27	7		97	1.7
37	Administering lunch and other auxiliary programs	29	22	6	1	95	1.6
38	Teaching classes	47	5	3	2	74	1.3

APPENDIX E
(Exhibit 1)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Fall in the 2,500 to 5,000 population Classification. This Exhibit Represents Only Two Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
4.5	Preparing of budget				2	8	4.0
4.5	Preparing of building plans				2	8	4.0
4.5	Employing of teaching, supervisory, and administrative personnel				2	8	4.0
4.5	Assigning, transferring, and dismissing personnel				2	8	4.0
4.5	Planning long range building program				2	8	4.0
4.5	Improving personal and professional qualifications of self				2	8	4.0
4.5	Guiding board of education in policy making				2	8	4.0
4.5	Evaluating school progress				1	4	4.0
12.5	Employing of clerks, custodians, other non-professional personnel			1	1	7	3.5
12.5	Preparing courses of study .v.			1	1	7	3.5
12.5	Formulating school policies			1	1	7	3.5
12.5	Reporting to the public			1	1	7	3.5
12.5	Supervising the improvement of instruction			1	1	7	3.5
12.5	Striving for democratic approach to problem solving			1	1	7	3.5
12.5	Delegating authority			1	1	7	3.5
12.5	Keeping proper records			1	1	7	3.5
21	Supervising attendance				2	6	3.0
21	Purchasing general supplies (non-educational)			2		6	3.0
21	Making contacts with civic, fraternal, and religious groups		1		1	6	3.0
21	Maintaining working relations with PTA groups		1		1	6	3.0
21	Supervising non-teaching employees			2		6	3.0
21	Initiating curriculum study and revision			2		6	3.0
21	Dealing with pupil problems, including discipline			2		6	3.0
21	Supervising the maintenance of the school plant			2		6	3.0
21	Interviewing patrons and representatives of local organizations			2		6	3.0

(Continued next page)

APPENDIX E (Exhibit 1) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
29.5	Holding and attending work-shops, clinics, institutes	1	1			5	2.5
29.5	Selecting library and other supplies	1	1			5	2.5
29.5	Designing of record forms	1			1	5	2.5
29.5	Providing health examinations for pupils and employees		1	1		5	2.5
29.5	Providing leadership for in-service training of staff		1	1		5	2.5
29.5	Establishing proper rapport with pupils		1	1		5	2.5
29.5	Keeping operation of school in proper legal channels		1	1		5	2.5
29.5	Establishing and maintaining effective staff relationships	1			1	5	2.5
35.5	Taking of school census	1		1		4	2.0
35.5	Administering lunch and other auxiliary programs	1		1		4	2.0
35.5	Teaching classes	1		1		4	2.0
35.5	Reporting to federal, state, and local authorities		1			2	2.0
38	Administering the transportation program	1				1	1.0

APPENDIX E
(Exhibit 2)

Rank Order According to Importance of the Functions of the School Superintendent by the Superintendents Whose Communities Fall in the 5,000 to 10,000 Population Classification. This Exhibit Represents Six Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
2.5	Preparing of budget				6	24	4.0
2.5	Employing of teaching, supervisory, and administrative personnel				6	24	4.0
2.5	Formulating school policies				6	24	4.0
2.5	Establishing and maintaining effective staff relationships				6	24	4.0
7	Preparing of building plans			1	5	23	3.8
7	Reporting to the public			1	5	23	3.8
7	Planning long range building program			1	5	23	3.8
7	Improving personal and professional qualifications of self			1	5	23	3.8
7	Guiding board of education in policy making			1	5	23	3.8
10.5	Evaluating school progress			2	4	22	3.7
10.5	Delegating authority			2	4	22	3.7
13	Assigning, transferring, and dismissing personnel			3	3	21	3.5
13	Striving for democratic approach to problem solving		1	1	4	21	3.5
13	Keeping operation of school in proper legal channels			3	3	21	3.5
16	Providing leadership for in-service training of staff		1	2	3	20	3.3
16	Supervising the improvement of instruction			4	2	20	3.3
16	Maintaining working relations with PTA groups		1	2	3	20	3.3
19	Establishing proper rapport with pupils		1	3	2	19	3.2
19	Making contacts with civic, fraternal, and religious groups		1	3	2	19	3.2
19	Interviewing patrons and representatives of local organizations		2	1	3	19	3.2
22.5	Employing of clerks, custodians, other non-professional personnel		1	4	1	18	3.0
22.5	Preparing courses of study		2	2	2	18	3.0
22.5	Holding and attending workshops, clinics, institutes		1	4	1	18	3.0
22.5	Initiating curriculum study and revision		1	4	1	18	3.0

(Continued, next page)

APPENDIX E (Exhibit 2) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25	Reporting to federal, state, and local authorities		2	3	1	17	2.8
26	Keeping proper records	1	1	3	1	16	2.7
27.5	Providing health examinations for pupils and employees	1	2	2	1	15	2.5
27.5	Supervising the maintenance of the school plant		3	3		15	2.5
30.5	Taking of school census	2	2	1	1	13	2.2
30.5	Administering the transportation program	2	2	1	1	13	2.2
30.5	Purchasing general supplies (non-educational)	1	3	2		13	2.2
30.5	Supervising non-teaching employees	2	2	1	1	13	2.2
33	Selecting library and other supplies	3	1	1	1	12	2.0
35	Designing of record forms	2	3	1		11	1.8
35	Dealing with pupil problems, including discipline	2	3	1		11	1.8
35	Teaching classes	3	2		1	11	1.8
37	Supervising attendance	3	2	1		10	1.7
38	Administering lunch and other auxiliary programs	4	1	1		9	1.5

APPENDIX E
(Exhibit 3)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Fall in the 10,000 to 30,000 Population Classification. This Exhibit Represents 10 returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
3	Preparing of budget			1	9	39	3.9
3	Employing of teaching, supervisory, and administrative personnel			1	9	39	3.9
3	Reporting to the public			1	8	35	3.9
3	Delegating authority			1	8	35	3.9
3	Guiding board of education in policy making			1	7	31	3.9
6.5	Formulating school policies			2	8	38	3.8
6.5	Planning long range building program			2	7	34	3.8
8	Providing leadership for in-service training of staff			3	6	33	3.7
9.5	Maintaining working relations with PTA groups	1	2	6		32	3.6
9.5	Establishing and maintaining effective staff relationships	1	2	6		32	3.6
12	Striving for democratic approach to problem solving			1	4	5	3.4
12	Preparing of building plans			1	3	5	3.4
12	Evaluating school progress			5	4	31	3.4
15	Improving personal and professional qualifications of self			1	4	4	3.3
15	Making contacts with civic, fraternal, and religious groups			2	2	5	3.3
15	Initiating curriculum study and revision			1	4	4	3.3
17	Assigning, transferring, and dismissing personnel			1	5	3	2.9
19	Supervising the improvement of instruction			2	4	3	2.8
19	Keeping operation of school in proper legal channels			2	4	3	2.8
19	Interviewing patrons and representatives of local organizations			2	4	3	2.8
21	Keeping proper records			3	3	3	2.7
22	Preparing courses of study	1	2	4	3	29	2.9
23	Employing of clerks, custodians, other non-professional personnel			3	6	1	2.8
24.5	Holding and attending workshops, clinics, institutes			5	3	2	2.7

(Continued, next page)

APPENDIX E (Exhibit 3) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
24.5	Reporting to federal, state, and local authorities	2	2	3	3	27	2.7
26	Establishing proper rapport with pupils . .	1	3	4	1	23	2.6
27.5	Taking of school census	3	2	3	1	20	2.2
27.5	Administering the transportation program .		7	2		20	2.2
29.5	Designing of record forms	3	4	2	1	21	2.1
29.5	Supervising the maintenance of the school plant	2	4	3		19	2.1
31.5	Supervising attendance	3	4	3		20	2.0
31.5	Providing health examinations for pupils and employees	4	3	2	1	20	2.0
33.5	Selecting library and other supplies . . .	4	4	2		18	1.8
33.5	Supervising non-teaching employees	2	8			18	1.8
35	Purchasing general supplies (non-educational)	3	7			17	1.7
36	Administering lunch and other auxiliary programs	6	3	1		15	1.5
37	Dealing with pupil problems, including discipline	5	4			13	1.4
38	Teaching classes	10				10	1.0

APPENDIX E
(Exhibit 4)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Fall in the 30,000 to 100,000 Population Classification. This Exhibit Represents 20 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating	
		1	2	3	4			
1	Planning long range building program				20	80	4.0	
4.5	Preparing of budget			3	17	77	3.9	
4.5	Formulating school policies			3	17	77	3.9	
4.5	Reporting to the public			3	17	77	3.9	
4.5	Delegating authority			3	17	77	3.9	
4.5	Employing of teaching, supervisory, and administrative personnel			1	18	75	3.9	
4.5	Establishing and maintaining effective staff relationships			2	17	74	3.9	
9	Preparing of building plans	1	2	17	76	3.8		
9	Improving personal and professional qualifications of self			4	16	76	3.8	
9	Guiding board of education in policy making			4	16	76	3.8	
13	Providing leadership for in- service training of staff			6	14	74	3.7	
13	Maintaining working relations with PTA groups			6	14	74	3.7	
13	Striving for democratic approach to problem solving			6	14	74	3.7	
13	Assigning, transferring, and dismissing personnel	1		4	15	73	3.7	
13	Evaluating school progress			7	13	73	3.7	
16	Initiating curriculum study and revision			2	6	12	70	3.5
17	Supervising the improvement of instruction			2	9	9	67	3.4
18.5	Keeping operation of school in proper legal channels			3	8	9	66	3.3
18.5	Interviewing patrons and representa- tives of local organizations			3	9	8	65	3.3
20	Making contacts with civic, fra- ternal, and religious groups	1	3	7	9	64	3.2	
21	Holding and attending workshops, clinics, institutes			2	14	3	58	3.1
22.5	Keeping proper records	1	7	4	7	55	2.9	
22.5	Preparing courses of study	3	1	9	5	52	2.9	
24	Employing of clerks, custodians, other non-professional personnel			6	10	2	50	2.8

(Continued, next page)

APPENDIX E (Exhibit 4) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25	Reporting to federal, state, and local authorities	1	8	6	4	51	2.7
26	Providing health examinations for pupils and employees	2	6	7	3	47	2.6
27	Establishing proper rapport with pupils	4	7	5	3	45	2.4
28	Supervising the maintenance of the school plant	4	7	5	2	41	2.3
29	Designing of record forms	4	10	3	1	37	2.1
30	Selecting library and other supplies	5	9	3	1	36	2.0
32.5	Administering the transportation program	5	10	4		37	1.9
32.5	Taking of school census	7	6	4	1	35	1.9
32.5	Supervising attendance	7	6	5		34	1.9
32.5	Supervising non-teaching employees	4	11	2		32	1.9
35.5	Purchasing general supplies (non-educational)	7	10	1	1	34	1.8
35.5	Dealing with pupil problems, including discipline	7	8	3		32	1.8
37	Administering lunch and other auxiliary programs	9	8	2		31	1.6
38	Teaching classes	15	1	2	1	27	1.4

APPENDIX E
(Exhibit 5)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Fall in the 100,000 to 500,000 Population Classification. This Exhibit Represents 16 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
2	Preparing of budget				16	64	4.0
2	Employing of teaching, supervisory, and administrative personnel				16	64	4.0
2	Guiding board of education in policy making				15	60	4.0
5.5	Formulating school policies	1	15	63	3.9		
5.5	Planning long range building program	1	15	63	3.9		
5.5	Establishing and maintaining effective staff relationships	1	15	63	3.9		
5.5	Reporting to the public	2	14	62	3.9		
8	Improving personal and professional qualifications of self	1	1	14	60	3.8	
10	Providing leadership for in-service training of staff		5	11	59	3.7	
10	Striving for democratic approach to problem solving		5	11	59	3.7	
10	Delegating authority	1	2	13	59	3.7	
12	Assigning, transferring, and dismissing personnel			6	10	58	3.6
14	Preparing of building plans	1	5	9	53	3.5	
14	Evaluating school progress	1	5	9	53	3.2	
14	Supervising the improvement of instruction	1	1	5	7	46	3.5
16.5	Initiating curriculum study and revision		2	6	8	54	3.4
16.5	Maintaining working relations with PTA groups	1		6	8	51	3.4
18.5	Making contacts with civic, fraternal, and religious groups		2	8	6	52	3.3
18.5	Keeping operation of school in proper legal channels	1	1	7	7	52	3.3
20.5	Preparing courses of study	3	2	3	8	48	3.0
20.5	Interviewing patrons and representatives of local organizations		4	7	4	45	3.0
23	Holding and attending workshops, clinics, institutes	1	2	12	1	45	2.8
23	Employing of clerks, custodians, other non-professional personnel	1	5	7	3	44	2.8
23	Keeping proper records	3	2	7	4	44	2.8

(Continued, next page)

APPENDIX E (Exhibit 5) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Supervising the maintenance of the school plant	2	6	7	1	39	2.4
25.5	Providing health examinations for pupils and employees	3	7	3	3	38	2.4
29	Reporting to federal, state, and local authorities	2	11	2	1	34	2.1
29	Establishing proper rapport with pupils	5	6	3	2	34	2.1
29	Supervising non-teaching employees	3	9	3	1	34	2.1
29	Designing of record forms	5	6	4	1	33	2.1
29	Administering the transportation program	5	5	3	2	32	2.1
32	Taking of school census	6	5	4	1	32	2.0
34.5	Selecting library and other supplies	5	7	4		31	1.9
34.5	Supervising attendance	7	6	1	2	30	1.9
34.5	Purchasing general supplies (non-educational)	5	8	3		30	1.9
34.5	Administering lunch and other auxiliary programs	5	9	1	1	30	1.9
37	Dealing with pupil problems, including discipline	6	9	1		27	1.7
38	Teaching classes	13	2			27	1.1

APPENDIX E
(Exhibit 6)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Fall in the Population Classification of over 500,000. This Exhibit represents Six Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
3	Formulating school policies				6	24	4.0
3	Reporting to the public				6	24	4.0
3	Guiding board of Education in policy making				6	24	4.0
3	Preparing of budget				5	20	4.0
3	Initiating curriculum study and revision				5	20	4.0
8	Planning long range building program		1		5	23	3.8
8	Evaluating school progress		1		5	23	3.8
8	Delegating authority		1		5	23	3.8
8	Establishing and maintaining effective staff relationships		1		5	23	3.8
8	Employing of teaching, supervisory, and administrative personnel		1		4	19	3.8
12	Improving personal and professional qualifications of self		2		4	22	3.7
12	Maintaining working relations with PTA groups		2		4	22	3.7
12	Striving for democratic approach to problem solving		1		5	22	3.7
14.5	Preparing of building plans		2		3	18	3.6
14.5	Assigning, transferring, and dismissing personnel		2		3	18	3.6
16	Making contacts with civic, fraternal, and religious groups		3		3	21	3.5
17.5	Providing leadership for in-service training of staff		3		2	17	3.4
17.5	Supervising the improvement of instruction		1	1	3	17	3.4
19	Keeping operation of school in proper legal channels		1	3	2	19	3.2
20	Preparing courses of study		1	3	1	15	3.0
21.5	Holding and attending workshops, clinics, institutes	1		3	1	14	2.8
21.5	Interviewing patrons and representatives of local organizations		2	2	1	14	2.8
23	Reporting to federal, state, and local authorities	1		4		13	2.6

(Continued, next page)

APPENDIX E (Exhibit 6) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
24.5	Employing of clerks, custodians, other non-professional personnel		3	2		12	2.4
24.5	Keeping proper records		3	2		12	2.4
26	Providing health examinations for pupils and employees	1	3		1	11	2.2
28	Selecting library and other supplies	1	3	1		10	2.0
28	Establishing proper rapport with pupils	2	1	2		10	2.0
28	Supervising attendance	4			2	12	2.0
31	Administering the transpor- tation program	2	2	1		9	1.8
31	Supervising non-teaching employees	1	4			9	1.8
31	Supervising the maintenance of the school plant	2	2	1		9	1.8
34	Taking of school census	2	3			8	1.6
34	Purchasing general supplies (non-educational)	2	3			8	1.6
34	Dealing with pupil problems, including discipline	2	3			8	1.6
36	Designing of record forms	3	2			7	1.4
37	Administering lunch and other auxiliary programs	4	1			6	1.2
38	Teaching classes	5				5	1.0

APPENDIX F
(Exhibit 1)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities were Classified by Them as Primarily Agricultural in Economic Character. This Exhibit Represents Eight Returns.

Rank	Function	Frequency of Responses in Categories in Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
3	Preparing of budget				8	32	4.0
3	Employing of teaching, supervisory, and administrative personnel				8	32	4.0
3	Reporting to the public				8	32	4.0
3	Planning long range building program				8	32	4.0
3	Guiding board of education in policy making				8	32	4.0
7.5	Formulating school policies			1	7	31	3.8
7.5	Providing leadership for in-service training of staff			1	7	31	3.8
7.5	Improving personal and professional qualifications of self			1	7	31	3.8
7.5	Maintaining working relations with PTA groups			1	7	31	3.8
11.5	Preparing of building plans		1		7	30	3.7
11.5	Striving for democratic approach to problem solving			2	6	30	3.7
11.5	Delegating authority			2	6	30	3.7
11.5	Establishing and maintaining effective staff relationships			2	6	30	3.7
14	Supervising the improvement of instruction			3	5	29	3.6
16.5	Preparing courses of study			4	4	28	3.5
16.5	Making contacts with civic, fraternal, and religious groups		1	2	5	28	3.5
16.5	Evaluating school progress			4	4	28	3.5
16.5	Interviewing patrons and representatives of local organizations		1	2	5	28	3.5
20	Assigning, transferring, and dismissing personnel		1	2	5	27	3.4
20	Initiating curriculum study and revision			5	3	27	3.4
20	Keeping operation of school in proper legal channels		1	3	4	27	3.4
22	Holding and attending workshops, clinics, institutes		1	4	3	26	3.3
23	Employing of clerks, custodians, other non-professional personnel		1	5	2	25	3.1
24	Reporting to federal, state, and local authorities	2	2	1	3	21	2.6

(Continued, next page)

APPENDIX F (Exhibit 1) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Designing of record forms	2	1	4	1	20	2.5
25.5	Establishing proper rapport with pupils . . .	2	1	4	1	20	2.5
27	Keeping proper records	1	4	2	1	19	2.4
28	Administering the transportation program	1	5	1	1	18	2.3
29	Supervising the maintenance of the school plant	1	5	2		17	2.1
31	Selecting library and other supplies	3	3	1	1	16	2.0
31	Supervising non-teaching employees	2	5		1	16	2.0
31	Taking of school census	4	1		2	14	2.0
33.5	Providing health examinations for pupils and employees	4	2	1	1	15	1.9
33.5	Dealing with pupil problems, including discipline	3	3	2		15	1.9
35.5	Supervising attendance	4	2	2		14	1.8
35.5	Purchasing general supplies (non-educational)	3	4	1		14	1.8
37	Teaching classes	6		1	1	12	1.5
38	Administering lunch and other auxiliary programs	7		1		10	1.3

APPENDIX F
(Exhibit 2)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities were Classified by Them as Primarily Industrial in Economic Character. This Exhibit Represents 18 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1.5	Preparing of budget				18	72	4.0
1.5	Establishing and maintaining effective staff relationships				17	68	4.0
5	Formulating school policies		2		16	70	3.9
5	Employing of teaching, supervisory, and administrative personnel		1		16	67	3.9
5	Reporting to the public		1		16	67	3.9
5	Improving personal and professional qualifications of self		1		16	67	3.9
5	Guiding board of education in policy making		1		15	63	3.9
9	Planning long range building program		3		14	65	3.8
9	Evaluating school progress		3		14	65	3.8
9	Delegating authority		4		13	64	3.8
11.5	Preparing of Building plans		5		11	59	3.7
11.5	Initiating curriculum study and revision	1	3		12	59	3.7
14.5	Striving for democratic approach to problem solving	1	5		12	65	3.6
14.5	Maintaining working relations with PTA groups		7		10	61	3.6
14.5	Assigning, transferring, and dismissing personnel	1	5		10	57	3.6
14.5	Providing leadership for in-service training of staff		7		9	57	3.6
17	Supervising the improvement of instruction		9		7	55	3.4
18	Making contacts with civic, fraternal, and religious groups		3	6	8	56	3.3
19.5	Preparing courses of study	3		7	7	52	3.1
19.5	Keeping operation of school in proper legal channels	1	3	7	6	52	3.1
21.5	Holding and attending workshops, clinics, institutes	1	3	10	3	49	2.9
21.5	Interviewing patrons and representatives of local organizations		5	7	4	47	2.9
23	Employing of clerks, custodians, other non-professional personnel		6	8	3	48	2.8
24	Keeping proper records	1	6	7	2	42	2.6

(Continued, next page)

APPENDIX F (Exhibit 2) Completed

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Reporting to federal, state and local authorities	3	5	7	2	42	2.5
25.5	Providing health examinations for pupils and employees	2	8	4	3	42	2.5
27	Supervising the maintenance of the school plant	3	6	5	2	38	2.4
28	Establishing proper rapport with pupils	2	9	3	2	37	2.3
30	Selecting library and other supplies	3	10	4		35	2.1
30	Taking of school census	5	7	4	1	35	2.1
30	Administering the transportation program	4	9	3	1	35	2.1
33	Purchasing general supplies (non-educational)	3	12	2		33	1.9
33	Designing of record forms	7	6	3	1	32	1.9
33	Supervising non-teaching employees	4	11	2		32	1.9
35.5	Supervising attendance	7	6	2	1	29	1.8
35.5	Dealing with pupil problems, including discipline	5	10	1		28	1.8
37	Administering lunch and other auxiliary programs	7	10			27	1.6
38	Teaching classes	15	1			17	1.1

APPENDIX F
(Exhibit 3)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Were Classified by Them as Primarily Wholesaling and/or Retailing in Economic Character. This Exhibit Represents 17 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
3.5	Preparing of budget			1	16	67	3.9
3.5	Planning long range building program . . .			1	16	67	3.9
3.5	Employing of teaching, supervisory, and administrative personnel			2	15	66	3.9
3.5	Reporting to the public			2	15	66	3.9
3.5	Striving for democratic approach to problem solving			2	15	66	3.9
3.5	Delegating authority			2	15	66	3.9
8.5	Formulating school policies		1	1	15	65	3.8
8.5	Improving personal and professional qualifications of self			4	13	64	3.8
8.5	Guiding board of education in policy making	1		1	15	64	3.8
8.5	Establishing and maintaining effective staff relationships		1	2	13	60	3.8
11.5	Providing leadership for in-service training of staff			5	12	63	3.7
11.5	Evaluating school progress			5	11	59	3.7
14	Assigning, transferring, and dismissing personnel			1	5	11	3.6
14	Initiating curriculum study and revision			1	5	11	3.6
14	Maintaining working relations with PTA groups			1	5	10	3.6
16.5	Preparing of building plans			2	4	10	3.5
16.5	Keeping proper records			2	4	10	3.5
18.5	Keeping operation of school in proper legal channels	1	2	5	9	56	3.3
18.5	Supervising the improvement of instruction		4	3	9	53	3.3
20.5	Interviewing patrons and representatives of local organizations	1	1	10	5	53	3.1
20.5	Making contacts with civic, fraternal, and religious groups	2	2	6	7	52	3.1
22	Preparing courses of study	2	4	4	6	46	2.9
23	Holding and attending workshops, clinics, institutes	1	1	14		45	2.8
25	Reporting to federal, state, and local authorities	2	7	4	3	40	2.5

(Continued, next page)

APPENDIX F (Exhibit 3) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25	Providing health examinations for pupils and employees	3	5	5	3	40	2.5
25	Employing of clerks, custodians, other non-professional personnel	1	6	7	1	38	2.5
27.5	Establishing proper rapport with pupils	5	2	6	3	39	2.4
27.5	Supervising the maintenance of the school plant	2	6	7	1	39	2.4
29.5	Administering the transportation program	4	6	4	1	32	2.1
29.5	Supervising non-teaching employees	2	10	2	1	32	2.1
31.5	Supervising attendance	7	4	3	2	32	2.0
31.5	Taking of school census	6	5	4	1	32	2.0
33	Designing of record forms	5	8	2	1	31	1.9
34.5	Purchasing general supplies (non-educational)	6	9	1	1	31	1.8
34.5	Dealing with pupil problems, including discipline	6	7	1	1	27	1.8
36	Administering lunch and other auxiliary programs	8	5	3		27	1.7
37	Selecting library and other supplies	7	6	3		28	1.6
38	Teaching classes	12	1	2	1	24	1.5

APPENDIX F
(Exhibit 4)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Superintendents Whose Communities Were Classified by Them as Primarily Suburban in Economic Character. This Exhibit Represents Two Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
4	Preparing of budget				2	8	4
4	Employing of teaching, supervisory, and administrative personnel				2	8	4
4	Formulating school policies				2	8	4
4	Reporting to the public				2	8	4
4	Keeping operation of school in proper legal channels				2	8	4
4	Establishing and maintainint effective staff relationships				2	8	4
4	Guiding board of education in policy making					1	4
11.5	Preparing of building plans			1	1	7	3.5
11.5	Preparing courses of study			1	1	7	3.5
11.5	Assigning, transferring, and dismissing personnel			1	1	7	3.5
11.5	Providing leadership for in-service training of staff			1	1	7	3.5
11.5	Planning long range building program			1	1	7	3.5
11.5	Improving personal and professional qualifications of self			1	1	7	3.5
11.5	Evaluating school progress			1	1	7	3.5
11.5	Delegating authority			1	1	7	3.5
18.5	Employing of clerks, custodians, other non-professional personnel				2	6	3
18.5	Reporting to federal, state, and local authorities				2	6	3
18.5	Taking of school census				2	6	3
18.5	Striving for democratic approach to problem solving			1		1	6
18.5	Initiating curriculum study and revision			1		1	6
18.5	Keeping proper records			1		1	6
25.5	Holding and attending workshops, clinics, institutes			1	1	5	2.5
25.5	Selecting library and other supplies			1	1	5	2.5
25.5	Providing health examinations for pupils and employees			1	1	5	2.5
25.5	Supervising the improvement of instruction			1	1	5	2.5
25.5	Establishing proper rapport with pupils			1	1	5	2.5
25.5	Making contacts with civic, fraternal, and religious groups			1	1	5	2.5

APPENDIX F (Exhibit 4) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Maintaining working relations with PTA groups		1	1		5	2.5
25.5	Supervising the maintenance of the school plant		1	1		5	2.5
31	Interviewing patrons and representatives of local organizations			2		4	2
31	Supervising attendance	1			1	4	2
31	Administering the transportation program		1			2	2
35	Designing of record forms	1	1			3	1.5
35	Purchasing general supplies (non-educational)	1	1			3	1.5
35	Supervising non-teaching employees	1	1			3	1.5
35	Dealing with pupil problems, including discipline	1	1			3	1.5
35	Administering lunch and other auxiliary programs	1	1			3	1.5
38	Teaching classes		2			2	1

APPENDIX F
(Exhibit 5)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgments of Superintendents Whose Communities Were Classified by Them as of Economic Character Other Than Agricultural, Industrial, Wholesaling and/or Retailing, Suburban. This Exhibit Represents 16 Returns, Including National Park, one; Governmental, one; Insurance Center, one; Mining, two; College, two; Health Resort, two; Tourist Center, three; Urban (Large City), four.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1	Planning long range building program				15	60	4.0
3	Formulating school policies			1	14	59	3.9
3	Guiding board of education in policy making			1	14	59	3.9
3	Assigning, transferring, and dismissing personnel			2	13	58	3.9
5	Preparing of building plans			3	12	57	3.8
7.5	Employing of teaching, supervisory, and administrative personnel			4	11	56	3.7
7.5	Delegating authority			4	11	56	3.7
7.5	Reporting to the public			5	10	55	3.7
7.5	Establishing and maintaining effective staff relationships	1		2	12	55	3.7
10	Preparing of budget	1		4	10	53	3.5
12	Making contacts with civic, fraternal, and religious groups		2	5	8	51	3.4
12	Maintaining working relations with PTA groups		3	3	9	51	3.4
12	Evaluating school progress		2	5	7	47	3.4
15	Providing leadership for in-service training of staff		2	6	7	50	3.3
15	Improving personal and professional qualifications of self		2	6	7	50	3.3
15	Striving for democratic approach to problem solving		1	8	6	50	3.3
17	Supervising the improvement of instruction		4	5	5	43	3.1
19.5	Keeping operation of school in proper legal channels		5	6	5	48	3.0
19.5	Initiating curriculum study and revision		3	9	3	45	3.0
19.5	Interviewing patrons and representatives of local organizations		6	3	6	45	3.0
19.5	Employing of clerks, custodians, other non-professional personnel		2	10	2	42	3.0

(Continued, next page)

APPENDIX F (Exhibit 5) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
22.5	Holding and attending workshops, clinics, institutes		5	8	2	42	2.8
22.5	Preparing courses of study	2	1	8	2	36	2.8
24.5	Keeping proper records	2	6	4	3	38	2.5
24.5	Reporting to federal, state, and local authorities		9	3	2	35	2.5
26.5	Supervising attendance	3	5	5	2	36	2.4
26.5	Providing health examinations for pupils and employees	2	6	4	2	34	2.4
28	Establishing proper rapport with pupils . .	3	6	4	2	35	2.3
29.5	Supervising the maintenance of the school plant	4	4	6		30	2.1
29.5	Supervising non-teaching employees	3	7	4		29	2.1
31.5	Selecting library and other supplies . . .	5	5	3	1	28	2.0
31.5	Designing of record forms	3	9	1	1	28	2.0
33	Purchasing general supplies (non-educational)	4	7	3		27	1.9
34	Administering the transportation program	6	5	3		25	1.8
35.5	Taking of school census	7	6	2		25	1.7
35.5	Administering lunch and other auxiliary programs	4	9	2		28	1.7
37	Dealing with pupil problems, including discipline	9	3	3		24	1.6
38	Teaching classes	12	2	1		19	1.3

APPENDIX G
(Exhibit 1)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of less than 2,500. This Exhibit Represents 15 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1	Employing of teaching, supervisory, and administrative personnel				14	56	4.0
2	Guiding board of education in policy making	1			13	54	3.9
3	Improving personal and professional qualifications of self	1	2		11	52	3.7
5.5	Preparing of building plans	1	4		9	50	3.6
5.5	Employing of clerks, custodians, other non-professional personnel	1	4		9	50	3.6
5.5	Assigning, transferring, and dismissing personnel	1	4		9	50	3.6
5.5	Establishing and maintaining effective staff relationships	1	4		9	50	3.6
11	Preparing of budget	2	3		10	53	3.5
11	Planning long range building program	2	3		10	53	3.5
11	Formulating school policies	1	5		8	49	3.5
11	Reporting to the public	1	5		8	49	3.5
11	Supervising the improvement of instruction			7	7	49	3.5
11	Delegating authority			7	7	49	3.5
11	Keeping proper records	1	5		8	49	3.5
15	Striving for democratic approach to problem solving			8	6	48	3.4
16.5	Preparing courses of study	1	8		5	46	3.3
16.5	Evaluating school progress	1	8		5	46	3.3
20	Establishing proper rapport with pupils	2	8		5	48	3.2
20	Administering the transportation program	2	7		5	45	3.2
20	Maintaining working relations with PTA groups	2	7		5	45	3.2
20	Keeping operation of school in proper legal channels	2	7		5	45	3.2
20	Interviewing patrons and representatives of local organizations	1	9		4	45	3.2
25.5	Holding and attending workshops, clinics, institutes	3	6		5	44	3.1
25.5	Providing leadership for in-service training of staff	2	8		4	44	3.1

(Continued, next page)

APPENDIX G (Exhibit 1) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Making contacts with civic, fraternal, and religious groups		3	6	5	44	3.1
25.5	Reporting to federal, state, and local authorities	1	3	4	6	43	3.1
25.5	Supervising non-teaching employees		2	9	3	43	3.1
25.5	Supervising the maintenance of the school plant		3	7	4	43	3.1
29.5	Taking of school census		4	6	4	42	3.0
29.5	Initiating curriculum study and revision		3	8	3	42	3.0
32.5	Supervising attendance	1	2	9	2	40	2.9
32.5	Selecting library and other supplies		4	8	2	40	2.9
32.5	Providing health examinations for pupils and employees		4	8	2	40	2.9
32.5	Dealing with pupil problems, including discipline	1	4	5	4	40	2.9
35	Administering lunch and other auxiliary programs	1	4	6	3	39	2.8
36.5	Designing of record forms		7	4	3	38	2.7
36.5	Purchasing general supplies (non-educational)	1	4	7	2	38	2.7
38	Teaching classes	1	6	5	1	32	2.5

APPENDIX G
(Exhibit 2)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of 2,500 to 5,000

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
1	Employing of teaching, supervisory, and administrative personnel			1	36	147	4.0
2.5	Preparing of budget	1	5	31		141	3.8
2.5	Establishing and maintaining effective staff relationships			7	30	141	3.8
5.5	Formulating school policies	2	9	27		139	3.7
5.5	Assigning, transferring, and dismissing personnel	1	9	27		137	3.7
5.5	Guiding board of education in policy making	1	9	27		137	3.7
5.5	Improving personal and professional qualifications of self	2	8	26		132	3.7
8.5	Supervising the improvement of instruction	1	13	23		133	3.6
8.5	Keeping operation of school in proper legal channels	1	12	21		122	3.6
11	Reporting to the public	2	12	23		132	3.5
11	Evaluating school progress	1	14	22		132	3.5
11	Employing of clerks, custodians, other non-professional personnel	3	13	21		129	3.5
15.5	Preparing of building plans	1	4	10	22	127	3.4
15.5	Planning long range building program	1	4	10	22	127	3.4
15.5	Keeping proper records		5	11	21	127	3.4
15.5	Delegating authority	1	5	9	22	126	3.4
15.5	Striving for democratic approach to problem solving	2	20	15		124	3.4
15.5	Providing leadership for in-service training of staff	1	4	12	19	121	3.4
20.5	Supervising the maintenance of the school plant	3	20	14		122	3.3
20.5	Initiating curriculum study and revision	4	19	14		121	3.3
20.5	Making contacts with civic, fraternal, and religious groups	6	15	15		117	3.3
20.5	Establishing proper rapport with pupils	5	14	15		112	3.3
23.5	Preparing courses of study	1	7	11	18	120	3.2
23.5	Administering the transportation program	1	3	22	11	117	3.2

(Continued, next page)

APPENDIX G (Exhibit 2) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
26	Administering lunch and other auxiliary programs	2	6	18	12	116	3.1
26	Supervising attendance	2	8	13	14	113	3.1
26	Maintaining working relations with PTA groups	1	7	14	14	113	3.1
28.5	Interviewing patrons and representatives of local organizations	1	7	19	10	112	3.0
28.5	Providing health examinations for pupils and employees	1	11	12	13	111	3.0
31	Dealing with pupil problems, including discipline	1	11	14	11	109	2.9
31	Selecting library and other supplies	3	7	19	8	106	2.9
31	Holding and attending workshops, clinics, institutes		11	18	7	104	2.9
34	Taking of school census	3	12	10	12	105	2.8
34	Supervising non-teaching employees	1	14	15	7	102	2.8
34	Purchasing general supplies (non-educational)	2	14	13	8	101	2.8
36	Reporting to federal, state, and local authorities	3	14	12	8	99	2.7
37	Designing of record forms	7	15	10	5	87	2.4
38	Teaching classes	12	10	6	8	82	2.3

APPENDIX G
(Exhibit 3)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of 5,000 to 10,000. This Exhibit Represents 25 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating	
		1	2	3	4			
1.5	Employing of teaching, supervisory, and administrative personnel			3	22	97	3.9	
1.5	Guiding board of education in policy making			3	22	97	3.9	
4	Preparing of budget			6	19	94	3.8	
4	Formulating school policies			6	19	94	3.8	
4	Improving personal and professional qualifications of self			6	19	94	3.8	
7.5	Assigning, transferring, and dismissing personnel				7	18	93	3.7
7.5	Delegating authority		1	5	19	93	3.7	
7.5	Establishing and maintaining effective staff relationships				7	18	93	3.7
7.5	Supervising the improvement of instruction	1		5	19	92	3.7	
11.5	Reporting to the public		1	7	17	91	3.6	
11.5	Preparing of building plans			10	15	90	3.6	
11.5	Striving for democratic approach to problem solving			10	15	90	3.6	
11.5	Keeping operation of school in proper legal channels		2	7	16	89	3.6	
15.5	Providing leadership for in-service training of staff		1	10	14	88	3.5	
15.5	Planning long range building program		1	11	13	87	3.5	
15.5	Maintaining working relations with PTA groups		1	11	13	87	3.5	
15.5	Initiating curriculum study and revision		1	11	13	87	3.5	
19	Evaluating school progress		3	8	14	86	3.4	
19	Keeping proper records	1	3	6	15	85	3.4	
19	Supervising the maintenance of the school plant		1	13	11	85	3.4	
21.5	Employing of clerks, custodians, other non-professional personnel		2	13	10	83	3.3	
21.5	Preparing courses of study		4	9	12	83	3.3	
23.5	Providing health examinations for pupils and employees	1	5	9	10	78	3.1	
23.5	Making contacts with civic, fraternal, and religious groups		7	8	10	78	3.1	

(Continued, next page)

APPENDIX G (Exhibit 3) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Interviewing patrons and representatives of local organizations		6	12	7	76	3.0
25.5	Establishing proper rapport with pupils	2	2	15	6	75	3.0
28.5	Holding and attending workshops, clinics, institutes		8	12	5	72	2.9
28.5	Purchasing general supplies (non-educational)	1	7	11	6	72	2.9
28.5	Selecting library and other supplies	2	5	10	7	70	2.9
28.5	Supervising attendance	2	5	10	6	66	2.9
31.5	Reporting to federal, state, and local authorities	1	9	9	6	70	2.8
31.5	Administering the transportation program	1	6	15	3	70	2.8
33.5	Taking of school census	3	8	10	4	65	2.6
33.5	Supervising non-teaching employees	1	10	10	3	63	2.6
35	Designing of record forms	2	13	9	1	59	2.4
36	Dealing with pupil problems, including discipline	5	9	8	2	55	2.3
37	Administering lunch and other auxiliary programs	6	10	5	3	53	2.2
38	Teaching classes	15	2	3		28	1.4

APPENDIX G
(Exhibit 4)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of 10,000 to 30,000. This Exhibit Represents 18 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
2	Employing of teaching, supervisory, and administrative personnel			1	17	71	3.9
2	Preparing of budget	1			17	70	3.9
2	Formulating school policies		2	16	70	3.9	
5	Guiding board of education in policy making	1	1	16	69	3.8	
5	Preparing of building plans	1	2	15	68	3.8	
5	Reporting to the public		4	14	68	3.8	
9	Providing leadership for in-service training of staff		5	13	67	3.7	
9	Planning long range building program		5	13	67	3.7	
9	Assigning, transferring, and dismissing personnel			6	12	66	3.7
9	Evaluating school progress	1	4	13	66	3.7	
9	Establishing and maintaining effective staff relationships		2	2	14	66	3.7
13	Improving personal and professional qualifications of self		2	3	13	65	3.6
13	Striving for democratic approach to problem solving		1	6	11	64	3.6
13	Delegating authority	1	4	12	62	3.6	
15.5	Supervising the improvement of instruction		1	7	10	63	3.5
15.5	Keeping operation of school in proper legal channels		1	7	10	63	3.5
18	Employing of clerks, custodians, other non-professional personnel		1	8	9	62	3.4
18	Maintaining working relations with PTA groups		1	8	9	62	3.4
18	Keeping proper records	1		8	9	61	3.4
21.5	Initiating curriculum study and revision		2	8	8	60	3.3
21.5	Preparing courses of study		2	9	7	59	3.3
21.5	Making contacts with civic, fraternal, and religious groups		1	11	6	59	3.3
21.5	Interviewing patrons and representatives of local organizations		3	7	8	59	3.3
24.5	Establishing proper rapport with pupils	1	2	8	7	57	3.2

(Continued, next page)

APPENDIX G (Exhibit 4) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
24.5	Supervising the maintenance of the school plant	1	1	10	6	57	3.2
26	Holding and attending workshops, clinics, institutes		2	13	3	55	3.1
27.5	Providing health examinations for pupils and employees		5	8	5	54	3.0
27.5	Reporting to federal, state, and local authorities	1	1	11	3	48	3.0
30	Purchasing general supplies (non-educational)	1	7	8	2	47	2.6
30	Supervising non-teaching employees	2	5	9	2	47	2.6
30	Taking of school census	3	4	6	3	41	2.6
32.5	Designing of record forms	2	6	7	2	43	2.5
32.5	Administering the transportation program	1	7	8	1	43	2.5
34	Selecting library and other supplies	2	8	6	1	40	2.4
35.5	Administering lunch and other auxiliary programs	4	4	7	1	37	2.3
35.5	Supervising attendance	3	8	5	1	38	2.2
37	Dealing with pupil problems, including discipline	3	8	5	1	38	2.2
38	Teaching classes	9	4			17	1.3

APPENDIX G
(Exhibit 5)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of 30,000 to 100,000. This Exhibit Represents 4 Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Weighted Average Rating
		1	2	3	4		
2.5	Preparing of budget				4	16	4
2.5	Preparing of building plans				4	16	4
2.5	Employing of teaching, supervisory, and administrative personnel				4	16	4
2.5	Planning long range building program				4	16	4
9.5	Formulating school policies			1	3	15	3.7
9.5	Reporting to the public			1	3	15	3.7
9.5	Providing leadership for in-service training of staff			1	3	15	3.7
9.5	Improving personal and professional qualifications of self			1	3	15	3.7
9.5	Supervising the improvement of instruction			1	3	15	3.7
9.5	Guiding board of education in policy making			1	3	15	3.7
9.5	Delegating authority			1	3	15	3.7
9.5	Keeping proper records			1	3	15	3.7
9.5	Establishing and maintaining effective staff relationships			1	3	15	3.7
9.5	Preparing courses of study			1	2	11	3.7
17.5	Assigning, transferring, and dismissing personnel		1		3	14	3.5
17.5	Maintaining working relations with PTA groups			2	2	14	3.5
17.5	Striving for democratic approach to problem solving			2	2	14	3.5
17.5	Evaluating school progress			2	2	14	3.5
17.5	Initiating curriculum study and revision			2	2	14	3.5
17.5	Keeping operation of school in proper legal channels			2	2	14	3.5
21	Supervising attendance			2	1	10	3.3
22	Employing of clerks, custodians, other non-professional personnel			3	1	13	3.2
25.5	Reporting to federal, state, and local authorities		2		2	12	3
25.5	Designing of record forms		1	2	1	12	3
25.5	Providing health examinations for pupils and employees		1	2	1	12	3

(Continued, next page)

EXHIBIT G (Exhibit 5) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
25.5	Supervising the maintenance of the school plant		1	2	1	12	3
25.5	Interviewing patrons and representatives of local organizations		2	2	2	12	3
25.5	Making contacts with civic, fraternal, and religious groups	1			2	9	3
29	Holding and attending workshops, clinics, institutes		1	3		11	2.7
32	Selecting library and other supplies		2	1		7	2.3
32	Administering the transportation program		2	1		7	2.3
32	Establishing proper rapport with pupils		2	1		7	2.3
32	Purchasing general supplies (non-educational)		2	1		7	2.3
32	Supervising non-teaching employees		2	1		7	2.3
35	Taking of school census		3			6	2
36	Administering lunch and other auxiliary programs	1	2			5	1.7
37	Dealing with pupil problems, including discipline	2	1			4	1.3
38	Teaching classes	3				3	1

APPENDIX G
(Exhibit 6)

Rank Order According to Importance of the Functions of the School Superintendent by the Judgment of Oklahoma School Superintendents Whose Communities Fall in the Population Classification of 100,000 to 500,000. This Exhibit Represents Two Returns.

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
5.5	Preparing of budget				2	8	4
5.5	Employing of teaching, supervisory, and administrative personnel				2	8	4
5.5	Formulating school policies				2	8	4
5.5	Reporting to the public				2	8	4
5.5	Planning long range building program				2	8	4
5.5	Improving personal and professional qualifications of self				2	8	4
5.5	Making contacts with civic, fraternal, and religious groups				2	8	4
5.5	Maintaining working relations with PTA groups				2	8	4
5.5	Guiding board of education in policy making				2	8	4
5.5	Establishing and maintaining effective staff relationships				2	8	4
13.5	Providing leadership for in-service training of staff			1	1	7	3.5
13.5	Supervising the improvement of instruction			1	1	7	3.5
13.5	Striving for democratic approach to problem solving			1	1	7	3.5
13.5	Delegating authority			1	1	7	3.5
13.5	Keeping operation of school in proper legal channels			1	1	7	3.5
13.5	Interviewing patrons and representatives of local organizations			1	1	7	3.5
20	Preparing of building plans			2		6	3
20	Assigning, transferring, and dismissing personnel		1		1	6	3
20	Evaluating school progress		1		1	6	3
20	Initiating curriculum study and revision			2		6	3
20	Employing of clerks, custodians, other non-professional personnel			1		3	3
20	Preparing courses of study			1		3	3
20	Reporting to federal, state, and local authorities			1		3	3

(Continued, next page)

APPENDIX G (Exhibit 6) Continued

Rank	Function	Frequency of Responses in Categories of Importance				Weighted Rating	Average Weighted Rating
		1	2	3	4		
24.	Holding and attending workshops, clinics, institutes		1	1		5	2.5
2 5	Taking of school census		1			2	2
26	Keeping proper records	1	1			3	1.5
32	Supervising attendance	1				1	1
32	Selecting library and other supplies . .	1				1	1
32	Designing of record forms	1				1	1
32	Providing health examinations for pupils and employees	1				1	1
32	Administering the transportation program	1				1	1
32	Establishing proper rapport with pupils .	1				1	1
32	Purchasing general supplies (non-educational)	1				1	1
32	Dealing with pupil problems, including discipline	1				1	1
32	Administering lunch and other auxiliary programs	1				1	1
32	Supervising the maintenance of the school plant	1				1	1
32	Teaching classes	1				1	1
38	Supervising non-teaching employees . . .					0	0

VITA

Robert Reed Russell
candidate for the degree of
Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN THE IMPORTANCE OF ADMINISTRATIVE FUNCTIONS AND TIME EXPENDITURE OF SCHOOL SUPERINTENDENTS, BASED ON AUTHORITATIVE JUDGMENT

Major: School Administration

Biographical:

Born: The writer was born at Milton, Iowa, November 7, 1895, the son of William D. and Elizabeth Russell.

Undergraduate Study: Graduated from Milton, Iowa, High School in 1912. Attended State University of Iowa, Iowa City, Iowa, 1912-1914. Attended Oklahoma University, Norman, Oklahoma, summers of 1920 and 1921. Graduated from Phillips University, Enid, Oklahoma, 1927, with majors in history and English.

Graduate Study: Received the Master of Arts degree from Oklahoma Agricultural and Mechanical College in 1934 with a major in history and a minor in education. Requirements for the Doctor of Education degree were completed in May, 1954, with a major in school administration.

Experiences: The writer taught three years in rural and village schools in Iowa prior to World War I. Served in U. S. Infantry on Mexican Border in 1916-17. Commissioned Second Lieutenant of Infantry, Camp Pike, Arkansas, August, 1918. Discharged, December, 1918. Served as superintendent of schools in Oklahoma from 1919 to 1954, having held superintendencies at Dover, Kingfisher, Woodward, and Stillwater.

THESIS TITLE: A STUDY OF THE RELATIONSHIP BETWEEN THE IMPORTANCE
OF ADMINISTRATIVE FUNCTIONS AND TIME EXPENDITURE
OF SCHOOL SUPERINTENDENTS, BASED ON AUTHORITATIVE
JUDGMENT

AUTHOR: Robert Reed Russell

THESIS ADVISER: Dr. Morris S. Wallace

The content and form have been checked and approved by the author and thesis adviser. The Graduate School Office assumes no responsibility for errors either in form or content. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

TYPIST: Raymond Denny