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GUIDING PRINCIPLES FOR PREPARATION PROGRAMS IN EDUCATIONAL
ADMINISTRATION BEFORE 1950 COMPARED WITH THE
GUIDING PRINCIPLES SUBSEQUENT TO 1950

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
 Chapter	
I. INTRODUCTION	1
Preview of Background	1
The Need and Purpose of the Study	9
The Problem	10
Nature and Sources of Data	13
Method of Research and Treatment of Data ...	13
The Evaluative Instrument	16
II. THE BACKGROUND OF PROFESSIONAL PREPARATION FOR EDUCATIONAL ADMINISTRATION	19
Education in a Democratic Society	19
Educational Administration in a Democratic Society	38
The Educational Administrator in a Democrat- ic Society	49
Preparation Programs for Educational Admin- istration in This Country	64
Preparation Programs in Institutions in the Southwest Region	74
III. GUIDING PRINCIPLES FOR PREPARATION PROGRAMS IN THE SOUTHWEST REGION BEFORE 1950	85
Orientation	85
Guiding Principles	95
IV. GUIDING PRINCIPLES FOLLOWED FOR PREPARATION PROGRAMS IN THE SOUTHWEST REGION IN 1957	110
Orientation	110
Literature and Research from SWCPEA	111
Data from Responses on the Evaluative In- strument	120

Chapter	Page
Guiding Principles	127
V. COMPARISON OF IDEAS AND GUIDING PRINCIPLES	145
Orientation	145
Summary of Findings	161
VI. CONCLUSIONS AND RECOMMENDATIONS	163
BIBLIOGRAPHY	172
APPENDIX	
A.	181
B.	188

LIST OF TABLES

Table	Page
1. The Areas of Course Work Mentioned as Being Needed by Students in Preparation Programs before 1950	87
2. Ideas Regarding the Content of the Curriculum in Preparation Programs as Found in the Writings and Research before 1950	88
3. Ideas Regarding Institutions as Found in the Writings and Research before 1950	89
4. Ideas Regarding the Experiences Needed and Found in Preparation Programs in the Southwest Region before 1950	90
5. Ideas with Regard to Students as Found in the Writings and Research from the Southwest Region before 1950	91
6. Ideas Regarding the Methods and Techniques of Instruction for Preparation Programs before 1950 ..	92
7. Ideas Regarding Who Should Be Involved in Planning for Programs before 1950	93
8. General Ideas with Regard to Preparation Programs before 1950	94
9. Areas of Course Work Mentioned in SWCPEA Writings and Research as Being Needed by Students in Preparation Programs	112
10. The Kinds of Experiences Mentioned in the Writings and Research from SWCPEA as Being Needed by Students in Preparation Programs	113

Table	Page
11. The Persons Who Should Be Involved in Planning and Implementing Programs for Educational Administrators as Found in SWCPEA Literature and Research	114
12. Ideas with Regard to Students as Found in the Writings and Research from SWCPEA	114
13. Ideas about Institutions Engaged in Preparing Educational Administrators as Found in SWCPEA Research and Writings	116
14. Ideas Found in the Research and Writings from SWCPEA with Regard to Methods and Techniques of Instruction	117
15. Ideas with Regard to the Content of the Curriculum in Preparation Programs as Found in the Writings and Research from SWCPEA	118
16. General Ideas with Regard to Preparation Programs as Found in the Writings and Research from SWCPEA	119
17. General Inventory in Regard to Evaluation Which Has Been Carried on in Institutions Having Preparation Programs in Educational Administration .	121
18. An Evaluation of Procedures of Planning, Objectives and Criteria, Organization Facilities, Finance, and Staff in Regard to Preparation Programs	124
19. The Evaluation That Has Been Done in Regard to Content of Courses and Methods of Instruction ..	125
20. The Evaluation of Other Experiences Used in the Program for Preparing Administrators	126
21. The Evaluation of Termination Procedures and the Follow-up Program	128
22. The Evaluation of Students in the Program: Selection, Admission, Retention, Termination and Follow-up for Students	129

GUIDING PRINCIPLES FOR PREPARATION PROGRAMS IN EDUCATIONAL
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CHAPTER I

INTRODUCTION

Preview of Background

A brief preview of the background for the study is being presented here for clarification and understanding. A more detailed treatment of the background will be presented in Chapter II.

In 1950 the W. K. Kellogg Foundation approved a plan submitted by the American Association of School Administrators for a five year effort to improve educational administration in the United States. The Foundation agreed to finance this improvement program to the amount of approximately three and a half million dollars with more money to be made available if needed. The effort toward improvement was to approach the problem in the three ways as follows: to improve pre-service programs, to improve in-service opportunities, and to improve and increase the research in educa-

tional administration.¹

The country was divided into eight regions for purposes of organization. Oklahoma, New Mexico, Colorado, Arkansas, and Texas made up the Southwest Region with the University of Texas serving as the coordinating center. The foundation agreed to furnish \$395,000 for this region over a five year period, and the University of Texas agreed to furnish \$200,000 in money and services.

The director and assistant director for the project officially began their work in November, 1950. In October of that year representatives from institutions in the Southwest Region maintaining doctoral programs in educational administration met and organized for the purpose of improving educational administration in the region. This organization was expanded to include all institutions, agencies, and organizations interested in educational administration.² The organization became known as the Southwest Cooperative Program in Educational Administration.

As a result of encouragement from the Southwest Cooperative Program in Educational Administration, a movement

¹Southwestern Cooperative Program in Educational Administration, Operations, Involvements, Accomplishments, Future . . . of the S. W. C. P. E. A., A Report of Three Years of Progress (Austin: University of Texas, 1953), pp. 1-6.

²H. F. Alves, Five Year Review (Austin: University of Texas, 1957), pp. 1-5.

began to involve professors of educational administration in an organization for "airing and sharing" ideas, points of views, and problems in preparation programs in the Southwest Region. A conference was called and held at the University of Texas in December, 1951. The Council of Colleges was formed including all institutions in the Southwest Region which offered one or more years work in educational administration. The purpose of this organization was to improve preparation programs within the region, within the states, and within institutions through cooperative involvement. Practicing administrators, state departments of education, and interested organizations were involved in this program.¹ This effort has been in effect since 1951 and the organization is still active.

The author of this report has been involved to a limited extent with this program for several years as a student of educational administration at the University of Oklahoma and as a practicing administrator in Oklahoma and New Mexico. This involvement led to a desire to study the work that has gone on in the Southwest Region. To be specific, to what extent have the cooperative efforts of professors of educational administration affected the principles which guide and influence preparation programs in the Southwest Region? Have new guiding principles evolved since 1950, or

¹Ibid., pp. 103-10.

are the same principles being followed for preparation programs in the region as previously?

Survey of Related Literature

A careful study of the existing literature has been made in regard to three pertinent questions relative to this problem as follows:

- (1) What has been done in regard to studying the guiding principles for preparation programs in the country as a whole?
- (2) What has been done in regard to studying the influence of the Southwest Cooperative Program in Educational Administration?
- (3) What has been done in regard to studying the guiding principles for preparation programs in the Southwest Region?

Such general sources as the Education Index,¹ "Research Studies in Education,"² Doctoral Dissertations Accepted by American Universities,³ Monroe's Encyclopedia of Educational Research,⁴ and various bibliographies as far back as 1940 were studied. No research or literature was located

¹Education Index (New York: H. W. Wilson Company, regularly).

²Mary Louise Lyda and Stanley B. Brown, "Research Studies in Education," Phi Delta Kappan, XXVIII-XXXV (1947-1953, inclusive).

³Arnold H. Trotter and Marian Harmon, Doctoral Dissertations Accepted by American Universities (The Association of Research Libraries).

⁴W. S. Monroe, Encyclopedia of Educational Research (New York: The Macmillan Company, 1952), pp. 10-36.

in any source that had to do specifically with guiding principles for preparation programs either in the country as a whole or in the Southwest Region. Many articles and several theses and dissertations were discovered which dealt with preparation programs. The articles proved helpful in developing background material and in discovering the guiding principles. The theses and dissertations are mentioned briefly.

Thomas, after studying the soundness of graduate administration courses offered in the Southwest Region, reported that in general course work needed to be strengthened in several ways. He stated further that the courses could be improved by using the basic democratic approach, by using modern field psychology, and by a wider use of the problem and case approach.¹

McQuagge, from a study of school administration courses in the spring and summer of 1952, found that much improvement was needed in preparation programs. He stated that his study indicated there was a need for selective admission into preparation programs; that students felt the laboratory methods should be used more often; and that there was some duplication of materials presented in various

¹Edward R. Thomas, "A Study to Determine Soundness of Graduate Administration Courses Offered in Southwest C. P. E. A. Region" (unpublished Master's thesis, North Texas Teachers College, 1953), p. 40.

courses.¹

Self, after studying the helpfulness of graduate courses to administrators in their work, reported that course work proved helpful in business management, pupil relations, and personnel administration. Similarly, he reported that overall preparation programs were helpful in improvement of instruction. It is interesting to note that administrators felt that the overall program was of more benefit than specific area courses.²

Berry, from a study of the elementary principalship, reported that principals were found to be deficient in their pre-service preparation and recommended that institutions of higher learning devise means of locating prospective persons for positions and to insist upon adequate pre-service preparation.³

Baily reported that the size of the community affects the role or job of the educational administrator as seen through the eyes of the layman. He recommended that institutions take heed of the complexity of the administrator's

¹Carlton L. McQuagge, A Study of School Administration Courses (Doctoral dissertation, The University of Texas, 1954), pp. 89-95.

²Melvin Self, A Study of the Helpfulness of the Graduate Program of Oklahoma A. and M. College Based on the Judgement of School Administrators (Doctoral dissertation, Oklahoma A. and M. College, 1954), pp. 105-10.

³L. A. Berry, "The Vocational Careers of Elementary School Principals" (unpublished doctoral dissertation, The University of Texas, 1952), pp. 95-99.

role as the content of the curriculum and methods and techniques of instruction were considered.¹

Balentine, after studying the efforts of administrators toward the improvement of instruction, reported that this area was of utmost importance to administrators and that this was one of their principal concerns. He stated further that this should be of importance to institutions as the content of preparation programs was developed.²

No studies were found that had specific bearing upon the influence of the Southwest Cooperative Program in Educational Administration in regard to preparation programs in the Southwest Region. However, several reports have been published about the activities and influence generally. Hall reported four changes in the pre-service education of administrators as a result of this program. These were: (1) a new emphasis and, to some extent, refined procedures and instruments are being utilized in recruiting potential administrators; (2) changes in content and methodology are now planned whereas they were formerly incidental; (3) there has been a shaking up of traditions, authorities, and hierarchies

¹Gordon A. Baily, What Does the Community Expect of the Superintendent? (Doctoral dissertation, The University of Texas, 1955), pp. 76-81.

²Jack Balentine, "Reports of Selected Superintendents on Their Practices for the Improvement of Classroom Instruction in Oklahoma Public Schools" (unpublished doctoral dissertation, The University of Oklahoma, 1953), pp. 75-76.

in school administration in the Southwest and particularly in the education of administrators; (4) ultimately the work of the men who have been trained while working with the Southwest Cooperative Program in Educational Administration will make a worthwhile impression for the betterment of the profession.¹

Alves, in the Five Year Review, made a careful report on the efforts toward the improvement of preparation programs in the Southwest Region since 1950. This report has been helpful with the present study.²

Moore and Hall reported that colleges have been rethinking and redesigning their programs in the light of the changing concepts of the administrator's job.³

Pugmire, in a review of the Oklahoma Cooperative Program in Educational Administration after five years of existence, discussed the cooperative work of institutions in that state for the improvement of pre-service programs.⁴

Many other reports, articles, and research studies

¹Roy M. Hall, Achievements and Changes in Educational Administration (Austin: SWCPEA, The University of Texas, 1956), pp. 11-16.

²Alves, op. cit., pp. 103-39.

³Harry E. Moore and Roy M. Hall, A Detailed Account, A Report for the S. W. C. P. E. A. (Austin: The University of Texas, 1953), pp. 24-26.

⁴D. Ross Pugmire, A Five Year Review of Oklahoma Cooperative Program in Educational Administration (Austin: SWCPEA, The University of Texas, 1955), pp. 49-50.

were found which were useful in the present study. However, the author is of the opinion that although many of these studies were concerned with preparation programs, no comprehensive study has been made to determine whether changes have been made in the guiding principles for preparation programs in the Southwest Region. No evidence was available which indicated that principles for preparation programs before 1950 had been compared with principles being followed subsequent to 1950.

The Need and Purpose of the Study

The implications of the foregoing indicate a need for a study to discover whether new guiding principles for preparation programs in educational administration in the Southwest Region have evolved since 1950.

The purpose of the present study was to determine whether new guiding principles for preparation programs in the Southwest Region have emerged that may serve to improve all preparation programs. The plan of study is as follows:

- (1) Identification of those guiding principles followed in preparation programs in the Southwest Region before 1950.
- (2) Identification of those guiding principles followed in preparation programs in the Southwest Region subsequent to 1950.
- (3) A comparison of the two sets of principles identified in order to ascertain whether new ones exist.

The Problem

The definitive statement of the problem is as follows: To what extent have new guiding principles for preparation programs in educational administration in the Southwest Region evolved since the beginning of the Southwest Cooperative Program in Educational Administration in 1950?

The following assumptions were made in regard to the study:

- (1) Those guiding principles followed in preparation programs in the Southwest Region before 1950 were generally in agreement with the ideas, recommendations and activities recorded by the authorities in the field in the Southwest Region and can be identified from the literature and research from the region.
- (2) The activities of the Southwest Cooperative Program in Educational Administration have been a new influence for preparation programs in the Southwest Region since 1950.
- (3) The influence of the Southwest Cooperative Program in Educational Administration may have been a determining factor in developing new guiding principles for preparation programs in the Southwest Region.

Delimitation of the Problem

This study is limited to a comparison of the guiding principles for preparation programs as they existed before 1950 with the guiding principles as they exist in 1957. Also, the study is limited to the Southwest Region, to institutions that have participated in the Southwest Cooperative Program in Educational Administration, and to the study of preparation programs.

Definition of Terms

In the present study each of the following terms is used with the meaning given in its accompanying definition.

Educational administration. This term is used to refer to that leadership role which was responsible for directing, managing, or administering the school or schools of a legally constituted school district. In order to be consistent with the philosophy that has guided the establishment of the educational system in our country, each person who assumes this role must see his function as being primarily one of service. His role is to serve as an educational leader and advisor to the people, or to their legal representative body. He is the professional leader and technician for securing and maintaining suitable educational programs, services, and facilities for the people.

Educational administrator. This term is used to refer to those persons serving as superintendents of schools, secondary principals, and elementary principals.

Preparation programs. This term refers to programs of study in the institutions of higher learning that were designed to prepare educational administrators for the task of administering schools and school systems. Two types of preparation study for individuals were considered under the heading of preparation programs.

- A. Pre-service study referred to programs of study for the individual who had not had prior administrative experience.

- B. Formal study program for those in service referred to a program of study that has been planned and designed for individuals engaged in administrative work and who desire to further their preparation.

The evaluative instrument. This term is used to refer to the instrument that was sent to institutions in the Southwest Region that maintained preparation programs for educational administration and had participated in the Southwest Cooperative Program in Educational Administration. This instrument was used in order to ascertain what each of these institutions had done toward the evaluation of their preparation programs since the beginning of the Southwest Cooperative Program in Educational Administration. These data were originally gathered and used as a basis for group discussion at the Sixth Annual Southwest Conference for Professors of Educational Administration.

SWCPEA. This is the commonly accepted abbreviation for the Southwest Cooperative Program for Improving Educational Administration begun in 1950 with the sponsorship of the W. K. Kellogg Foundation. This abbreviation was adopted in lieu of the full title for use in the remainder of the present study.

Participating institutions. These were those educational institutions of higher learning in the Southwest Region which maintained preparation programs for educational administrators and have actively participated in SWCPEA activities.

Guiding principles for preparation programs. This term is used to mean those generally accepted concepts that guide and directly influence the content and experiences that are found in preparation programs in the Southwest Region. These principles may or may not have been tested and proved or they may, or may not, be in the process of being tested.

Nature and Sources of Data

Two types of data were used in the present study. The first consisted of historical matter as found in the various sources used. The second type was quantitative, mostly statistical, reporting on the extent and frequency of evaluations of preparation programs.

The sources from which the first type was taken were secondary and included books, periodicals, special reports, dissertations, and theses. Primary sources were used for the data on evaluative activities. The participants responded by means of the evaluative instrument designed for this purpose.

Method of Research and Treatment of Data

Two methods of research were used in the study as follows:

- (1) The historical method was used for gathering data¹ and

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1935), pp. 239-241.

the frequency of occurrence and subjective analysis techniques were involved in tabulation and analysis.¹

- (2) A modified survey method was used in gathering certain data² and the frequency of occurrence and subjective analysis techniques were involved in tabulation and analysis.³

In identifying guiding principles which were followed before 1950, standard techniques of library research were used in studying the literature from the Southwest Region.⁴ Guiding principles followed in preparation programs in the Southwest Region before 1950 were identified by:

- (1) The frequency of occurrence of ideas that had to do with preparation programs which was found in the writings of the generally recognized authorities in the field of educational administration from the Southwest Region before 1950. The extent of agreement as revealed on these ideas was used to establish the guiding principles. This agreement was established by subjective analysis.
- (2) The frequency of occurrence of ideas with regard to preparation programs that was found in the formal research which has been done in the field of educational administration in the Southwest Region before 1950. The extent of agreement as revealed on these ideas was used to establish the guiding principles. This agreement was established by subjective analysis.
- (3) The extent of logical agreement between the established guiding principles and the function of the educational administrator as set forth in foregoing parts. This agreement was established by subjective analysis.

¹Ibid., pp. 342-55.

²Ibid., pp. 326-28.

³Ibid., pp. 342-55.

⁴Carter Alexander, How to Locate Educational Information and Data (New York: Bureau of Publications, Teachers College, Columbia University, 1941), pp. 401-12.

In identifying guiding principles being followed in the Southwest Region subsequent to 1950 standard techniques of library research were used in studying the literature and research resulting from SWCPEA activities.¹ The responses to the evaluative instrument were analyzed for use. Guiding principles were identified by:

- (1) The frequency of occurrence of ideas that had to do with preparation programs which were found in the general literature that has resulted from SWCPEA activities. The extent of agreement as revealed on these ideas was used to establish the guiding principles. This agreement was established by subjective analysis.
- (2) The frequency of occurrence of ideas that had bearing upon preparation programs which was found in the formal research which was inspired by the SWCPEA. The extent of agreement as revealed on these ideas was used to establish the guiding principles. This agreement was established by subjective analysis.
- (3) The frequency of occurrence of ideas as indicated by responses on the evaluative instrument that had to do with preparation programs. The extent of agreement as revealed on these ideas was used to establish the guiding principles. This agreement was established by subjective analysis.
- (4) The extent of logical agreement between the established guiding principles with the function of the educational administrator as set forth in foregoing parts. This agreement was established by subjective analysis.

After the guiding principles for preparation programs were established for the period before 1950 and subsequent to 1950, these two sets of principles were compared. This comparison was used to determine whether new principles for preparation programs had emerged.

¹Ibid.

The Evaluative Instrument

At the fourth annual conference on improving preparation programs for school administrators, December 12-15, 1954, at the University of Denver, plans were made to place general emphasis upon evaluation programs in the Southwest Region since 1950. At later planning meetings it was decided that the University of Oklahoma should be responsible for the regional conference topic, "Evaluation." The University of Oklahoma staff accepted this assignment, and understood its responsibilities were to investigate the extent to which the several institutions in the region had evaluated their pre-service programs in administration; and their activities in evaluating the work of students enrolled in their programs, including the determination of competencies achieved by students. This was to be done by means of an appropriate instrument developed by the University of Oklahoma staff and distributed among the various institutions in the region that were involved in preparing educational administrators. When the returns were received, the University of Oklahoma staff was to summarize and organize the data for presentation at the 1956 conference of professors of educational administration. The writer, a practicing administrator and graduate student at the University of Oklahoma, was chosen to assume much of the responsibility for the study.

Such an instrument was developed at the University

of Oklahoma during the summer and fall of 1955. The instrument was designed to reveal evaluative techniques used in institutions which were engaged in preparing students in educational administration. The desire was to reveal techniques used in the evaluation of all phases of the program. An attempt was made to secure information about each of the following areas:

1. What techniques were used in evaluation?
2. What instruments were used in evaluation?
3. Who was involved in doing the evaluation?
4. How frequently has evaluation been carried on?
5. What uses were made of the findings?

The instrument was constructively criticized and improved upon by an advanced educational administration seminar, Administration 463, directed by Dr. D. Ross Pugmire at the University of Oklahoma in 1955. It was then presented to eight visiting professors of education at the University of Oklahoma. They were asked to fill out the instrument, with their own institutions in mind, and to make any criticisms which they felt might be helpful.

The instrument was then prepared for presentation at the Albuquerque conference. At that time many helpful suggestions were received and several participants later made written suggestions.

In January of 1956 the instrument was mailed to

thirty-two institutions in the Southwest Region. A summary of the returns is as follows:

1. 17 instruments were filled out.
2. 4 instruments were returned blank.
3. 9 letters were received with explanations as to why the instrument could not be filled out.
4. 1 blank instrument with a list of courses in educational administration attached was returned.

A total of thirty-one institutions responded. Seventeen instruments were used in the tabulation of data. Data from this compilation were used to assist in discovering the guiding principles followed in preparation programs subsequent to 1950 in the Southwest Region.

CHAPTER II

THE BACKGROUND OF PROFESSIONAL PREPARATION FOR EDUCATIONAL ADMINISTRATION

A study relative to preparation programs for educational administration in a society such as exists in the United States is dependent upon understanding the complexity and importance of educational administration. This, in turn, necessitates an understanding of the place and function of education in this society, the need and place of educational administration, the function of the educational administrator, and the role and function of institutions maintaining preparation programs for the position. It seems desirable at this point to review these elements and the ways in which they are related. This review will also lend meaning and understanding to the guiding principles for preparation programs before 1950 and to the guiding principles subsequent to 1950. This material will be used as a basis for analyzing the function of the educational administrator with regard to the guiding principles for both eras.

Education in a Democratic Society

In discussing education in a democratic setting Neff

has explained that the roots of democracy are difficult to trace. He suggests that it could be argued that democracy was born in any one of a number of events between the pre-Christian days of Protogoras and the framing of the Declaration of Independence and the Constitution of the United States. There is also confusion as to what democracy represents. Big business would identify it with capitalism, private enterprise, and rugged individualism. Labor organizations would associate it with collective bargaining, the right to strike, and the participation of workers in determining wages, hours, and working conditions. Other special groups would define democracy as representing other ideas.¹

Despite the confusion regarding the historical roots and the lack of clarity with respect to the basic meaning of democracy, it becomes necessary to single out some of its most distinguishing and enduring qualities if efforts are to be made to promote it, refine it, and communicate its basic spirit to others. Neff, in discussing democracy, has emphasized further that it is, first of all, predicated upon the intrinsic worth of the human person and, in addition, is essentially a social way of life. Democracy is not a dualistic or two track system, but the practical can be made ideal, the ideal can be made practical, and the means employed to

¹Frederick C. Neff, "Democracy in Our Time," Phi Delta Kappan, XXXVII (January, 1957), pp. 143-44.

reach democratic ends must, themselves, be democratic in nature. He stated further that democracy is flexible and experimental in nature; that it favors change; and that it can adjust to the present generation. A significant characteristic of democracy is its method of getting things done by persuasion and consensus. Finally, democracy is characterized by the fact that it fosters unity without uniformity and diversity without anarchy.¹

The citizens of this country maintain that they live in a democracy; that our government is democratic in nature; and that this society should have democratic institutions. If this is true, it follows that the educational system in this country must be suited to a democratic society and have responsibilities to such a society.

The Educational Policies Commission has said that many of the world's great leaders and thinkers have sought to work out educational principles to serve the social, religious, and political systems they advocated and that our leaders have done the same. Leaders in the United States have always realized that only an educated citizenry would be able to implement and defend those qualities of democracy mentioned above. They realized, if our way of life was to continue and improve, a suitable way of educating people must be designed and maintained. Our national leaders have

¹Ibid.

The Beginnings of Education in This Country

Cubberly says that in order to understand the beginnings of education in this country, one must recognize that the Greeks, the Romans, and the early Christians laid the foundations upon which this educational system was built. The United States is indebted to the Greeks for introducing a new force in the world by placing a premium on personal freedom and initiative, by daring to trust themselves to follow the truth as they saw it, and by developing a literature, an art, and a philosophy which was to be a heritage to future generations. The Roman contribution was in developing law and order, government, and the practical arts. These processes which were imposed on an unruly world made possible the transmission of all that was useful in the world before to future generations. Into this world united by law and order came one of the new forces of the present day civilization, Christianity. It came in time to organize and establish itself and helped to carry the ancient civilization through the dark ages for the modern world to reconstruct its main outlines from the fragments which remained.¹

Duggan emphasizes the European influence upon American education. The graded system, the role of activity, status leadership, academic selectivity, the influence of

¹Ellwood P. Cubberly, Public Education in the United States (Cambridge: The Riverside Press, 1934), pp. 1-5.

expressed this point of view repeatedly.¹

Modern educational leaders have sought to carry out these ideas. Moehlman, in discussing education, has said:

Education is a process of development and growth that begins with infancy and ends with death, operating through both formal and informal agencies. It is inherent in all cultures and expresses itself through cosmology or religion, the material arts, the aesthetic arts, the social arts, and all forms of communication closely interwoven into every human activity, education is all pervading.

Schools in America were designed to have a significantly important place in the above process.²

The Educational Policies Commission states further that education alone cannot equip the people of the United States to meet the challenges of a democratic life, but that it can play a vital role. In order to carry out its responsibility the system of education must be designed to support and advance the worth of the individual, the social way of life, and creativity. Furthermore, the system must be adjustable and flexible, democratic in nature, and must foster unity without demanding conformity.³

¹The Educational Policies Commission, Public Education and the Future of America, A Report Prepared by the Educational Policies Commission (Washington, D. C.: National Education Association, 1955), pp. 4-5.

²Arthur B. Moehlman, School Administration (Boston: Houghton Mifflin Company, 1940), pp. 1-3.

³The Educational Policies Commission, op. cit., pp. 4-5.

religion, and certain democratic ideas are European influences upon education. He further maintains that education in the United States has been related to prevailing social, political, and economic conditions. As an illustration, he cites the influence of the aristocratic concept in the South, the religious influence of the Middle Atlantic area, and the democratic tradition of New England. He says further that the traditionally accepted periods of educational development were reflective of social, economic, and political conditions. These periods were the period of Colonial education, the transition period, the period of the public school revival, and the period of educational expansion. Educational opportunity was slight in the early days of America and depended upon an individual's social and economic position or the religion to which his parents adhered. Education was carried on by the church, by the parents in the home, and by private tutors. The people, however, were desirous of education and this author lists early town efforts to maintain schools as an example of this desire.¹

The establishment of the Latin Grammar School in 1635 and of Harvard University in 1636 were important educational developments. Cubberly describes the Massachusetts

¹Stephen Duggan, A Student's Textbook in the History of Education (New York: D. Appleton Century Company, 1936), pp. 376-77.

school law of 1647 as a first step toward public education.¹ Reisner's description of the provisions for pauper schools in Pennsylvania in 1802 makes one appreciative of the present educational system. This legislation provided for education at public expense when parents were unable to provide for education for their children.²

Three basic principles gradually evolved which have guided and molded the thinking of the American people as the educational structure developed. Knight identified these principles as equality of opportunity, compulsory education, and local sovereignty of control.³ Gradually elementary, secondary, and higher educational systems developed and were forerunners of the present educational system. The beginnings were sectionalized and inadequate, but each victory was won by dedicated persons who believed in the principles mentioned above.

The Legal Basis for Education

Moehlman states that three conditions existing in colonial education made possible the development of public education in the United States. First, the decentralization of educational administration by the Massachusetts laws of

¹Cubberly, op. cit., pp. 6-7.

²Edward H. Reisner, The Evolution of the Common School (New York: The Macmillan Company, 1930), pp. 296-98.

³Edward W. Knight, Education in the United States (New York: Ginn and Company, 1934), pp. 143-46.

1642 and 1647, and later acts, created a precedent for each state to act in regard to education. Secondly, the control of the schools by the town or township developed the concept of local control of public education as a community enterprise. The district system was a further refinement toward making education a local activity. This concept was a departure from the English belief of complete parental control of the child's education. Finally, the ideas with regard to liberal education that flooded continental Europe during the revolutionary period introduced a new concept.¹ These conditions played an important role as education developed in this country.

Needless to say, this development was not easy nor always continuous. As Butts has said, the idea of a public school system supported at public expense to achieve the democratic purposes was not original to this country. However, the United States was the first country to push toward this achievement. The movement was not accomplished without bitter struggles and controversies. In general, the public school idea was supported by middle class liberals, by social and religious reformers and humanitarians, by the labor movement and working classes of the cities, and by the Agrarian and Populist movements. In general, the public school idea was fought by social, political, and economic conservatives

¹Moehlman, op. cit., pp. 13-14.

of all classes, by industrial and business interests that included large taxpayers, by Southern aristocrats, and by certain religious groups who felt a threat to their control.¹ This is to emphasize that there has been and will continue to be a struggle for education and that this struggle has had bearing as the structure and organization of education developed.

There is little doubt that a bill passed by the Congress of the Confederation in 1784 and the Ordinance of 1785 were important to education. These laws set aside lot number 16 of every township for the maintenance of public schools. It might be noted that this was the first federal grant for education and, that after careful study, grants for religious purposes were excluded from the legislation. The Northwest Ordinance as enacted in 1787 was also important to education. This ordinance embodied the fundamental ideas of the Bill of 1784 as applied to the Northwest Territory.² It contained Article 3, which is accepted as the charter of public education in the United States:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.³

¹R. Freeman Butts, A Cultural History of Education (New York: McGraw Hill Book Company, 1947), pp. 472-73.

²Ellwood P. Cubberley, Readings in the History of Education (New York: Houghton Mifflin Company, 1920), pp. 416-27.

³Henry S. Commager, Documents of American History (New York: F. S. Crofts and Company, 1934), pp. 121-22.

This law and its revisions passed the following year set aside certain lands for the support of higher education, in addition to elementary and secondary education, and thus the policy of educational land grants for higher education in the United States began.

Moehlman gives a word of caution that too much credit has been given Congress for establishing a long range, far-sighted educational policy. He holds that Congress was more concerned with encouraging migration to the western lands than with making provisions for education. However, he agrees that the Ordinance of 1787 was of vital importance to education. The national government, through the land grants, recognized education as being essential to the national welfare but left the responsibility for implementing education to each state. In later years the national government required states to provide for education in their constitutions before entering the Union.¹

Butts states that when the Constitution of the United States was drawn up and ratified in 1789, no mention was made of education. The Bill of Rights did not mention education directly; however, the ratification of both the Fourth² and

¹Moehlman, op. cit., p. 15.

²United States Constitution, Fourth Amendment:
"Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

the Tenth¹ Amendments have had far reaching effects upon education.²

The present concept of the structure of education has been a growing and changing one. Moehlman listed the following developments: the states and their legislatures became responsible for education; state organizations were created for the purposes of supervision, certification, and for improvement; school districts or local administrative units, were created for carrying on education; mandatory and permissive statutes were enacted to supplement Constitutional provisions; and means were found for financing education. Thus, the responsibility for education rests with each state, its legislature, and its people. Changes have been made and can continue to be made as necessity demands.³

The Function and Status of Education

The Educational Policies Commission stated that the American people have certain deeply rooted ideals. They cherish the values of freedom, equality, and self government. Twisted on occasion by demagogues and threatened by would-be tyrants, these values have endured through almost

¹United States Constitution, Tenth Amendment: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."

²Butts, op. cit., pp. 367-68.

³Moehlman, op. cit., pp. 15-25.

two centuries. Belief in these values grows stronger with each passing decade. The Declaration of Independence and the Constitution of the United States were designed to implement these feelings. From these values have come the American way of life. In them are rooted the whole commitment of freedom, the procedures of government, of equality, and the respect for the individual. Thus the Commission laid the groundwork and said further that the function of American education has always been and shall continue to be to develop citizens desirous and capable of furthering this established way of life.¹

The Commission for American Citizenship stated that the function of education is fourfold in nature: (1) to develop a knowledge and understanding of facts, (2) to develop attitudes of loyalty to American values and ideals, (3) to develop skills in thinking and problem solving, and (4) to develop the practical ability to work with others for the general welfare. This Commission stated further that education, if it is democratic, must be universal, equal as to opportunity, designed to reach each individual, based upon the best knowledge of psychology and sociology, and democratic in nature. This, it said, is so important that the

¹The Educational Policies Commission, op. cit., pp. 1-10.

welfare of the world depends upon its success.¹

Overstreet says that the function of the schools is twofold in nature: (1) to pass on the culture and (2) to help the young to grow into their adult roles. This should be done so that the child will become a co-creator of man's future and a person with unique powers. This would ask that children be encouraged to develop inquiring minds rather than accepting and reproducing minds; critical minds rather than merely passive and credulous. The schools must stimulate thought, build a respect for cooperation, build the habit of civic mindedness, to build in the young a creative approach to life.²

Pugmire summarizes the function of education well when he spelled out the purposes and possibilities of education as follows:

- (1) To release, cultivate, and bring into rational play within the framework of the democratic concept of good citizenship the capabilities of each individual so that each may live to the fullest. Education is both the preparation and the process and can be continuous.
- (2) The attainment and preservation of freedom. The price of freedom is discipline within the individual. Freedom comes and is retained by the extent to which the individual is successful in assuming discipline.

¹American Association of School Administrators, Educating for American Citizenship, A Report Prepared by the Commission on Educating for American Citizenship (Washington, D. C.: American Association of School Administrators, 1954), pp. 18-23.

²H. A. Overstreet, The Mature Mind (New York: W. W. Norton and Company, 1949), pp. 246-59.

Education alone can develop this concept of freedom and discipline.

- (3) To develop social and economic competence in individuals. He must live with his fellows so that life means no less, possibly more, for them because he has been with them. He must produce in goods or services as much, or more, than he consumes, and otherwise add to the general welfare and help to sustain the standard of living.
- (4) To help individuals to equip themselves specifically with means and skills by which they can be individually, socially, and economically competent in our society.

The schools have primary responsibility for teaching the basic skills for achieving the purpose and responsibilities mentioned above. They have shared responsibility with the home, the church, the community, and with other agencies for achieving the broader aspects of these purposes. The function of education then is broad in scope and must have the understanding and positive support of the people in the Herculean task assigned to it.¹

Commager has said, "No other people ever demanded so much of education as have the Americans. None other was ever served so well by its schools and educators."² This statement fairly well sums up the status of American education. The people of the United States from early days, and even

¹D. Ross Pugmire, A Statement concerning Education and the Public Schools and Colleges of Oklahoma, Department of School Administration, University of Oklahoma (Norman: College of Education, 1955), pp. 2-3.

²Henry S. Commager, "Our Schools Have Set Us Free," Life, XXIX (October 16, 1950), pp. 46-47.

now, look toward education as the means for making real their dream of a true and lasting democracy in which every individual has an equal opportunity. The following statement by Warner, Havighurst, and Loeb expresses this view:

The American public schools are, in the opinion of the people of the United States, basic and necessary parts of our democracy. We are convinced that they must, and we hope that they do, provide equal opportunity for each child to develop his abilities and capacities to the utmost. They are the means by which any child limited only by his ability, his will, and ambition, can live a fuller and richer life.¹

It might be added that these authors are doubtful as to the worthiness of education, as it is carried on today, for this confidence in the minds of the American public. However, they state that education should and possibly can fulfill this ideal.²

Education has been defined by Montgomery as a process or means whereby a culture makes possible the transmission of past knowledge and experiences in order for individuals living within the culture to use adequately that knowledge and those experiences for the useful and satisfactory development of those individuals. He stated that this kind of education can justify the faith of the American people in education and can improve its position.³

¹W. Lloyd Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall Be Educated? (New York: Harper and Brothers, 1944), pp. 153-54.

²Ibid.

³Ray Montgomery, "Transmission of Our Cultural Heritage," Teachers College Record, LV (November, 1955), pp. 77-81.

The most fundamental change of thinking toward education by the American public has developed as educational authorities and schools of education have caused people to think of boys and girls as individuals. Schonell has stated that most people believe now that education means more than instruction and teaching--that the schools should provide for maximum development of each boy and girl within the limit of his or her growth. Teachers must be sensitive to all of the mental and physical conditions that affect children and to the influences of the home, the church, and society.¹

This position and status of education has led to the establishment of professional education. Montgomery says that there can be a science of education, a planned and conscious arrangement of conditions to produce an awareness of the cultural heritage and an understanding of the learning and teaching aspect of the process of self-development, and thus teaching becomes an art. An art is not without its principles, and principles may be formulated into a science.²

Education has become big business. Mort and Vincent state that one-sixth of our population is in school and that well over one million persons man our schools to educate

¹F. H. Schonell, "New Concepts in Education," The Education Forum, XV (January, 1951), pp. 177-93.

²Montgomery, op. cit., pp. 77-81.

this part of our population.¹ Knight says that education is the largest public enterprise in the United States and the country's most important business.² Orville Jones described American education as the world's largest and most useful endeavor that has good as its aim.³

Education is not without its critics. John T. Goodlad classes the critics as the uninformed, the interested well wishers, the self ego satisfiers, and persons with selfish motives. He states that hundreds and perhaps thousands of articles and books have attacked education. These are irritating, but useful, in that they cause educators constantly to evaluate and seek improvement. They also have helped establish a concern for an intense interest in education.⁴ McSwain reports that thousands of school board members, hundreds of thousands of citizen committee members, ten million P. T. A. members, and countless millions of citizens are supports of education in this country.⁵ Thus, the

¹Paul R. Mort and William S. Vincent, "The Challenge of Education as a Profession," Teachers College Record, LV (November, 1955), pp. 82-89.

²Knight, op. cit., p. 2.

³Orville E. Jones, "Labor's Concern for Education," Phi Delta Kappan, XXXIV (March, 1953), pp. 222-24.

⁴John T. Goodlad, "Criticism, Skepticism, and Controversy," Educational Leadership, XIV (April, 1957), pp. 298-301.

⁵E. T. McSwain, "Who Should Guide the Public Schools?" Educational Leadership, XIV (April, 1957), pp. 422-25.

place of education in the American way of life becomes evident.

The Challenge for Education

The National Education Commission to Defend Democracy through Education states that the richest tradition of the American heritage is the democratic aspiration. Deep within this heritage lies the commitment to public education, a commitment that has grown stronger through the years. We believe that our most effective means of making this democratic heritage fully meaningful in the life of future generations is the public education system of America. Thus, the Commission to Defend Democracy through Education challenges education. The success with which education does its job depends upon the interest, the support and the participation of all citizens in every community. But more than this, it depends upon their understanding of those educational principles and practices without which the democratic aspiration cannot survive. All who work in public education must be free to pursue these principles and practices.¹

Fisher mentions three forces as presenting a challenge to education. These forces are a growing belief that people are important; the explosive development of technology; and the steadily increasing consciousness that, whether

¹N. E. A. Commission to Defend Democracy through Education, "The Public School and the American Heritage," Phi Delta Kappan, XXXIV (November, 1952), pp. 57-67.

anyone may wish to believe it or not, the nations of the earth are bound inseparably together. These forces have produced a world situation that can only lead to ruin unless we develop a people in this world capable of living together peacefully. Only American education can bring this about as it works with our own people and as this influence is felt throughout the world:

To help America choose such an education and having chosen, for education to achieve such a goal is the essence of the task at hand. This is the duty laid upon us by our people and this is the opportunity which is ours.¹

Cremin and Borroman list the following problems for education, now and in the future: meeting the problems of increasing enrollments and costs, obtaining adequate teachers, preserving the "commonness" of public schools, building the best possible school programs, and maintaining the freedom for teachers to teach. These are not all of the problems but these along with others are the challenge for education. They are not easy to solve nor are they impossible, but they do call for the best in education and for the best in the American public.²

¹John H. Fisher, "American School and the Challenge of Change," Schools on the Threshold of a New Era (Washington: American Association of School Administrators, 1957), pp. 57-63.

²Laurence A. Cremin and Merle L. Borroman, Public Schools in Our Democracy (New York: The Macmillan Company, 1956), pp. 199-210.

Mort has said that education is the most important of American institutions, an institution handled by the most important of professions. A profession concerned with the welfare of the weak, the strong, the rich, the poor, the sick, the well, the bright, the dull, or in other words with all the people. An institution and a profession capable, with the support of its people, of meeting any challenge.¹

Educational Administration
in a Democratic Society

The place of educational administration in a democratic society has been clearly stated in the American Superintendency as follows:

In the world today two philosophies of life are competing for the minds and hearts of men. They are democracy as it has developed in the United States and in Western Europe, and totalitarianism as we knew it in Germany and as we are coming to know it in Russia. At any moment we are in an armed deadlock, the outcome of which may determine whether or not these two beliefs can exist in the same world or whether one must go down to defeat.²

Any political state which hopes to perpetuate itself must teach its young people the beliefs which underlie the political theories in practice. The American people have consistently depended mainly upon its schools for this responsibility. The schools belong to the people; they reflect

¹Mort and Vincent, op. cit., pp. 82-89.

²American Association of School Administrators, The American School Superintendency, 30th Yearbook (Washington: American Association of School Administrators, 1954), p. 9.

the will of the people; they adapt to and may affect the social order. This is the setting under which educational administration works in this country. Just as there are two philosophies of life, there are two philosophies of educational administration. In a setting such as exists in this country, educational administration must function so as to carry on and develop the ideals of democracy. This can only mean democratic administration.¹

This then is the true role of educational administration in this democratic society. But as explained in the American School Superintendency, the evolution of educational administration is not complete. The form it shall take will depend upon the facts of history yet unwritten; upon the functions which will be assigned to the public schools; but most of all upon the professional vision, enterprise, statesmanship, and courage of the individuals who work in educational administration in the future.²

The Beginning of Educational Administration

Educational administration began as a result of change. Change and rebuilding seem to be almost the only permanent element in American life. Such changes as the

¹Henry Toy, Jr., "Concepts of Administrative Leadership in Business, Industry, and Education," The American School Board Journal, CXXXIII (October, 1956), pp. 43-44.

²American Association of School Administrators, op. cit., p. 64.

declining status of agriculture, the growth of cities, the impact of technology, growth of freedom for women, trends in birthrates, migration, and the evolving class structure make such growth and expansion in the public schools of America that educational administration gradually evolved, according to the 30th report of the American Association of School Administrators.¹

Cubberly reports that the trial and error shaping of a decentralized school system made inevitable the appearance of persons charged with the responsibility of overseeing the schools. The minister was a frequent visitor in the schools as they existed under the "Ould Deluder" laws. Local oversight was further advanced when the selectmen appointed a school committee of the best educated citizens and charged them with the frequent visiting of the schools. The Boston Battle of 1845, in which the school committee conducted written examinations among students for school comparison purposes, was an example of this type of oversight.²

As schools grew, courses of study emerged, the graded system developed, and as the high school appeared, the school committees often divided themselves into sub-committees, each responsible to the whole committee for certain phases of school service. Chicago once had seventy-nine and Cincin-

¹Ibid., p. 25.

²Elwood P. Cubberly, Public School Administration (Boston: Houghton Mifflin Company, 1929), pp. 158-59.

nati seventy-four such sub-committees. Sometimes the board assigned to individual members the direction of schools in a single ward or district. Some cities experimented with the device of sub-districts, each having a separate local board of trustees. Philadelphia held the record with 559 board members under this plan in 1905.¹

According to Suzzollo the concern for schools and the growing burden of school duties eventually led to the election of board members, committeemen, or trustees by popular vote. Many of these people were illiterate or poorly educated and the boards usually delegated much responsibility to their better educated members. These people gradually assumed managerial duties and were called "manager," "visitor," and "acting visitor." This procedure was legalized by the Massachusetts Legislature in 1826.² Cubberly reports that Cleveland in 1837 and Baltimore in 1849, after struggling with administrative problems, appointed an individual for administrative work.³

The concept of the professional administration of

¹John D. Philbrick, City School Systems in the United States, U. S. Department of the Interior, Bureau of Education, Circular of Information Number 1-1885 (Washington: U. S. Government Printing Office, 1885), pp. 139-41.

²Henry Suzzollo, The Rise of Local Supervision in Massachusetts (New York: Teachers College, Columbia University, 1906), p. 144.

³Cubberly, Public School Administration, pp. 160-61.

elementary and secondary schools is one of relatively recent development. In earlier days there was no office corresponding to present day ideas of school administration.¹

For many years educational administration made little progress but was influenced by the work of state and county administrators. Gilland reports that during the third quarter of the 19th century educational administration was becoming known to the public. The personnel were untrained for their positions, as there were few professional facilities available. Nevertheless, educational administration had emerged and had made its impression upon the American scene. During the first quarter of the 20th century professional courses were established, research was initiated, and educational administration moved toward professionalization.²

The Implications That a Democratic Society Holds for Educational Administration

As education began, developed, and became important, the need for educational administration developed logically. The next question is, what are the implications that a democratic society holds for educational administration? Reeder, in discussing educational administration, says the important,

¹Harl R. Douglass, Organization and Administration of Secondary Schools (Boston: Ginn and Company, 1945), p. 539.

²Thomas M. Gilland, The Origin and Development of the Powers and Duties of the City School Superintendent (Chicago: University of Chicago Press, 1935), pp. 39-41.

gigantic, and complex business of education cannot run itself. It must have leadership in order to pay dividends in services rendered; educational administration must furnish this leadership.¹

Pugmire fits this leadership role into the American type of society as he speaks of the role of leadership in the enterprise of education:

In the case of the schools, this authority resides with the people of the state, who, in turn, delegate some of it to educational subdivisions--school districts--for specified purposes to be applied under the direction of local boards of education. This authority is applied through the ministry of superintendents and others serving in the capacity of directors--managers--executives. When authority over schools resides with the people, the agencies of school government are answerable to the people. This is consistent with the concept of representative democracy and administration can properly be conceived as service. If it were otherwise, the people could neither determine the services they might need nor assure themselves of the fruits thereof, but would themselves be the servants of a dictator and would have no orderly recourse, administration would indeed be control--not service--and any appearance of democracy would be an illusion.²

Educational administration, according to Reeder, is charged with the leadership role, and this role must be conducted in accordance with the principles of democracy, for the entire process of school budgeting, accounting, provision of facilities, operation of the plant, staff operation,

¹Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), pp. 39-41.

²D. Ross Pugmire, "The Challenge to Administrators," Education Forum, XVIII (March, 1956), pp. 75-78.

provision of supplies, maintenance of auxiliary services, instruction, evaluation, and reporting.¹

Some implications for educational administration are given below. According to Carr there will soon be 43.7 million people in our schools. These people will require a staff of 1.9 million persons. The operating expense will be 15.3 billion dollars per year, and the capital outlay will be 31 billion dollars.² Educational administration must furnish the leadership for this enterprise. Walsh says that the same factors changing and improving life in America will affect educational administration in American society. Such factors as intercontinental travel, the horror of the possibility of war between nations, the increased life expectancy, the increased production of goods and services, the increased wages and purchasing powers, the shorter work week, and higher standards of living shall change, challenge, and improve the role of educational administration in this society.³

These are the implications that a democratic society holds for educational administration. Yeager calls educational administration a great profession, one that requires

¹Reeder, op. cit., pp. 7-8.

²William G. Carr, "America's Needs and Resources in Education," The School Executive, LXXIV (June, 1955), pp. 54-56.

³J. Harth Walsh, "Education in 2000 A. D.," The Nation's Schools, LVII (April, 1956), pp. 47-51.

a certain competence in terms of extended preparation, culture, skill, a code of ethics, and a high devotion to service.¹

The Growth into a Profession

As mentioned in a previous section, the profession of educational administration began as citizens and school boards found that the educational process was too complicated to carry on without professional help, or at least they realized that they must have full time help of paid persons charged with administrative responsibility. Goldhammer sums up this condition by saying that as industrialization, urbanization, and complex living developed, the operation of schools became so complex that local boards of education had to have professional help. This professional help became the advisor and operator of the school; thus began the profession of educational administration.²

The profession of educational administration has grown and developed along with the professionalization of education, according to Reeder. He states that one must consider the two simultaneously, especially in the beginning.³

¹William A. Yeager, "Teaching Is a Great Profession," The Nation's Schools, LVIII (July, 1956), p. 59.

²Keith Goldhammer, "The School Administrator and His Community," The American School Board Journal, CXXXIV (May, 1957), pp. 39-42.

³Reeder, op. cit., p. 19.

Cubberly reports that the early organizations in education were propaganda organizations composed chiefly of public spirited citizens drawn together to increase the interest in and support for education in certain sections. A few of these organizations, notably the American Lyceum and the Western Literary Institute and College of Professional Teachers, had made a point of including teachers and educational leaders. The first real national organization of teachers was organized in 1830 in Boston. It was predominantly a New England organization but had national representation and was called the American Institute of Instruction. The leaders in this organization were also leaders in public thought rather than public school people. On October 17, 1849, in Philadelphia the National Convention of the Friends of Common Schools and of Universal Education met for three days. Horace Mann was the president and Henry Barnard was the secretary. A call for the national convention had been signed by 37 leading school men of the country. This organization was a transition from the earlier type organization composed largely of college men and publicists interested in education to the more modern type of organization composed of teachers and educational leaders. This organization was absorbed by the National Teachers Association formed in 1857.¹

Duggan reports that by 1860 most of the states had

¹Cubberly, Public School Administration, pp. 704-07.

professional organizations of teachers and educational leaders. In 1858 an organization known as the American Normal School Association was organized and continued meeting yearly with the National Teachers Association.¹ Cubberly reports that from the emergence of school administration roles until 1865 the involved persons had mainly worked with teachers' organizations, although there had been various meetings of interested persons in administrative positions. The work of early state and county superintendents was vital in forming the basis for teacher and administrative professional organization. He reports further that in 1865 at a meeting held in Harrisburg, Pennsylvania, the National Association of School Superintendents was organized and the first regular meeting of the group was held at Washington in 1866.²

At Cleveland, Ohio, in August, 1870, the National Association of School Superintendents and the American Normal School Association joined with the National Education Association. The two first named became at that time departments of the National Education Association.³

Thus, according to a report by the American Association of School Administrators, the educational administration

¹Duggan, op. cit., pp. 379-81.

²Cubberly, Public School Administration, p. 706.

³B. H. Peterson, "Certification of School Administrators in the United States," School and Society, V (January, 1936), pp. 784-86.

group became the Department of School Superintendency of the National Education Association in 1870. In 1907, by a new act of incorporation of the parent organization, the name was changed to the Department of Superintendency of the National Education Association. In 1921, following an amendment to the by-laws of the National Education Association, the Department of Superintendency was reorganized with its own constitution and a full time executive secretary. In 1937 a new constitution was adopted and the name was changed to the Association of School Administrators, a Department of the National Education Association of the United States.¹

According to Norton, teacher training institutions have gradually developed courses and services for preparing and assisting members of the profession of educational administration and many institutions offer doctoral programs.² Peterson reports that in the late 19th century and early 20th century some states began to adopt administrative certification requirements. However, in some states certification requirements had little meaning at that time.³

In its 30th Yearbook the American Association of

¹American Association of School Administrators, Education a Key to Lasting Peace, A Report Prepared by the Association of School Administrators (Washington: National Education Association, 1956), pp. 164-65.

²John K. Norton, "Improving Educational Administration," The School Executive, LXXIV (July, 1955), pp. 50-52.

³Peterson, op. cit.

School Administrators mentions such activities as its own yearbooks, conventions and drive-in conferences, state and regional meetings, professional magazines, the cooperative program in educational administration, the National Conference of Professors of Educational Administration, and the group work of the members as contributing factors to the growth of the profession.¹ Brittill states that educational administration is a young profession in comparison with law, medicine, and the ministry; however, it must be admitted that its growth has been phenomenal. Today it compares favorably with the other learned professions in its entrance requirements, in its opportunities for service, and in its pecuniary, social, and other rewards. He reports further that the attainments of educational administration are unlimited and that as state legislatures, citizens, board members, and teachers realize its importance, only those with high ability and training need enter the field.²

The Educational Administrator
in a Democratic Society

Givens has described the place of the public school in America as follows:

¹American Association of School Administrators, op. cit., pp. 425-32.

²Robert W. Brittill, "A Student's Platform for Administrative Training," The Nation's Schools, LVIII (August, 1956), pp. 59-60.

The free public school is an integral part of the structure of popular government. It is as essential to the preservation of the American way of life as the organic documents in which the framework of the republic is outlined and by which the freedoms of the people are guaranteed.¹

This, according to Mr. Givens, is the role of the public school in America. This role has been established as a result of struggle that was often bitter and of experimentation that frequently failed. This American institution now touches the lives of more people than any other. Through the public school, more than any other institution, the American people shall determine their future.²

The Educational Policies Commission lists the following achievements of American education: (1) the public schools have helped to induct 30 million immigrants into American life; (2) the public schools have enriched the spiritual life of the American people; (3) the public schools have helped to make real the American principles of equality of opportunity; (4) the public schools have helped to make the American economy a miracle of production; (5) the public schools have nurtured loyalty to the American way of life.³

¹Willard E. Givens, The Public School, Annual Report of the Profession to the Public by the Executive Secretary of the National Education Association of the United States (Washington: N. E. A., 1952), p. 3.

²Ibid.

³The Educational Policies Commission, op. cit., pp. 67-76.

The Commission suggests that American public education has a unique relationship to the cultivation of human talents that can solve America's problems in the future. The school system must develop citizens capable of the following accomplishments: maintaining the moving equilibrium of a complex democratic society, maintaining a productive economy, making democratic government function, safe-guarding democratic diversity within bonds of unity, realizing the nation's intellectual and aesthetic potential, maintaining moral and spiritual values, discharging work responsibilities, finding and training democracy's leaders.¹ This, then, is the place of the educational administrator as the leader in the schools of a democratic society. Anderson and Davies say that the work and accomplishments of the schools depend more and more upon the educational leadership given by the involved educational administrators.²

The Early Position

As reported in the 30th Yearbook of the American Association of School Administrators the role of the superintendency was born of tensions and continues to be modified by them. In the early days of the superintendency the super-

¹Ibid., pp. 65-97.

²Vivienne Anderson and Daniel R. Davies, Patterns of Educational Leadership (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1956), pp. 216-17.

intendent was the focal point of severe and conflicting demands. The interplay of powerful social and economic forces upon the schools created the necessity for the superintendency, and by their continued interplay has constantly reshaped, restyled, and rewhetted the responsibilities and demands of this position. This kind of involvement with the existing culture has made it possible for the educational administrator to make a contribution to the building of a great people.¹

The state school superintendency was the first school administrative position to emerge. Cubberly reports that it appeared during the first quarter of the 19th century and won general acceptance during the second quarter. After the adoption of the 10th Amendment in 1791, interpreted by legal authorities as the basis of state responsibility for schools, the states gradually developed educational systems. As the states felt a need for factual returns, reports, and supervisory assistance, state boards of education and state executive officers were called into being. By 1850 all of the northern states and some southern states had chief state school officers.² Duggan mentions Horace Mann of Massachusetts and Henry Barnard of Connecticut as early chief state

¹American Association of School Administrators, op. cit., pp. 47-48.

²Ellwood P. Cubberly, State School Administration (Boston: Houghton Mifflin Company, 1927), pp. 271-72.

school officers who did much groundwork for the later position of the educational administrator.¹

As the role of the state became more influential in educational affairs, as the number of districts increased, and as the work of the schools became more involved, the need for an intermediate administrative officer between the state school head and the local district emerged. Accordingly, the county superintendency began as an arm of the state department of education. This area of school government shows well the desire and willingness of the American people to experiment, modify, and reshape in education. The county superintendency gradually grew to its present concept as experimentation and modification went on. The role of the state and county superintendency has often been weakened and "set back" by political activities.²

The beginning of the city school superintendency has been discussed on page 41 of this report. It might be well here, however, to mention a report by Reller which discloses the struggle between the dual and unitary philosophy of the role of the educational administrator. He reports that as late as 1936 more than 50 per cent of the cities of more than 100,000 population had one educational administrator

¹Duggan, op. cit., p. 381.

²National Education Association, The County Superintendent of Schools in the United States, 1950 Yearbook of the Department of Rural Education (Washington: National Education Association, 1950), pp. 175-79.

responsible for each of the business and instructional areas of administration. However, the trend is toward a unitary role.¹

The position of the individual school principalship made contributions to the beginnings of the position of educational administrator. Douglass reports that in the early days schools larger than one teacher had a head master. This could not be classed as an administrative position because the governing bodies of the school retained the administrative function. However, the modern principalship may have been influenced from this beginning.²

Reller reports that early in the 20th century training programs for educational leaders began to appear and that in the second quarter of the 20th century professors of educational administration began to influence administration.³ Thus, as Reeder reports, the beginnings for the position of educational administration were perhaps meager and insignificant; but it is now the most important educational office in a community.⁴

¹T. L. Reller, The Development of the City School Superintendency (New York: The Macmillan Company, 1935), pp. 189-95.

²Douglass, op. cit., pp. 540-41.

³Reller, op. cit., p. 201.

⁴Reeder, op. cit., p. 74.

The Legal Status for the Position

The National Education Association has defined the legal status of the educational administrator as follows:

The legal status of a school superintendent may be defined as the authority in law for (a) the existence of his position, (b) the scope of his jurisdiction, (c) the qualifications prerequisite to his employment of office, (d) the conditions under which he obtains his position, and (e) his powers and duties.¹

These phases of legal status as they apply to all positions of educational administration must be grounded upon some such authority of law as follows: legislative enactments, regulation of the state board of education, or the state chief school officer, contract provisions, or determination by the board of education under powers assigned to it by law.²

Thus, as Moehlman explains, the legal status for the position of educational administration is known, although many persons who work with the position never understand it. He states further that the public school exists legally through constitutional mandate and legislative statutes that authorize and provide for education. These mandates and statutes provide for an authority to plan, appriase, interpret, recommend, and regulate educational affairs for local

¹National Education Association, Legal Status of the School Superintendent, Research Bulletin, XXIX, No. 3 (Washington: Research Division of the National Education Association, October, 1951), p. 83.

²Ibid.

units through which a community may carry on education. These actions provide for a minimum educational program and provide a much larger number of permissive statutes under which the local units may act. These local units, while largely under the control of the board of education, are allowed to employ educational administrators to carry on education under their policies. All of the phases of legal status are either spelled out by the constitutional mandate, legislative statute or may be determined by the local board of education.¹

The Development of the Position

The beginnings for the position have been discussed under the beginnings for administration on pages 39-42 of this report, and under beginnings for the position on pages 51-54.

Hansen discusses the development of the position as it has been affected by influences at the local, state, and national levels. On the local level, as the changes in American life developed, more and more duties were placed upon the educational administrator. As the duties increased, he was given assistants to help in the discharging of his duties. He became a professional person, trained for his work in institutions of higher learning. Progress has been made in

¹Moehlman, op. cit., pp. 11-24.

defining the work of the educational administrator, establishing his needed competencies and the development of those competencies, the furnishing of opportunities for his continued education, and making resources available on the job.

At the state level the state chief school officer is fast becoming a position occupied by qualified professional administrators. State departments are usually staffed with a corps of professionally trained specialists and administrators who carry on the work of the departments. In most states the state educational agency has leadership and advisory functions, and supervisory and regulatory functions.

At the national level, although many laymen and professional educators believe that the federal government has no part in supporting education, there has been some federal support for education for many decades. Even before the framing of the Constitution the federal government became involved in education. It has continued to do so and in recent years the "General Welfare" clause has been used as a basis for federal participation. In 1867 a federal Department of Education was established. This office was later to become the United States Office of Education. Although it has never been given proper standing and support, it has in recent years been staffed by qualified professional administrators and specialists. This office has played a tremendous role in the development of the position of the educational

administrator.¹

The 34th Yearbook of the American Association of School Administrators says that the superintendency has developed into one of the most exacting, professional, and rewarding positions in our society.² Pierce and others state that the position of the educational administrator has developed as the position has been defined, as certification has been established, as preparation courses have developed, as status has been strengthened, as working relations and conditions have been improved, and as conscientious individuals have worked for the betterment of the position.³

Reeder reports that as the position of the educational administrator has developed many types of positions have evolved and many thousands of positions have become available to the administrator. The need for capable people is great and they shall determine the future of the position.⁴

¹Kenneth H. Hansen, Public Education in American Society (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1956), pp. 31-44.

²American Association of School Administrators, School Board Superintendent Relationships, 34th Yearbook of the Association (Washington: A. A. S. A., a Department of the National Education Association, 1956), pp. 65-67.

³Truman M. Pierce, et al., Community Leadership for Public Education (New York: Prentice Hall, Inc., 1955), pp. 271-79.

⁴Reeder, op. cit., pp. 18-19.

The True Meaning of the Term

One might devise many meanings for the term "educational administrator." However, Webster states that "educational" pertains to education; and that education means to instruct, to enlighten, to develop understanding and to determine direction. Webster states further that "administrator" stems from words which mean "to serve and to give out."¹ It has acquired the connotation of service as an agent of, or a manager for, an authority beyond the administrator. Thus the term educational administrator would refer to those persons who serve as educationist to, in this case, school boards. The legal explanation has been referred to on pages 55-56 of this report.

Toy explains that the educational administrator in America must, in order to comply with a democratic definition, employ democratic principles in administration. These democratic principles are listed as: (1) a complete understanding of, and adherence to, the uses of democratic forces of control, (2) a belief in democracy as the best means of operation, (3) the growth and development of groups through the technique of working on easy problems first, (4) the use of the technique of group analysis, (5) the use of ability to help the group, (6) the becoming a real part of the group,

¹Noah Webster, Webster's New 20th Century Dictionary, ed. Harold Whitehall (New York: The Publishers' Guild, 1949), p. 24.

(7) an understanding of democracy and efficiency, (8) an acquaintance with and use of resource forces, (9) the recognition of limits, (10) the use of differences in opinions for creating solutions, (11) a knowledge of the value of planning, and (12) the understanding of the technique and value of evaluation. Within these bounds the educational administrator becomes an active force in democracy and is enabled to practice the true meaning of the term, educational administrator.¹

The Role and Function for the Position

Willett states that the citizens of American communities are entitled to and expect leadership from the educational administrator in securing the facilities, providing the programs, and evaluating the results for education. He realizes the size of the task, the conflicting pressures and the ever changing conditions but states that he and millions of other interested parents and citizens are anxious to lend their support, cooperation, and understandings to the administrator.²

The national president of the Parent Teachers Association told a group of superintendents:

¹Toy, op. cit., pp. 43-44.

²Ben Willett, "Portrait of an Educational Statesman as Seen by Business Men," The American School Board Journal, CXXV (December, 1952), pp. 17-18.

We know your problems, your attackers, and your heartaches, but we of the Parent Teachers Association place you in a place of merit. We have a deep respect for the men and women who direct our school system.¹

In the American School Superintendency the present role of the educational administrator is given as follows:

Today's school superintendent, whether he serves a state, county, or local community, is much more than a "manager." He is a kind of human engineer, a recognized participant in and sometimes a leader of planning for commonwealth or community improvement. He is by no means always the leading figure. He is often a catalytic agent, initiating and facilitating community action. The schools are not the only vehicle of progress. They serve along with other agencies of idealistic purposes, public and private.²

According to Pierce and others the function of the administrator has to do with the development of community policy for education, the execution of educational policy, and the evaluation of the results of the execution processes. This idea of function is not new, but the methods and techniques of implementation are revolutionary. Where formerly the role may have been a passive or managerial one, the role must now be considered as one of leadership.

The administrator does not have this complete responsibility as a function. The entire community is involved in policy making. The entire staff is involved in execution.

¹Mrs. Newton P. Leonard, Education and Investment in People, American Association of School Administrators, Official Report 81st Annual Convention (Washington: A. A. S. A., 1955), pp. 205-07.

²American Association of School Administrators, op. cit., p. 364.

The staff and community are involved in evaluation. However, his role of leadership and service cannot be denied. It should be remembered that the community concept of educational policy will determine the ends to be attained, the methods of pursuing those ends, the facilities for attainment, and the outcomes of the endeavor. Thus, the single function of the educational administrator is one of leadership and service as he works with all concerned in regard to education.¹

The American Association of School Administrators reports in its 34th Yearbook that the educational administrator cannot be content with a passive or management role. His only choice is to exercise leadership that will insure the best educational facilities and program for his administrative unit. This is possible only as he exerts leadership toward this end while working with the governing board; with the community and with the entire staff in planning and evaluation; in providing services, information, and advice; in coordination and direction; and in instruction.²

These authorities seemed to agree that the function of the educational administrator is one of leadership and service in the execution of board policy that relates to

¹Pierce, et al., op. cit., pp. 274-98.

²American Association of School Administrators, op. cit., pp. 69-71.

those activities necessary for maintaining and operating an educational system. In regard to leadership Anderson and Davies define the term as:

The quality which evokes from co-workers their voluntary, active participation in assuming responsibilities which contribute to growth in relationships, attitudes, and activities of the group.¹

The Challenge of the Position

Hansen challenges educational administrators to make education meaningful in America. Educators say that the American public school must prepare its students for life in a democracy. If this is to be a truth, then educators must make sure that the school itself exemplifies the best of democratic principles in operation. This will be accomplished by real democratic educational leadership.²

Anderson and Davies, in discussing the role of education in the process of making the American ideal become real, say:

It is up to you, Mr. Administrator--and Mr. Potential Administrator--to develop and utilize the creativity, the technical knowledge, and the methods of working productively with people that are indispensable prerequisites of today's educational leaders--if we are to build a successful, dynamic program of education for American youth and adults.³

¹Anderson and Davies, op. cit., pp. 216-17.

²Hansen, op. cit., pp. 38-42.

³Anderson and Davies, op. cit., p. 230.

Preparation Programs for Educational
Administration in This Country

Cubberly maintains that the early preparation for school administrators was gained in the school of actual experience and that there was no existing program for training. He adds that a few names stand out with particular prominence as men who have laid the foundation principles for administrators who followed. Cubberly called for certification and training for administrators as early as 1906. He explained further that early state, county, and district administrators furthered their training through individual contacts, through meetings, and by correspondence. These early administrators had little or no formal preparation but undoubtedly improved their preparation as they worked at their jobs. The origin of the Association of School Superintendents in 1865 was perhaps the first step in the direction of organized effort. This organization met regularly thereafter.¹

Atkinson reports that as the position grew in importance and acceptance, the realization came that there must be professional preparation for the work. This came about as courses and then programs were offered for administrators. These courses and programs have and will continue to change and improve as the position changes in a changing culture. He reports further that most early administrators had some college training and secured their positions through political

¹Cubberly, State School Administration, pp. 220-25.

ability or through former experience as a superintendent, principal or college professor. The early training consisted of regular college work, summer sessions, or summer institutes for administrators. A little later the more ambitious or conscientious administrators received master's degrees in their subject areas. These were usually achieved during summer sessions.¹

Cocking reports that preparation programs began in the late 19th or early 20th century as Columbia University and other institutions began to offer an occasional special course for practicing administrators. He adds further that Columbia was the first to offer a graduate program for educational administrators. Other institutions soon followed. The early programs were a system of accumulating points or credits in certain courses as a prerequisite for practice. Enough credits or points eventually led to the granting of degrees in school administration.²

Davies says that during the late 19th century the ideas for preparation were born; that during the early 20th century the programs began to have meaning; and that since 1950 the scientific development of preparation programs has

¹Bynom H. Atkinson, "School Administration Reaches Adolescence," The American School Board Journal, CXXVI (June, 1953), pp. 21-22.

²Walter D. Cocking, "Other Disciplines and School Administrators," The School Executive, LXXVI (December, 1956), pp. 19-20.

been proceeding. Two forces have brought this later development about: The National Conference of Professors of Educational Administration established in 1947 and the Cooperative Project in Educational Administration which began in 1950.¹

Butzback reports that early programs were fragmentary, courses were taught purely from a book, and that courses consisted of details in clerical procedure. He states, however, that early professors of school administration laid the groundwork for and were the originators of many preparation ideas which have been refined by modern professors and practitioners.²

The Place and Function of Educational Institutions in Preparation Programs

The institution of higher learning was first accepted by practitioners as being responsible for preparation efforts. This was reflected by their action in participating in extension and correspondence courses and in their acceptance of summer work for administration improvement efforts. The above facts were reported by Elsbree as he discussed the role of educational institutions in American education. As

¹Daniel R. Davies, "New Programs Prepare Educational Administrators," The School Executive, LXXVI (December, 1956), pp. 21-22.

²Arthur G. Butzback, "Internships for the Neophyte Administrator," The American School Board Journal, CXIX (December, 1949), pp. 13-14.

the field of administration has developed, administrators, legislatures, boards of education, and citizens have looked to institutions of higher learning as the focal point for preparation and service to the profession.¹

The legal status of institutions of higher learning in regard to preparation programs has been established as more and more states have followed the example of Wisconsin in requiring legal certification of superintendents. Cubberly adds that the state is responsible for certification but that certain courses from institutions are required and that often the institution is responsible for recommendations to the state on eligibility matters.² Fisk, in discussing the function of the institutions of higher learning for public school administration, says the process is broad in nature; namely, (1) to maintain the best possible pre-service program, (2) to assist with in-service education for those in the field, (3) to have available consultatory services, (4) to assist in carrying on and interpreting research, and (5) to encourage and lead toward improving the profession.³

¹Willard S. Elsbree, The American Teacher (New York: American Book Company, 1939), pp. 282-391.

²Cubberly, State School Administration, p. 121.

³Robert S. Fisk, "The Preparation of School Administrators," The School Executive, LXXIV (January, 1954), pp. 65-67.

Growth of Preparation Programs

Davies reports that after the early beginning of the preparation program at Columbia University, 600 institutions of higher learning have participated in preparing administrators.¹ As mentioned above, page 64, the early administrators depended upon experience as their answer to preparation problems. However, Atkinson reports that after 1925 less emphasis was placed on experience and more emphasis was placed on training and certification.²

Cubberly felt that the educational administrators should have four years of college training, four to six years of teaching experience, and further graduate training in order to be successful as an administrator.³ This must have influenced the development and growth of preparation programs.

According to Fisk, education has been accepted as the birthright of every individual, and there is usually a large measure of agreement as to the broad goals of education but much less as to the way these goals should be attained. Regulative legislative laws, the concern for federal control, the constant appraisal by various groups, the dual standards set for teachers in regard to other professional

¹Davies, op. cit., pp. 19-20.

²Atkinson, op. cit., pp. 21-22.

³Cubberly, op. cit., pp. 223-33.

groups, the congressional investigations, and the textbook analysis all bear witness to the real concern of the people as to how the goals of education are attained. This concern is reflected in the nature of the educational leadership in public education. There can be no denying the need for leadership that is dynamic and reflective of present and future demands. The administrative leadership must be the best and remain thus by constantly evaluating and striving toward a higher quality. Parallel with this must come development and improvement in the professional schools responsible for the preparation of school leaders. Frequently the professional schools lag behind the field needs for leadership preparation. The gap must be closed between the needs in the field and the service rendered by educational institutions which prepare administrators.¹

Fowlkes remarked that preparation programs have passed through the "know how" stage of development, which consisted of school organization, school law, school finance, and the use of buildings and equipment. Preparation programs then moved into the technological or professional control stage which consisted of the philosophy and history of education, supervision of instruction, classroom procedures,

¹Robert S. Fisk, Pre-Service Preparation of School Administration, A Report for the Cooperative Project in Educational Administration (New York: Teachers College, Columbia University, 1953), pp. 1-3.

curriculum construction, and scientific measurement. Programs are now in the third stage of preparation for educational leadership. This stage is beyond the former two and concerns itself with the concept of leadership as made up of many facets which together make up the whole of education for children.¹

James M. Spinning in speaking of the preparation needed by practitioners says:

My old ideas of preparation called for a complete background in law, finance and psychiatry, but after 30 years as a school administrator, I feel I need a broad education in the arts, an ability to be competent in administration, an understanding of allied disciplines, and the ability to work with professional and lay people in an humble fashion.²

Frederick, in discussing the development of preparation programs, gives credit to the profession and to educational institutions for having made great advancement in the past fifty years. He lists the seven r's as being the goal of achievement for preparation programs if educational leadership is to meet its demands. The seven r's for preparation are: (1) read, (2) reflect, (3) reconnoiter, (4) reread, (5) relate, (6) react, and (7) recreate.³

¹John Guy Fowlkes, "A Program for Continued Progress in the Preparation of School Administrators," The Nation's Schools, VIII (April, 1951), pp. 38-40.

²James M. Spinning, "Your Purple Heart," The Nation's Schools, LVII (March, 1956), pp. 51-52.

³Robert W. Frederick, "The Seven R's for Educating Administrators," The School Executive, LXXII (October, 1956), pp. 50-53.

A careful analysis of the literature of recent years by Fowlkes brings out consistently the statements of leading authorities that the National Conference of Professors of Educational Administration and the Cooperative Project in Educational Administration have been the greatest factors for the improvement of educational administration preparation programs.¹

Pre-service Programs and Formal Study
Programs for Those in Service

Reeder maintains that in order for the profession to carry out its responsibilities and to improve its position to the high level to which it is entitled, the members of the profession must require and demand high levels of preparation. This can come about as neophyte members of the profession are given adequate preparation before entrance and as programs are maintained for those already in service. This does not refer to the in-service program or to the consultative program maintained by professional organizations and by educational institutions but refers to formal study programs before going into service and after entrance into service.² Preparation programs for two classifications of persons have been considered in this study as follows: (1) those persons who plan to and are preparing to become educational adminis-

¹Fowlkes, op. cit., pp. 38-40.

Reeder, op. cit., pp. 24-27.

trators and (2) those persons who are practicing in the field and desire to increase their preparation through pursuing a formal, planned course of study.

Guiding Principles for Preparation Programs in Institutions

Merrill, in discussing the status of preparation programs and the attempt for improvement, maintains that there must be some sort of set of guides, concepts, or principles from which the direction comes. He maintains that, at the time of writing, the principles which guide the development of preparation programs are in a state of refinement and/or change.¹

Ramseyer says that prior to 1950 little design or scheme existed for the direction of preparation programs in the various institutions around the country. He expressed the hope that from the influence of the National Conference of the Professors of Educational Administration and the Co-operative Program in Educational Administration there would emerge principles or guides that would serve as guideposts for developing preparation programs for educational administrators.² Hunt describes guiding principles for preparation

¹C. E. Merrill, Jr., "Shortcomings in Current Preparation," The School Executive, LXXIV (October, 1954), pp. 82-83.

²John A. Ramseyer, "Improving Educational Leadership through Cooperation and Research," The School Executive, LXXIV (June, 1955), pp. 71-83.

programs as those established concepts which direct the experiences given to prospective educational administrators and states further that guiding principles must change in order to function in a changing society.¹

The Challenge to Institutions

In order to understand the challenge and its importance to institutions of higher learning it becomes necessary to see the entire picture in focus. The place and importance of education in America has been discussed on pages 19 to 25 of this report. The implications for educational administration as a profession may be found on pages 45 to 48. The function of the educational administrator in this setting has been outlined on pages 60 to 63. The responsibility for institutions of higher learning has been considered on pages 66 and 67. This gives meaning to Hunt's challenge to institutions that maintain preparation programs: "Educational leadership must be improved by constant study and improvement of programs, by involvement of all concerned, and by evaluation of the end results."²

Atkinson charges institutions of higher learning with maintaining preparation programs that produce administrators

¹Harold C. Hunt, "A. A. S. A. and the Kellogg Project," The Nation's Schools, VII (November, 1950), pp. 31-35.

²Ibid., pp. 31-35.

capable of exerting true educational statesmanship to agencies that maintain and sometimes shape the social order.¹

Preparation Programs in Institutions
in the Southwest Region

The importance of preparation programs for educational administrators in the Southwest Region is pointed out by Pugmire as he discusses the job and qualifications of educational administrators. He maintains that universal education and good schools are a bulwark of freedom for our democratic society; that the schools belong to the people and that the people depend upon professional knowledge, leadership, and service to help them understand and meet their educational needs; and that the central figure has professional responsibilities in two directions--as educational leader and advisor to the board of education and the community and as professional leader and technician in securing suitable educational programs, services, and facilities. Because of the strategic nature of this responsibility the school administrator is morally and ethically, if not legally, bound to qualify himself for the position. The institutions which train and the agencies which license him are likewise bound to protect the people from shoddy and charlatanistic service.²

¹Keith W. Atkinson, "Educators Must Answer," The Nation's Schools, LIII (October, 1955), pp. 56-58.

²D. Ross Pugmire, The Development of Educational Leaders, A Report Prepared for the SWPCEA Regional Review, Austin, Texas, April 22-23, 1955 (Austin: SWCPEA, 1955), p. 13.

This study of pre-service preparation is concerned with the Southwest Region of the United States as defined by the Cooperative Program in Educational Administration. This includes the states of Arkansas, Colorado, New Mexico, Oklahoma, and Texas. The administrators and institutions in these states have participated in the Cooperative Program in Educational Administration since its inception in 1950. One of the major goals of the project in the southwest has been to change pre-service education for administrators in such ways that the products of preparation programs can and do perform adequately the roles they should perform.¹

According to communications with personnel at the Regional Center at the University of Texas, as many as sixty-five institutions of higher education have at times participated in some way with the project activities. At the beginning of this study thirty-two institutions of higher learning were considered active participants. Activities to improve pre-service programs have embraced colleges and universities, school systems, professional associations, and state departments of education as well as many individual administrators and professors in each of the states.² The hope that has

¹American Association of School Administrators, C. P. E. A., A Report of 3 Years of Progress in the Cooperative Project in Educational Administration (Washington: A. A. S. A., 1954), p. 21.

²Ibid.

been expressed by many people involved in educational administration that pre-service programs have improved and will continue to improve in the Southwest Region.

Preparation Programs in the Southwest
Region Prior to 1950

According to the SWCPEA Regional Review, there were about sixty institutions of higher learning offering courses in educational administration before 1950, forty-four institutions offered master's degrees in educational administration, and fourteen institutions offered doctoral programs in the field.¹ Chandler questions whether many of the institutions offering training for administrators have the personnel, facilities, and the finance necessary for carrying on an adequate program.² In relation to those institutions which should undertake the maintenance of preparation programs, Alves has said that only those which can meet adequate criteria and standards should be allowed to train educational administrators.³

Moore has said that studies have indicated that

¹A. F. Alves, The Development of Educational Leaders, A Report Prepared for the SWCPEA Regional Review, Austin, Texas, April 22-23, 1955 (Austin: SWCPEA, 1955), pp. 26a-26b.

²B. J. Chandler, "Improving the Preparation of School Administrators," The Nation's Schools, L (November, 1952), pp. 83-84.

³Alves, op. cit., p. 29b.

preparation programs in the Southwest before 1950 could have been much more effective if recruitment and selection had been practiced, if certification standards had implemented the quality and quantity aspects of programs, if only institutions capable of doing so operated programs, if course offerings and total programs had reflected connections between professional needs and learning experiences, and if available resources had been used in preparation experiences.¹ He reports further that there are known weaknesses present in preparation programs, but efforts are being made to eliminate such weaknesses. The success of these attempts will depend upon the efforts of members of the profession, upon colleagues in other fields, and upon the interest and support of other interested groups.²

Guiding Principles for Preparation Programs
in the Southwest Region Prior to 1950

Haskew discussed the lack of a clear understanding as to just what preparation programs were attempting to do in preparing educational administrators prior to the beginning of C. P. E. A. activities in the Southwest Region. He expressed the hope that the profession and the institutions involved in preparing administrators would consider this

¹Hollis A. Moore, Jr., "Signs of Success in School Administration," The Nation's Schools, LII (July, 1953), pp. 49-53.

²Ibid.

matter carefully as the C. P. E. A. program developed.¹

The Work Conference Report of the Colleges and Universities engaged in preparing educational administrators in 1951 pointed out in their group discussions a lack of guide posts for preparation programs. A study of this group's report indicated that the abilities and ideas necessary for improving preparation programs were available. However, the report also indicated that concentrated effort, study, research, and cooperation from all forces was needed in order to improve preparation programs for educational administration.²

A careful study of the writings of the leaders in educational administration from the Southwest Region by this writer indicates that the guiding principles followed in preparation programs in institutions of the Southwest before 1950 were not in accordance with the thinking of the recognized leaders in the field.

The Origin of the SWCPEA in the Southwest

Hunt reports that after three years of planning by the American Association of School Administrators, the W. K. Kellogg Foundation agreed to furnish \$3,352,167.00, and more

¹L. D. Haskew, December Conference on Improving Preparation Programs for School Administrators, A Report of the Work Conference of Professors of Educational Administration, Austin, Texas, December 9-11, 1951 (Austin: C. P. E. A., 1951), pp. 4-9.

²Ibid., pp. 10-29.

if needed, for an effort to improve educational administration in the United States. This project was to begin in 1950 and was to extend over a five year period. The effort was to be the concern of the practicing profession and of the professors of educational administration, was to be cooperative in nature, and was to involve interested professional and organized groups. The effort was to be known as the Cooperative Program in Educational Administration. A developmental committee organized the country into several regions for organization purposes. Each of the several regions had a coordinating center and the sponsoring institutions eventually were: Harvard, Columbia, Ohio State, Stanford, and Texas Universities; George Peabody College; and the Universities of Oregon and Chicago.¹

Dr. Hugh Masters, Educational Director of the Kellogg Foundation at that time, stated that the Foundation wanted to help toward the professionalization of the profession. He stated that there were three aims for the program as follows: (1) to improve pre-service programs, (2) to improve in-service programs, and (3) to improve the use of and carrying on of research.²

Alves reports that the University of Texas was designated by the W. K. Kellogg Foundation to serve as a regional

¹Hunt, op. cit., pp. 31-35.

²Ibid.

center for the Improvement of Educational Administration. The University's project proposal--a five year developmental undertaking designated to improve educational administration in the Southwest Region--was approved by the Foundation in August, 1950. The general management and control of the project was vested in a body known as the University Program Committee. This committee approved personnel for the center and activated the project in the Southwest. Both the Director and the Associate Director began work on November 1, 1950. The Kellogg Foundation allotted \$395,000.00 for the project and the University of Texas contributed \$200,000.00 in assigned manpower and funds for the five year program.

Alves states further that on October 9, 1950, a group of leading Texas public school administrators met in Austin, Texas, for the purpose of making plans for activating the project in the Southwest. Early in October the president of the University of Texas sent a letter of invitation to the presidents of all colleges in Texas, New Mexico, Arkansas, Colorado, and Oklahoma offering the doctoral degree in educational administration. The letter asked the presidents and representatives from these institutions to attend a planning meeting in Austin, Texas, on October 16, 1950. The conference was held in Austin with sixteen representatives from the colleges of the Southwest in attendance. Plans were made for each institution to present proposals for a program of activities to the University Program Com-

mittee. Gradually each state through its institutions and professional organizations became a part of the project.¹

The Objectives and Criteria of the SWCPEA
as Related to Preparation Programs in
Institutions in the Southwest Region

The Southwestern Cooperative Program in Educational Administration proposed to improve the practice of educational leadership for education in the states of the region:

Through discoveries regarding the processes and procedures of administrative leadership; through action with administrators themselves and with boards of education and lay citizens; and through improving the character of in-service education for school administration and pre-service preparation programs and selection procedures.²

The program proposed to accomplish its objectives through the following four specific purposes: (1) to determine the multiple roles demanded by an administrator as he works in his community for educational improvement; (2) to develop plans for the best possible pre-service preparation programs; (3) to make plans to bring to bear upon the problems of school administration the collective resources of the universities and agencies within the region; (4) to develop with local school systems plans for selection and preparation of a supply of promising educational administrators.³

¹H. F. Alves, Five Year Review (Austin: University of Texas, 1957), pp. 1-14.

²Ibid.

³Ibid., pp. 1-2.

The Cooperative Efforts of Professors
of Educational Administration to
Improve Preparation Programs

Alves reports that there was no organized plan for securing the cooperation of institutions for the purpose of promoting improvement of preparation programs of educational administrators prior to 1950. Through the encouragement of the SWCPEA the professors of educational administration in Texas met for discussing such plans in March of 1951. This group established such a movement for the state of Texas. Plans were made to call a conference of representatives from all institutions in the five states of the region offering one or more years of graduate work in educational administration. This conference was held December 9-12, 1951, at the University of Texas with fifty-seven people representing twenty-two institutions, seven public school systems, and the SWCPEA personnel. This was the first opportunity for professors of educational administration to meet and work together in the Southwest Region. Plans were made to begin a systematic effort to improve pre-service programs for educational administrators in the Southwest Region.

Alves says further, that the Council of Colleges has been enlarged to include all eligible institutions. A regional committee was established to guide its activities. State cooperative organizations were established, and practicing administrators were involved in council activities. Thus, the movement toward improvement of pre-service prepar-

ation programs through cooperative efforts of professors of educational administration began. This organization is still continuing. The group has conducted a yearly conference since 1951, and its regional and state organizations have worked cooperatively for improvement of pre-service programs. The inter-institutional organization in each state has brought institutions together, on a cooperative basis, which formerly went their separate ways. Institutional advisory groups have involved professors of educational administration, professors from allied fields, and professors from other disciplines in an effort toward improving pre-service programs. The council has carried on and encouraged activities in the following areas: (1) surveys of promising practices; (2) reworking of course requirements and programs for educational administration; (3) selecting and guiding prospective school administrators; (4) foundations in educational administration; (5) new methods and techniques of instruction; (6) research experiences; and (7) the involvement of other disciplines. The professors of educational administration have been willing and able workers toward improving preparation programs in the Southwest Region since the beginning of C. P. E. A. activity.¹

¹Ibid., pp. 102-39.

The Influence of This Cooperative Effort
toward Improving Preparation Programs
in the Southwest Region

Undoubtedly, this cooperative effort has been a major factor in stimulating, on a region wide basis, more action and research designed to lead to the improvement of preparation programs for school administrators.¹

A study of the literature written by professors of educational administration, by students, and by other persons who have been involved in this program in the Southwest Region leaves little doubt in the mind of the author that this influence has been of major significance.

¹Ibid., p. 105.

CHAPTER III

GUIDING PRINCIPLES FOR PREPARATION PROGRAMS IN THE SOUTHWEST REGION BEFORE 1950

Orientation

Guiding principles have been defined as those accepted concepts that guide and directly influence the content and experiences found in preparation programs. It has been assumed that those recommendations, ideas, and practices recorded in the writings and research of the leaders in educational administration in the Southwest Region could be used for discovering the guiding principles followed in institutions which maintained preparation programs for educational administrators. As reported previously, as many as sixty-five institutions in the southwest have offered courses and programs for administrators. The purpose of this chapter is to discover the guiding principles which guided and influenced the content and experiences found in preparation programs before 1950 in the Southwest Region.

In studying the writings and research that existed in regard to preparation programs in the Southwest Region before 1950 an attempt was made to record and tabulate ideas

which would help to discover those guiding principles followed. In many instances these ideas were recorded in the literature as recommendations or actual practices.

These ideas are recorded in the following tables. In some instances common and familiar titles were used to designate ideas and in other instances statements were devised that seemed to reflect the ideas of the writers. In any case, once an idea was recorded, any reference in any research or writing to that idea was recorded. As the writings and research were studied, the number of times each idea was mentioned was recorded. All states and a majority of the institutions in the region were represented in the writings and research. The sources for this material may be found in Appendix A.

The frequency of occurrence of the ideas and the agreement of the authorities on ideas as revealed were used to establish the guiding principles that were followed. In all instances several ideas were used to establish a particular guiding principle.

Table 1 is a compilation of the areas in which courses were offered for students preparing to be educational administrators. The number of times that each area was mentioned is noted. The areas are arranged in the order of frequency that they were mentioned.

These data would indicate that students were being prepared primarily in the technical "know how" of school

TABLE 1

THE AREAS OF COURSE WORK MENTIONED AS BEING
NEEDED BY STUDENTS IN PREPARATION
PROGRAMS BEFORE 1950

School finance	22
City school administration	20
Elementary and secondary curriculum	19
School plant	18
Public relations	18
Research courses	16
Elementary school administration	16
Secondary school administration	15
History and philosophy of education	12
School personnel	11
Seminars on administration and supervision	10
Educational measurement	9
Evaluation and survey	8
Psychology and sociology	7
Understanding of children	7
Human relations	5
Group dynamics	3
Study of our culture	2
Child growth and development	2

administration. The emphasis seemed to be upon such phases of school administration as management, finance, school buildings, personnel, curriculum, and instruction. However, the appearance of other kinds of courses bearing upon the leadership role of administration was evident.

Table 2 is a compilation of ideas in regard to the content of the curriculum for preparation programs. The number of times each idea was mentioned is given. The ideas are arranged in the order of frequency of occurrence.

These data seem to show that the content of preparation programs was established to develop the ability of students to work in the various phases of administration; that

TABLE 2

IDEAS REGARDING THE CONTENT OF THE CURRICULUM
IN PREPARATION PROGRAMS AS FOUND IN THE
WRITINGS AND RESEARCH BEFORE 1950

Courses were designed to teach specific phases of administration	15
The content of preparation programs did not develop the student in many areas needed on the job	13
Programs were not designed to develop needed competencies	12
Courses were built instead of programs	10
Course content overlaps	10
Research was not taught on a problem solving basis	8
Research in education only was taught and used ..	7
Programs to prepare administrators for leadership roles in the school community must be designed	5

many abilities needed by administrators were not developed; and that research from other disciplines was rarely used. Again the implication for change in content was implied.

Table 3 is a compilation of ideas with regard to institutions that maintained preparation programs as found in the writings and research from the Southwest Region before 1950. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data indicate that too many institutions were engaged in preparing educational administrators; that facilities and staff were not adequate in many institutions; and that cooperatively established standards and criteria were inadequate. The lack of planning with the involvement of

TABLE 3

IDEAS REGARDING INSTITUTIONS AS FOUND IN THE
WRITINGS AND RESEARCH BEFORE 1950

Too many institutions were engaged in preparing administrators	21
Standards and criteria were not adequate	14
Graduate schools, staffs, and facilities in educational administration were not sufficiently supported	14
Specific objectives, criteria, and planning with involvement of concerned parties was needed	13
Courses in other areas of education were used in the preparation of administrators	12
Standards and criteria were not developed cooperatively	11
Institutions had little in common with the profession	9
Professional relations with professors in other fields and disciplines were rather limited .	6
Work with the organized profession and with the state department was increasing	4
Evaluation procedures for programs were needed .	2

persons from concerned areas was indicated. Ideas toward involvement with persons in other fields, with the profession, and with the state departments of education was mentioned.

Table 4 is a compilation of ideas with regard to the experiences of students in preparation programs as found in the writings and research from the Southwest Region before 1950. The number of times that each idea was mentioned is given. The ideas are arranged in the order of the frequency of occurrence.

These data seem to point out that students' experiences were largely in education and that activities were usually confined to the class room. Research was taught and

TABLE 4

IDEAS REGARDING THE EXPERIENCES NEEDED
AND FOUND IN PREPARATION PROGRAMS IN
THE SOUTHWEST REGION BEFORE 1950

The experience of students was confined largely to class room activities	14
Research work and usage was confined largely to education and was not of an action nature ..	11
Students' experiences were with professors of education to a great extent	9
Use of internship programs was needed	8
Little use was made of available resource persons and facilities	8
Students needed educational seminar experiences	7
Field trips and field experiences were being used to some extent	6
The students needed experiences with professors from other disciplines	3

used mainly on a theoretical basis and pertained to education only. The idea of using research activities and resources in preparation programs was pointed out. It was noted that other and more varied experiences were mentioned.

Table 5 is a compilation of ideas with regard to students as found in the writings and research from the Southwest Region before 1950. The number of times each idea was mentioned is given. The ideas are arranged in the order of the frequency of occurrence.

These data would indicate that any person desiring to meet certification requirements or to improve himself professionally could be admitted to preparation programs; that prior teacher preparation was desirable; that guidance consisted of direction through prescribed courses; and that competency was determined by academic achievement in course

TABLE 5

IDEAS WITH REGARD TO STUDENTS AS FOUND IN
THE WRITINGS AND RESEARCH FROM THE
SOUTHWEST REGION BEFORE 1950

Little progress had been made in recruitment and selection procedures	21
Doctoral candidates were selected on an academic achievement basis	19
Students were retained in the program on an academic achievement basis	18
Courses were designed for meeting certification requirements and improving educational administrators	17
Students needed four years of teacher preparation, preferably before entering preparation programs	13
Programs were not designed for individual students	13
Students were directed in their programs by professors toward accumulating points for certification and graduation	11
There were few guidance procedures for students in preparation programs	8
Students should have strong personal characteristics	6

work. The writers seemed dissatisfied with regard to the above statements and pointed out a need for changing existing conditions.

Table 6 is a compilation of ideas with regard to methods and techniques of instruction for preparation programs in the Southwest Region as found in the writings and research from the region before 1950. The number of times that each idea was mentioned is given and the ideas are recorded in the order of the frequency of occurrence.

These data would indicate that before 1950 traditional methods and techniques were used largely and that each

TABLE 6

IDEAS REGARDING THE METHODS AND TECHNIQUES
OF INSTRUCTION FOR PREPARATION
PROGRAMS BEFORE 1950

The discussion method was used	20
The lecture method was used	18
The group involvement method was used	15
Each professor used his own methods and techniques	14
There was little opportunity for an exchange of ideas among professors from institutions in the area	10
Use should be made of methods and techniques that were based on sound educational and psychological research	8
Research was taught and used in the traditional narrow manner	7
Field trips and the use of resource persons were needed	4
There was a need to consider many methods and techniques which would develop competencies needed in students	3

professor followed his own plans with little opportunity for sharing ideas with others. Research seemed to have been taught and used in traditional ways. There were some ideas toward changing to more varied methods and techniques mentioned.

Table 7 is a compilation of ideas with regard to which persons and organizations should be involved in planning the objectives and criteria, and the program for institutions engaged in preparing educational administrators before 1950. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data would indicate that planning of programs

TABLE 7

IDEAS REGARDING WHO SHOULD BE INVOLVED IN
PLANNING FOR PROGRAMS BEFORE 1950

Objectives, criteria, and programs were rarely planned	10
Little planning existed for preparation programs	9
Objectives and criteria usually existed for satisfying requirements only	9
Professors of educational administration with the advisement of other education professors should do the planning	8
Practicing administrators, students, and state departments should be consulted as to plans .	6
All persons concerned with educational administration should be involved in planning	4
Practicing administrators, state departments, students, and all professors who could contribute to programs should be involved	3

was done largely by professors of educational administration and that in some instances little planning existed. One notes, however, some thinking which might lead toward better and more adequate planning of objectives, criteria, and programs.

Table 8 is a compilation of general ideas with regard to preparation programs in the Southwest Region as taken from the writings and research from the Southwest Region before 1950. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data seem to emphasize that certification was a responsibility of the state, that certification was weak or non-existent, and that far too many persons were certified as educational administrators. The need for institutions to

provide programs of instruction, to provide consultative service and to stay in contact with the profession was also pointed out. The need for improvement through the cooperative endeavor of institutions and professors was also mentioned.

TABLE 8

GENERAL IDEAS WITH REGARD TO PREPARATION
PROGRAMS BEFORE 1950

Far too many persons were certified as administrators	21
Certification standards for administrators were weak or non-existent	11
Certification was a responsibility of the state, but representatives from institutions should be consulted	9
Institutions should provide pre-service programs, should provide consultant services, and should be in contact with the profession ...	9
The success or failure of students in future jobs should evaluate programs	8
Certification should exist to improve the quality of administrators	7
Little was done in regard to evaluation, other than attempting to measure the achievement of students	6
There was great need for cooperative work between institutions which maintain preparation programs	4
Certification should be the responsibility of the state, the profession, and of institutions	3
The National Conference of Professors of Educational Administration was a help to improve programs	3

These data presented in Tables 1 through 8 were used to help discover the guiding principles for preparation programs before 1950 in the Southwest Region. The frequency of the occurrence of ideas and the extent of agreement on

the ideas as revealed were considered as the guiding principles were developed. This agreement was established by subjective analysis. It might be well to mention that material having to do with preparation programs in the Southwest Region was limited for the period before 1950. In many instances ideas have been drawn from material in other areas of education.

Guiding Principles

The guiding principles are drawn from the writings and research from the Southwest Region before 1950. The ideas are recorded in Tables 1 through 8. The frequency of occurrence and the extent of logical agreement on these ideas were considered as the guiding principles were established. Each guiding principle was analyzed as to its agreement with the function of the administrator as recorded in former sections.

The guiding principles were established as the actual concepts that guided and influenced the content and experiences which were found in preparation programs in the Southwest Region before 1950.

These principles do not necessarily reflect the thinking of the leading professors of educational administration in the Southwest Region. A study of their writings before 1950 reveals that these leaders' ideas in regard to the preparation of educational administrators were quite different

from those guiding principles which were being followed in most institutions. However, due to such conditions as the lack of adequate facilities and staffs; the lack of acceptance, encouragement, and help from the profession; the lack of a coordinating influence; and the newness of the field of preparation for educational administrators, these leaders' ideas had not been implemented.

These guiding principles do not necessarily refer to the principles followed in all institutions in the Southwest Region, nor is there any intention to imply that any institution was not moving toward using other guiding principles. However, a study of the literature and research available implies that these guiding principles were those generally followed before 1950 in the Southwest Region.

Guiding Principle 1

Any institution that so desires and can convince the proper agencies of its ability to do so should be allowed to engage in the preparation of school administrators.

Data recorded in Tables 6 and 8 indicate that standards and criteria were inadequate; that far too many schools were attempting to maintain programs; that adequate planning for objectives, criteria, and programs did not exist; and that graduate facilities, staff, and support were inadequate. These kinds of data seem to support the existence of this principle.

This guiding principle, as it applied to the control

of schools engaged in preparing educational administrators might have been adequate before the profession became established as a broad and complex field of endeavor. The principle may have been in agreement with the function of the administrator when his role was one of management for the school board, and the principal need of the administrator was a mastery of the various phases of school operation. However, a few writers before 1950, and many at this time, would hold that this principle of control for institutions that prepare educational administrators would not agree with the present involved function of the educational administrator.

Guiding Principle 2

Certification standards should exist for the improvement of those persons engaged in or preparing for educational administration.

Those data recorded in Table 8 point out that certification standards were weak or non-existent; that far too many persons were certified; and that the profession and institutions had little to do with the process. The evidence seems to indicate that the purpose of certification, although often not active, was to improve the personnel engaged in administration.

This guiding principle was a first step toward the professionalization of the profession and the intent was to improve the quality of administrative service to communities.

The principle must have been in agreement with the function of the position in the early days of the profession. However, as the position developed into one of leadership and service for local school boards and communities, this principle does not seem adequate to insure the quality and quantity needs of the schools.

Guiding Principle 3

Preparation programs should be available to those persons desiring to meet certification requirements or to improve themselves in educational administration.

The information available as presented in Table 5 states clearly that little progress had been made in selection or recruitment for preparation programs. It also implies that programs were designed for anyone desiring to meet certification requirements or to improve himself as an administrator. All information concerning this guiding principle indicates that anyone could enroll in preparation courses.

This guiding principle would be adequate when administrative services were conducted by any person designated for the job; when positions were filled by political expediency; or when the main requirement was past experience in teaching and/or administrative work. Any such person should then be allowed to prepare or improve himself professionally. After the profession realized the importance and magnitude of its role and determined that the position demanded the

selection, recruitment, and retention of top flight personnel in pre-service programs, this guiding principle would not agree with the function of the position.

Guiding Principle 4

Prospective educational administrators should have four years of teacher training preparation before entrance into a graduate preparation program.

Those data in Table 4 state clearly that this should be a requirement. However, information in Tables 6 and 8 implied that regulations, standards, and criteria were not always available for insuring compliance with this principle.

This guiding principle agrees with the function of the administrator before the realization that the administrator needed a broad and general education in order to discharge his responsibilities. After the function became such that the administrator needed an acquaintance and working knowledge in much broader areas than education, the agreement of this principle with the function of the administrator was much less.

Guiding Principle 5

The curriculum of preparation programs should be planned by professors in educational administration. Professors in allied fields, students, and practicing administrators should be consulted.

Information recorded in Table 7 indicates that responsibility for planning the curriculum rests with the professors in educational administration, and that professors

in allied fields, students, practicing administrators, and state departments of education should be consulted. The weakness in regard to planning was revealed. However, the evidence points out that there were ideas; that there was a need for planning objectives, criteria, and programs; and that all persons who could contribute to the program should be involved in planning.

This principle might agree fairly well with the function of the administrator and possibly agreed quite well before 1950. However, the need for planning and the need for broad and inclusive involvement is evident. As the complexity and needs of the position have increased, certain lack of agreement with educational function is quite evident.

Guiding Principle 6

Students should be directed in the program by competent professors, preferably from the field of educational administration.

As revealed in Tables 1, 2, and 8, preparation programs consisted largely of accumulated course work for certification or graduation requirements. Therefore, the ideas expressed in Table 5 in regard to students being directed through programs by professors seem to express this principle quite well. Little concern for personal or individual development was indicated. However, information in Table 2 pointed toward the realization of a need for this kind of guidance procedure.

If the function of the educational administrator was one of "know how" for all of the phases of school organization and operation, this principle, along with course work mastery, would agree quite well. If, however, the function was one of present day development, then the principle would fall short of meeting expectations. As the needs and growth for individual students becomes all important in the many areas in which the administrator is involved, this principle needs to be much broader.

Guiding Principle 7

The curriculum should consist of the necessary courses designed to train students in the various phases of school organization and administration.

Table 1 indicates that heavy emphasis was placed upon those kinds of course work which would seem to lead to proficiency in the various phases of administrative organization and implementation. Such areas as administration, organization, supervision, public relations, and school finance seemed to be stressed. Table 2 implies the same sort of concept in regard to the content of the preparation curriculum. Table 5, in regard to students, emphasizes the need for mastery and proficiency of the content of courses designed to prepare students for administrative efficiency.

The ideas and recommendations in regard to courses in other fields and disciplines, to development of those kinds of competencies needed in working with people, and to

programs for individual students, rather than courses, were noted in the data.

This principle was in strong agreement with the thinking relative to the function of the administrator that prevailed in the era prior to 1950. This thinking implied that the administrator was the director or manager for the vast and complex organization that existed for carrying on education. The degree of agreement weakened as the function of the administrator changed to one of leadership and service for the school board, the staff, and for the community in determining policy, in obtaining facilities, and in fulfilling educational needs.

Guiding Principle 8

Experiences within the preparation program should be taught by professors of educational administration and by professors in education.

Table 4 points out specifically that students' work consisted to a large extent, of experiences with professors of educational administration and of education. Table 3 implies that little relationship existed outside the area of education for students and professors. Table 5 also indicates that students were usually taught and directed by professors in the area of education.

In this respect the evidence again indicates ideas and recommendations for broadening and expanding the experiences of students into other fields and disciplines of

learning.

This principle was in agreement with the function of administration as it existed in an era before 1950. So long as this function was interpreted as one of organization and management, this narrow experience for students would be satisfactory. However, the agreement with present day ideas of function is weak. The profession realized the need for a much broader involvement with professors from other areas and disciplines than formerly.

Guiding Principle 9

Each professor of educational administration should base his methods and techniques of instruction upon sound psychological and educational research.

Table 6 lists the methods and techniques used mainly as being the lecture, discussion, and group work type. It was also pointed out that each professor pursued his own plans and that methods and techniques should be based upon sound psychological and educational research. Table 2 implies the lack of use of broad and imaginative methods and techniques. It also indicates that little experience was afforded students that would lead to the belief that varied and meaningful methods and techniques were practiced. The information in each of these tables indicates there were ideas and recommendations for a more varied approach in methods and techniques of instruction.

This principle was in strong agreement with the func-

tion of administration before 1950. McQuagge reports that little evidence exists that the more modern methods and techniques were more successful than traditional ones when academic achievement alone was considered. The feeling does exist, however, that in order to prepare an educational administrator to fulfill his function in our modern society, broad and imaginative techniques need to be used in the preparation experience. These broad and imaginative techniques are useful in that they allow prospective administrators to work in situations that will prove useful in professional work.

Guiding Principle 10

The program should develop an ability and desire to do pure educational research.

Tables 1, 2, 4, and 6 clearly show there was concern for developing the ability to do pure educational research. Tables 2 and 4 indicate that programs were concerned mainly with traditional research in education with little emphasis being placed upon action types of research. Table 6 states that research was taught in a traditional manner.

This principle agreed with the function of administration when it existed as a management and organizational operation of school systems. The consensus was that educational research served the purpose of the educational administrator.

Guiding Principle 11

The preparation experience should develop appreciation for, and ability in, the use of educational research.

The same information as recorded under Principle 10 applies to Principle 11. This is also true in regard to the agreement with the function of administration.

Guiding Principle 12

Students should be evaluated constantly and their success or failure in future positions should serve as evaluation for the preparation program.

Table 5 points out the concern for careful student evaluation when it reports the idea that students should be evaluated carefully, with achievement in course work determining the success of the experience. Little evidence was found in regard to program evaluation, but the success or failure of students in future positions was shown as an evaluative technique in Table 8. Table 3 mentioned the recommendation for needed work in program evaluation.

This principle was in agreement with the function of administration except that the principle is not broad enough to insure program improvement in order to insure the quality needs of the profession.

Guiding Principle 13

Institutions should provide preparation programs and services for the profession and should be in contact with the profession.

Table 8 points out the thinking of the writers as

agreeing with the above principles. Tables 3 and 4 indicate that students and professors in preparation programs needed more contact with the active profession, and Table 7 reveals the need for more planning with the profession. These same tables mention the idea of more stable relationships with the active profession.

The agreement of this principle with the function of administration was strong as far as it went. However, it did not provide for the kinds of relationships needed by the profession as it should exist.

Summary of Key Ideas

The following summary of Chapter III is presented. The ideas are summarized under the headings "Strong Emphasis" and "Less Emphasis" as revealed in the frequency tables. The ideas are presented under titles which describe their content and the guiding principle for which they were used.

Strong Emphasis

Less Emphasis

Control of Institutions Used for Guiding Principle 1

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Standards and criteria did not exist or had little meaning. 2. Standards and criteria were not developed cooperatively. | <ol style="list-style-type: none"> 1. There was a need expressed for the control of institutions that prepare administrators. |
|---|--|

Strong Emphasis

Less Emphasis

Certification
Used for Guiding Principle 2

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Certification was the responsibility of the state. 2. Certification standards were weak or non-existent. 3. Far too many persons were certified. 4. Certification standards should have existed to improve educational administration. | <ol style="list-style-type: none"> 1. There was a need expressed for the establishment of certification standards. |
|--|---|

Who Should Be Admitted
Used for Guiding Principle 3

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. All who desired to prepare or improve themselves should be admitted. 2. Little evidence was found with regard to selection, recruitment and retention procedures. | <ol style="list-style-type: none"> 1. There was some demand for studying and implementing selection, recruitment and retention procedures. |
|---|---|

Prior Training
Used for Guiding Principle 4

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Students should have four years of teacher preparation training before entrance. 2. Prior teaching was desirable. | <ol style="list-style-type: none"> 1. Students entering preparation programs should be only those who were capable. |
|---|--|

Planning for Programs
Used for Guiding Principle 5

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Little evidence was found with regard to planning objectives, criteria, and programs. | <ol style="list-style-type: none"> 1. There was some evidence to indicate a need for implementing sound planning procedures. |
|--|---|

Strong Emphasis

2. Existing planning seemed to have little meaning.

Less Emphasis

2. Practicing administrators and students should be involved in planning.

Guidance Procedures
Used for Guiding Principle 6

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Guidance should be direction through prescribed courses toward meeting certification and degree requirements. 2. Guidance should be by professors of educational administration. | <ol style="list-style-type: none"> 1. There were few guidance procedures for students. |
|--|---|

Curriculum Content
Used for Guiding Principle 7

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The curriculum should consist of a series of courses for developing a knowledge of the various phases of organization and administration. 2. Program content should be determined by professors of educational administration. | <ol style="list-style-type: none"> 1. There was evidence of a feeling for the need of improvement in curriculum content. |
|--|---|

Teachers and Resources
Used for Guiding Principle 8

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Courses should be taught by professors in education. 2. Little use was made of outside persons and facilities. | <ol style="list-style-type: none"> 1. There was evidence of a need to use other resources and facilities. |
|--|--|

Methods and Techniques
Used for Guiding Principle 9

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Each professor should develop his own methods and techniques. | <ol style="list-style-type: none"> 1. There was some evidence toward a tendency to use broader techniques. |
|--|---|

Strong Emphasis

2. Methods and techniques should be based upon sound educational and psychological research.
3. The lecture, group discussion, and group involvement techniques were usually used.

Less Emphasis

Research

Used for Guiding Principles 10 and 11

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The research used and carried on was largely in education. 2. The research used and carried on was usually of the traditional nature. | <ol style="list-style-type: none"> 1. There was a need to involve students in research of an active nature. |
|---|--|

Evaluation

Used for Guiding Principle 12

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Little evidence was found with regard to the evaluation of preparation programs. 2. The success or failure of students in administrative jobs served as evaluation for progress. | <ol style="list-style-type: none"> 1. There was a need expressed for the development of evaluative procedures for preparation programs. |
|--|--|

Contact with the Profession

Used for Guiding Principle 13

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Institutions should provide some services to the profession. 2. Institutions had little in common with the profession. | <ol style="list-style-type: none"> 1. Schools should be used for field experiences. 2. Contact and work with state departments and with the profession should be strengthened. |
|--|--|

CHAPTER IV

GUIDING PRINCIPLES FOLLOWED FOR PREPARATION PROGRAMS IN THE SOUTHWEST REGION IN 1957

Orientation

The purpose of this chapter is to discover the guiding principles for preparation programs being followed in institutions in the Southwest Region at this time. In general the same procedures were followed as in Chapter III. Much more material was available to discover the guiding principles subsequent to 1950 than there was for discovering the principles before 1950. One additional source of data was also available for the chapter; namely, the primary data from the evaluative instrument.

In studying the writings and research that have developed as a result of the SWCPEA influence, an attempt has been made to discover those guiding principles being followed by institutions in the Southwest Region engaged in preparing educational administrators at this time. Guiding principles have been defined as those accepted concepts which guide and directly influence the content and experiences found in preparation programs. Ideas regarding preparation programs have

been considered with the thought that they would reflect the guiding principles being followed. In many instances these ideas are recorded in the literature as recommendations and actual practices.

Ideas were recorded in the tables which follow. In some instances the accepted names of courses, ideas, and methods were used; in others statements have been devised which seem to reflect the thinking of the writers. In any case, once an idea had been recorded, each additional reference to that idea was considered and tabulated. As the literature was studied, the number of times that each idea was referred to was determined. These SWCPEA writings and research represent each state in the region and, to some extent, all cooperating institutions that maintain preparation programs. The sources for this material may be found in Appendix B.

Literature and Research from SWCPEA

Table 9 is a compilation of the areas in which course work was recommended in the writings. The number of times each area was mentioned is given and the areas are arranged in the order of the frequency of occurrence.

These data would indicate that the educational administrator needs knowledge and skills in many fields and disciplines, professional preparation in all phases of education, skills and techniques in working with people, and an

TABLE 9

AREAS OF COURSE WORK MENTIONED IN SWCPEA
WRITINGS AND RESEARCH AS BEING NEEDED
BY STUDENTS IN PREPARATION PROGRAMS

School Administration	35
Social Science	32
Research Courses	31
Courses in Leadership	30
Human Relations	28
School Buildings	28
Seminars in Education	27
School Finance	26
Political Science	24
School Personnel	24
Psychology	22
School Evaluation	22
Economics	21
Group Dynamics	21
Courses in Communication	21
Understanding of Children	20
Educational Measurement	19
Curriculum	18
Sociology	18
Public Administration	16
History and Philosophy	16
Survey Courses	16
Supervision	12
Courses in Evaluation	12
Anthropology	11

understanding of the technical aspects of school organization, administration, planning, evaluation, and management.

Table 10 is a compilation of the kinds of experiences needed by students in preparation programs. The number of times that each experience was mentioned in the writings is given and the experiences are arranged in the order of the frequency of occurrence.

These data would indicate that the student of school administration has need of many and varied experiences in the field as he prepares for his work. The need for doing

and using research from many fields for problem solution is also indicated. This information also points out a need for the program to be tailored to the needs of each individual.

TABLE 10

THE KINDS OF EXPERIENCES MENTIONED IN THE WRITINGS
AND RESEARCH FROM SWCPEA AS BEING NEEDED
BY STUDENTS IN PREPARATION PROGRAMS

Opportunities for practicing leadership	46
Internships with practicing administrators ...	40
Involvement of the student in field work	27
Involvement of the student in doing and using research from other disciplines	19
Involvement of the student in action research	17
Seminar experiences--the content and method to be determined by the needs of the student	14
Experiences with professors and persons from other areas of administration	14
Prior teaching experience	9

Table 11 is a compilation of ideas with regard to who should be involved in planning for and in implementing programs for educational administration. The number of times that each item was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data would seem to show that professors from allied fields, professors from other disciplines, practicing administrators, state departments of education, laymen, and students should be involved in planning and in implementing the program. Particular emphasis seems to be placed on the place of the social scientist in the writings.

TABLE 11

THE PERSONS WHO SHOULD BE INVOLVED IN PLANNING
AND IMPLEMENTING PROGRAMS FOR EDUCATIONAL
ADMINISTRATORS AS FOUND IN SWCPEA
LITERATURE AND RESEARCH

Involve professors from allied fields in planning and implementation	38
Involve professors from other disciplines in planning and instruction	36
Involve other institutions in pooling, sharing, and planning	33
Use laymen, practicing administrators and other professors as resource persons .	32
Involve state departments and institution- al representatives in planning	26
Involve students in planning	26
Involve the social scientist	24
Involve the laymen in planning	17

TABLE 12

IDEAS WITH REGARD TO STUDENTS AS FOUND IN THE
WRITINGS AND RESEARCH FROM SWCPEA

Students should be carefully and scientifically recruited, selected, and retained in the program	39
Sound, individual, and more personal advisement procedures should be used	31
Six year preparation programs are needed	26
Broad and liberal education in the arts and sci- ences should be required preferably before entrance	18
Doctoral training is needed	17
Students with high personal and academic achieve- ments should be admitted	17
Students and professors should work cooperatively	15
Students should be given freedom to study within the total range of the concept of adminis- tration	13
A student should specialize in one area	11
Improved recruitment and selection procedures are needed	11
Students should have a knowledge of the culture ..	10
Students should have an understanding of the fine arts	7
Prior teaching experience is recommended	7

Table 12 is a compilation of ideas with regard to students as found in the writings and research from SWCPEA. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data seem to call for the recruitment, selection, and retention of capable individuals in preparation programs; for students with well-rounded general education with sound professional training; and for sound, individual, and personal guidance through wholesome professor-student relationships.

Table 13 is a compilation of ideas with regard to institutions of higher learning which are engaged in preparing educational administrators as found in the writings and research from the SWCPEA Region. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data seem to show a need for standards and criteria for institutions preparing administrators, these standards and criteria to be established by cooperative effort; adequate graduate schools with ample staff and finance; an interest in research; institutions assuming their obligations to the profession; and continuing evaluation of all factors by all persons concerned.

TABLE 13

IDEAS ABOUT INSTITUTIONS ENGAGED IN PREPARING
EDUCATIONAL ADMINISTRATORS AS FOUND IN
SWCPEA RESEARCH AND WRITINGS

Pre-service and in-service programs need con-	
stand improvement	35
There must be continuing evaluation of all fac-	
tors affecting preparation programs by all	
persons concerned	35
Specialized courses should be taught on the	
graduate level only	34
Graduate schools should be adequately financed .	28
Institutions should work together cooperatively	25
The staff should be well prepared, should be	
adequately paid and should be used wisely ..	24
The institution should be interested in develop-	
ing research	23
There should be an adequate graduate faculty ...	21
The institution should have consultant services	
available for the profession	21
The graduate schools of educational administra-	
tion should meet certain defined standards	
and criteria	17
Evaluation should involve professors from allied	
fields, professors from other disciplines,	
practicing administrators, students, state	
departments, and laymen	17
Standards and criteria for graduate schools	
should be established by the active pro-	
fession, the accrediting agency, and by	
representatives from institutions	11

Table 14 is a compilation of ideas with regard to the methods and techniques of instruction used in preparation programs as found in the writings and research from the SWCPEA Region. The number of times that each idea was mentioned is given and the ideas are arranged in the order of frequency of occurrence.

These data indicate a need for many methods and techniques of instruction to be used in the preparation program.

TABLE 14

IDEAS FOUND IN THE RESEARCH AND WRITINGS
FROM SWCPEA WITH REGARD TO METHODS
AND TECHNIQUES OF INSTRUCTION

Use of broad and imaginative techniques of instruction	41
Use of the laboratory method	34
Adjustment of methods and techniques to fit the individual needs of students	26
Use of seminars for instruction	22
Use of traditional methods and techniques	21
Use of the case study method	19
Use of the situational approach in teaching	17
Use of the "block of time" technique	16
Use of on-the-job "student problem solving" techniques in place of dissertation	9

Again, work in the field and the individual needs of students are emphasized. Research of an "action nature" and programs designed in sequential order are also noted. The value of all established methods and techniques are mentioned.

Table 15 is a compilation of ideas with regard to the curriculum of preparation programs as found in the writings and research from the SWCPEA Region. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data indicate the need for developing a philosophy of democratic administration in students, developing the skills and techniques necessary for implementing that philosophy, developing the competencies necessary for organizing and administering the school, developing a knowledge of the "how and why" of administration, developing the desire

TABLE 15

IDEAS WITH REGARD TO THE CONTENT OF THE CURRICULUM
IN PREPARATION PROGRAMS AS FOUND IN THE
WRITINGS AND RESEARCH FROM SWCPEA

Should be designed to develop the skill of working with people	39
Should give experience in human relations	38
Should be designed to create an ability and desire to do and use research	29
Should be designed to develop competencies needed in various phases of school administration	25
Should be designed to develop a democratic philosophy of administration	21
Should make use of courses in the curriculum of other disciplines	20
Should be broad and flexible to meet individual needs	19
Should be designed to develop group dynamics techniques	19
Should be designed to teach the "how and why" of administration	13
Should consider certification requirements	11

and ability to do and to use research, and developing the technical knowledge necessary for planning and meeting educational needs.

Table 16 is a compilation of general ideas with regard to preparation programs as found in the writings and research from the SWCPEA Region. The number of times that each idea was mentioned is given and the ideas are arranged in the order of the frequency of occurrence.

These data show educational administration to be a broad and complex field of endeavor; a profession requiring special personnel, training, and experience; and a profession needing self-discipline and an enforceable code of ethics.

TABLE 16

GENERAL IDEAS WITH REGARD TO PREPARATION
PROGRAMS AS FOUND IN THE WRITINGS
AND RESEARCH FROM SWCPEA

The SWCPEA has helped in pre-service improve- ment	42
The Cooperative Program of Professors has helped pre-service programs	24
Educational administration is a broad and com- plex field	21
Certification should determine quality and quantity matters for the profession	18
Educational administration is a profession and requires special personnel, preparation, and experience	16
Certification is a function of the state and the planning should be shared by the state agency, the active profession, and by the institution	13
Self discipline and an enforceable code of ethics must be developed within the pro- fession	12

Certification was shown as a cooperative venture for controlling the quality and quantity needs of the schools. The influence of the SWCPEA and the cooperative effort of professors of educational administration for improving pre-service programs was also shown.

Data from the writings and research which have been recorded in Tables 1 through 8 were used to help discover those guiding principles being followed in preparation programs in 1957. The frequency of occurrence of ideas and the extent of agreement on ideas as revealed were considered as the principles were established. This agreement was established by subjective analysis.

Data from Responses on the
Evaluative Instrument

The data from the evaluative instrument have been analyzed and studied and only that part which is pertinent to this study has been presented. This information was concerned with the evaluation of practices as they existed in seventeen institutions which prepare educational administrators in the Southwest Region. Since the responses on the instrument indicated a belief in the practices presented, as well as reporting evaluative procedures followed, these data were helpful in discovering those guiding principles being followed at this time in the Southwest Region. All states in the region were represented in these data.

Table 17 is a general inventory in regard to evaluation that has been carried on in institutions having preparation programs in educational administration. The respondents were asked to check either "yes" or "no" under heading one of this section of the instrument. They were instructed that such a response would be interpreted as meaning that these areas were a part of their programs.

These data indicate that the respondents believe that each of these areas are of concern to their program and that a majority of the institutions use evaluative techniques in these areas.

Table 18 is a report on the evaluation of procedures of planning, objectives and criteria, organization, facilities,

TABLE 17

GENERAL INVENTORY IN REGARD TO EVALUATION WHICH HAS BEEN
CARRIED ON IN INSTITUTIONS HAVING PREPARATION
PROGRAMS IN EDUCATIONAL ADMINISTRATION

Areas of Evaluation	Used evaluative techniques in these areas		Number responding
	Yes	No	
1. Have you evaluated the objectives and criteria of your program?	15	1	16
2. Have you evaluated the processes of planning in any or all areas of your program?	13	4	17
3. Have you evaluated the organization of the department, college, and institution for carrying on your program?	14	1	15
4. Have you evaluated the facilities and finances for implementing your program?	15	-	15
5. Have you evaluated the staff personnel practices in such areas as recruiting, selecting, training morale, and the wise use of staff time?	11	3	14
6. Have you evaluated the total scope of student activities as to whether or not these activities will afford experiences needed for the development of competencies?	11	3	14
7. Have you evaluated the content of course offerings in the education college?	15	2	17
8. Have you evaluated your use of the other institutional staff and courses in your program?	9	6	15

TABLE 17--Continued

Areas of Evaluation	Used evaluative techniques in these areas		Number responding
	Yes	No	
9. Have you evaluated other experiences that are used in the training of students?	13	3	16
10. Have you evaluated the area of research and needed research; as to the use of research, the development of research practices and the awareness to the need for research in your students?	11	3	14
11. Have you evaluated the knowledge and use of literature in the field?	12	3	15
12. Have you evaluated the recruitment, selection and admission procedures for students?	14	2	16
13. Have you evaluated the procedures for retention of students in the program?	12	5	17
14. Have you evaluated the guidance and counseling procedures for students?	13	3	16
15. Have you evaluated terminal evaluation procedures for students?	9	6	15
16. Have you evaluated your procedures for follow-up for your students?	10	7	17
17. Have you evaluated the in-service training program provided for your students after graduation?	7	6	13
Totals	204	58	262

finance and staff with regard to preparation programs.

These data indicate that these institutions were giving consideration to each of these areas. Those persons who have been involved in evaluation might indicate that the desired involvement of concerned persons in preparation programs was being secured. The use of findings might show that efforts were being made toward program improvement.

Table 19 is a report of the evaluation which has been done in regard to the content of courses and methods of instruction.

These data indicate that the content of courses and the methods of instruction were being considered in these institutions and that the future role of the administrator was influencing preparation programs. The involvement of other persons in evaluation would seem to indicate that these persons were involved in planning and in implementing the curriculum. The information shown under the use of the findings might indicate that these leaders in educational administration were attempting to improve programs.

Table 20 is a report on the evaluation of other experiences used in the program for preparing educational administrators.

These data indicate that varied experiences were used in preparation programs and that their contributions to student development were considered. Persons other than

TABLE 18

AN EVALUATION OF PROCEDURES OF PLANNING, OBJECTIVES AND CRITERIA, ORGANIZATION
FACILITIES, FINANCE, AND STAFF IN REGARD TO PREPARATION PROGRAMS

	Procedures of Planning		Objectives and Criteria		Organization for Implementing the Program		Facilities and Finance		Use of Staff		Morale of Staff	
	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents
<u>Use of Findings</u>												
1. Objectives and criteria have been improved.	6	10	10	13	3	13	3	13	4	11	3	9
2. Planning has been broadened.	10		7		7		6		5		4	
3. Organization, facilities, and finance have improved.	5		4		9		9		4		2	
4. Use and/or morale of staff have been improved.	7		5		7		6		8		8	
<u>Who Was Involved</u>												
1. Self	6	15	7	15	8	14	7	15	7	12	6	11
2. Staff	12		12		11		10		8		6	
3. College staff	6				6		5		5		3	
4. Institutional staff	2				2		1		4		2	
5. Laymen			2		1				1			
6. Practicing administrators	3		3		2		2		4		2	
7. Other agencies	2		1		1		1		1		1	
8. Other professional organizations	1		2		2		2		2		1	
9. Administrative officers	3		4		5		7		3		4	

TABLE 19
THE EVALUATION THAT HAS BEEN DONE IN REGARD TO CONTENT
OF COURSES AND METHODS OF INSTRUCTION

	A		B		C		D		E		F		G		H*	
	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents
<u>Use of Findings</u>																
1. New courses added	10	15	6	14	2	15	2	15	2	9	2	13	1	6	2	11
2. Courses dropped	7		3		1		1									
3. Course content has been changed	11		9		5		5		3		4		3		4	
4. Methods of instruction have been improved	9		5		11		11		4		9		5		8	
5. Need for research has been discovered	5		4		5		5		7		6		2		4	
<u>Who Was Involved</u>																
1. Self	7	15	6	14	6	15	7	15	4	8	8	13	4	10	5	11
2. Staff	13		10		11		11		6		11		9		9	
3. College staff	3		4		3		2		2		2		3		3	
4. Institutional staff	2		2		1		1				1		1			
5. Laymen																
6. Practicing administrators	5		5		3		4		1		1		1		1	
7. Other agencies	1				3		2									
8. Other professional organizations	2		1		2											
9. Administrative officers	2		1		1						2		2		1	

- *A. Have you evaluated the competencies needed, as defined in your program to fulfill the objectives?
 B. Have you evaluated the aspects of knowledge and skill necessary to insure competencies for students?
 C. Have you evaluated the content of courses as to whether or not the content will and does develop skill, knowledge and competency?
 D. Have you evaluated the methods of instruction used in your program?
 E. Have you evaluated the relationship of knowledge, skill, competency, and method of instruction to the significant research completed in the field?
 F. Have you evaluated the experiences given students in regard to the use of available literature in the field?
 G. Have you evaluated the method and scope of planning which developed your program?
 H. Have you evaluated the progress of students in the use of research and in their ability to do research?

TABLE 20
THE EVALUATION OF OTHER EXPERIENCES USED IN THE
PROGRAM FOR PREPARING ADMINISTRATORS

	A		B		C		D		E		F		G		H*	
	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents
<u>Use of Findings</u>																
1. For better use of experience	6	11	6	11	4	9	5	11	5	9	5	9	7	11	3	7
2. For improving the experiences	6		7		7		8		5		6		8		2	
3. To expand these activities	5		4		2		4		3		3		3		2	
4. To drop certain activities	6		5		1		4		2		1		1		1	
<u>Who Was Involved</u>																
1. Self	8	12	8	12	6	10	5	12	5	10	6	10	6	11	3	7
2. Staff	8		8		4		9		7		7		8		4	
3. College staff	1		2		2		2		2		3		3		2	
4. Institutional staff							3		1		1					
5. Laymen	1		1		1											
6. Practicing administrators	2		2		1		2		1		1		1		1	
7. Other agencies																
8. Other professional organizations	1		1				3		2		1		1		1	
9. Administrative officers	3		3		4		5		3		2		2		1	

- *A. Have you evaluated the usefulness of the experience or activity in developing needed knowledge, skill and competency?
 B. Have you evaluated whether or not methods and procedures are such that a growth for students will follow the experience?
 C. Have you evaluated the capability of persons involved as to their desirability for working with graduate students of educational administration?
 D. Have you evaluated the material, resources and facilities as to their usefulness for training graduate students in educational administration?
 E. Have you evaluated the processes of planning which have gone into the experience?
 F. Have you evaluated the opportunity and/or the need for research which are afforded by these experiences?
 G. Have you evaluated the development of knowledge, skill and competency in students as a result of these experiences?
 H. Correlations between elements of the program.

professors of educational administration were involved and findings were used for improving programs.

Table 21 is a table showing evaluation with regard to termination procedures and the follow-up program.

These data indicate a concern for students and their development and indicate findings were used for improving the opportunities for students.

Table 22 is a table presenting evaluation with regard to selection, admission, retention, and progress of students in their preparation and professional careers.

These data indicate a concern for the kind of students in preparation programs and for their development and success in their profession. The kinds of competencies considered and the use of findings were also reported.

Data from Tables 17 through 22 were used to help discover those guiding principles being followed in preparation programs in the Southwest Region at this time. The extent of agreement as revealed was considered in establishing these principles. This agreement was established by subjective analysis.

Guiding Principles

The guiding principles were drawn from the data presented in Tables 9 through 22. The frequency of occurrence and the extent of agreement on ideas as revealed in the writings and research from the SWCPEA and from the responses on

TABLE 21
THE EVALUATION OF TERMINATION PROCEDURES
AND THE FOLLOW-UP PROGRAM

	In-service Program		Follow-up for Students		Procedures of Termination		Program toward Certification		Value of Research; Style of Writing		Finished Product of Educational Leadership		Correlations between Elements of Program	
	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents
<u>Use of Findings</u>														
1. To improve termination and follow-up procedures	2	8	4	7	7	10	2	13	1	11		8	2	8
2. To better the program	6		5		5		13		11		7		8	
3. To add services	5		1		1		4		1		2		3	
4. For improving relations with the practicing profession	6		5		3		6		2		6		3	
<u>Who Was Involved</u>														
1. Self	3	8	4	7	5	10	5	13	5	11	5	8	5	9
2. Staff	6		4		5		10		5		3		7	
3. College staff	2		2		7		5		5		4		3	
4. Institutional staff					7				3					
5. Laymen	1		1				1				1			
6. Practicing administrators	5		4		2		4		1		4		3	
7. Other agencies							1		1		1			
8. Other professional organizations	1		1				2		1				1	
9. Administrative officers	3		2		2		5		3		3		3	

TABLE 22

THE EVALUATION OF STUDENTS IN THE PROGRAM: SELECTION, ADMISSION,
RETENTION, TERMINATION AND FOLLOW-UP FOR STUDENTS

	Selection and Admission		Student Progress		Development and/or Attainment of Competencies		Retention in the Program		Terminal Evaluation		Follow-up	
	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents	Number Times Used	Number Respondents
<u>Use of Findings</u>												
1. To develop the individual program	6	8	7	11	7	11	1	9	3	11	4	7
2. For admission	8		1		1		1		1		1	
3. For retention	2		4		3		7					
4. For graduation	3		3		8		3		9		1	
5. For selection	3								1		1	
6. To help the graduate on his job	1		3		2		2		2		6	
7. For personal use of advisor	3		4		2		1		2		2	
<u>Areas of Evaluation</u>												
1. Ability	7	9	8	10	7	10	6	9	8	11	3	7
2. Knowledge	4		8		7		5		7		1	
3. Skill	1		3		5		1		2		1	
4. Use of skill and knowledge	1		3		3		4		4		2	
5. Attitudes	4		5		5		4		3		2	
6. Development of competencies			4		6		3		5		2	
7. Personal and physical characteristics	5		4		4		1		3			
8. Emotional and social adjustments	3		2		2		3		4		1	
9. Performance	3		3		3		4		7		6	

the evaluative instrument were considered in establishing these guiding principles. Each guiding principle was analyzed as to its agreement with the function of the educational administrator.

These guiding principles were identified as the actual concepts that guide and influence the content and experiences found in preparation programs at this time in the Southwest Region.

These principles may not all apply to all institutions in the Southwest Region, and perhaps all of them are not being followed by any institution in the region. However, a study of the literature and research available reveals that these guiding principles are generally accepted as guides for preparation programs in the Southwest Region. This study indicates that each of these principles is being followed, to some extent, in some of the institutions. The trend is definitely toward implementation in the Southwest Region.

Guiding Principle 1

Institutions which maintain preparation programs in educational administration should meet and maintain standards and criteria that have been established by the state accrediting agency, the organized profession, and representatives from the institutions.

Table 13 points out definitely that institutions should meet specific standards and criteria and that the establishment of these standards and criteria were the cooper-

ative responsibility of the state accrediting agency, the organized profession, and the representatives of the institutions.

Tables 17 and 18 show quite clearly the concern for those elements that cause institutions to meet, or fail to meet, specific standards and criteria. These tables also indicate the importance of involving many persons in all phases of preparation program work.

It is quite clear that there must be educational leadership with the abilities, skills, and understandings which will enable administrators to furnish the leadership for planning and obtaining sound programs of education in the public schools. This leadership preparation can be provided as institutions are planned, supported, and financed in a manner that will enable them to meet exacting standards and criteria established cooperatively. These cooperative endeavors will lead to better understandings, facilities, and support for institutions. This in turn will lead to improved programs and thence to better administrators for the schools.

Guiding Principle 2

There should be certification standards, adopted by the state certification agency in cooperation with the organized profession and with representatives from the involved institutions of higher learning that would control the quality and quantity needs for the schools.

Table 16 reports the ideas of authorities with regard

to the need for certification standards, for cooperative establishment of such standards, and the need for these standards to control the quality and quantity needs for schools.

Table 21 shows the importance of certification requirements for programs and the need for involving many persons in adequately planning for and meeting certification requirements.

The function of the educational administrator requires personnel with high levels of preparation. There was small doubt that quality must be insured through rigid certification requirements. There was also little doubt that the quantity element must be in agreement with the needs of the schools. The regulation of quality and quantity will help establish the profession at the high plane desired by all persons involved. These outcomes as a result of certification requirements can be attained as planning and implementation of certification standards are reached through cooperative endeavor.

Guiding Principle 3

Potential candidates for preparation programs should be selected, recruited, and retained for programs as carefully and scientifically as possible in order to supply the needs of the schools.

Table 12 shows clearly that the authorities in the Southwest Region felt that the above principle was of primary importance. Table 17 reports the concern of institutions for selection, recruitment and retention. Table 22 points out

the interest in these areas in greater detail.

The selection, recruitment, and retention of high type, well prepared individuals will do much toward furnishing the schools with educational leaders capable of functioning as educational statesmen for their communities. The profession and institutions must carry on research and experimentation in order to meet the true meaning of this principle.

Guiding Principle 4

Educational administrators should possess broad and liberal general education, preferably before entrance into the profession.

Table 12 reports this need; Table 16 implies the need for broad and liberal preparation for educational administration; and Table 1 points out the need for a broad and liberal general education for administrators. Tables 17, 19, and 21 imply the need for this kind of preparation for educational administrators.

The function of the educational administrator in furnishing leadership for the entire community in planning for and in meeting educational needs would obviously call for the kind of education mentioned in Guiding Principle 4.

Guiding Principle 5

Planning for the objectives and criteria and for the program should involve professors of educational administration, professors from allied fields, professors from other disciplines, practicing administrators, and state departments of education. The advice of students and interested laymen should be sought and considered.

Table 11 has to do with the recommendations of the leading authorities in this area. Table 5 also touches upon this idea. Table 17 reports the activity of institutions in this area and Table 18 reports on those persons involved in evaluating activities of this kind.

The function of the educational administrator is one of leadership in a field which is broad and complex in nature. His needs are such that many people need be involved in planning for preparation programs. The welfare of the profession is dependent upon improvement which can be more adequately attained through the use of all concerned in planning and in building programs. The worthwhile results from knowledge and experience of more persons can be utilized and more support for programs can be attained.

Guiding Principle 6

Students should receive individual, sound, and personal guidance through wholesome professor-student relationships.

Information in Table 12 records the opinion of the authorities with regard to this principle. Tables 17 and 22 report the interest of the institutions in the guidance of students.

The educational administrator who is to assume a leadership role for education in our society needs technical skills, understanding, and abilities adequate to enable him to carry out his many obligations. The development of each

student must be on the basis of his own needs. This will demand different kinds of experiences. Therefore, the guidance must be of a personal nature and will best be attained through wholesome professor-student relationships.

Guiding Principle 7

The content of preparation programs should provide experiences for development within the individual who plans to assume the educational leadership role for a community in a democratic society:

- (1) The known competencies needed;
- (2) Broad training in the how and why of administration;
- (3) The ability to maintain harmonious relations among ideas, agencies, programs, groups and persons as they work toward meeting educational needs; and
- (4) The abilities that center in the technical aspects of analysis and interpretation of needs, planning, and synthesis, procurement and management of facilities and services, and the evaluation of outcomes; all toward meeting educational needs.

Tables 1, 2, 4, and 7 point out the kinds of experiences needed by students of educational administration as expressed by the authorities. These same tables show the concern for tailoring these experiences to fit the needs of individual students. Tables 17, 19, 20, 21, and 22 express the concern for and the activities of institutions in providing desirable experiences for students in preparation programs.

Many kinds of experiences in group work, in understanding the "how and why" of administration, in planning for and in attaining desirable educational needs are needed

by the educational administrator as he assumes his role of educational leadership for a community. This guiding principle states that the content of preparation programs should provide broad and comprehensive experiences in order that the student will be able to carry out his function.

Guiding Principle 8

The experiences within the curriculum should be furnished by professors deemed most suitable for a particular area of work, and all resources available should be used.

Tables 9 and 11 report the recommendations of the authorities with regard to the use of persons from other fields and disciplines in the preparation of educational administrators.

Table 17 points out the attitude of the institutions in the use of many resources in preparing administrators and Table 19 implies this sort of activity.

The complexity of the field of educational administration is such that the practitioner, in order to function properly, needs experiences with persons from many fields of study in order to succeed as an educational leader. These experiences are made available to students as they work with professors from all the fields and disciplines and as many resources and facilities are used.

Guiding Principle 9

Broad and imaginative methods and techniques of instruction should be employed in the curriculum experience in order to provide the growth and development needed by individual students.

Tables 14 and 15 report the attitudes of the authorities in regard to the methods and techniques of instruction needed in preparation programs. Statements in Table 8 have implications concerning this principle. Tables 17, 19, and 20 indicate the concern of the institutions for the methods and techniques of instruction in preparation programs.

The job of the educational administrator is such that no one method or technique is suitable for preparation purposes. Many must be used in order to prepare a student for the many tasks which must be performed. These methods and techniques were shown in the preceding tables and were discussed and exemplified in the literature from which the principle was drawn.

Guiding Principle 10

The preparation experience should develop a desire and an ability to do effective research for the solution of problems that concern educational administration.

Tables 10, 14, and 15 report the recommendations of the authorities in regard to carrying on research for the solution of problems. Tables 17, 19, and 21 show the concern of institutions for developing this desire and ability in students.

Problems for which there are no "pat answers" are one of the most common events in the life of the educational administrator. In order to function well he must be able to employ problem solving techniques in these instances. This

research that bears upon the solution of problems in educational administration might be in many areas other than education.

Guiding Principle 11

The curriculum experience should develop a desire and an ability to use all kinds of existing research that bear upon educational administration.

Tables 10, 14, and 15 report the ideas of the authorities in regard to the use of all kinds of research in administration and in using existing research for carrying on other research. Tables 7, 19, 20, and 21 report the interest and activities of colleges in developing this ability and desire within the student of administration.

The field of endeavor for the educational administrator is so broad and complex that research from education, from anthropology, and from many other areas is of vital importance as he pursues his work in the community. This principle would require an acquaintance and familiarity with this research and the ability to use it. This is in agreement with the existing function of the administrator.

Guiding Principle 12

There should be continuing evaluation of objectives and criteria; of the preparation program; of facilities and their usage; of methods and techniques of instruction; and of the results of the preparation program by all personnel concerned.

Tables 12 and 13 indicate the recommendations of the authorities in regard to evaluation of the various factors

involved in preparation programs and as to the necessary involvement in evaluation. Tables 17 through 22 all report attitudes and practices in regard to evaluation in institutions.

A major phase of the function of the educational administrator is the leadership he exerts in the community. This can be meaningful only as institutions constantly alter preparation programs through evaluation and planned improvement. This improvement can be attained as evaluation by all concerned persons is conducted in all areas which affect preparation programs.

Guiding Principle 13

Institutions which maintain preparation programs should at all times strive to assume their responsibility to the profession.

Table 12 indicates the recommendation of the authorities toward the responsibilities of institutions to the profession. Tables 17 through 22 show the relations that should exist between institutions and the profession.

Many authorities in educational administration report that educational administrators can succeed in their tasks as the institutions of higher learning provide many resources for their use. The institutions should be concerned with maintaining pre-service and consultant services for the profession; in providing leadership for carrying on and interpreting research; and in furnishing leadership and direction for the profession. These kinds of responsibilities can be

attained only as the institutions and the profession work together cooperatively.

Summary of Key Ideas

The following summary of Chapter IV is presented.

The ideas are summarized under the headings entitled "Strong Emphasis" and "Less Emphasis" as revealed in the frequency tables. The ideas are presented under titles which describe their content and the guiding principle for which they were used.

Strong Emphasis

Less Emphasis

Control of Institutions Used for Guiding Principle 1

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Institutions which maintain preparation programs should meet and maintain specific standards and criteria. 2. Standards and criteria should be developed by the state agency, by the organized profession and by representatives from the institutions. 3. The graduate school should be well financed, staffed, and supported. 4. The staff should be well paid and wisely used. | <ol style="list-style-type: none"> 1. There should be continuous evaluation of all factors by all concerned. 2. Institutions should work together cooperatively to insure program improvement. |
|---|--|

Certification Used for Guiding Principle 2

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|---|---|
| <ol style="list-style-type: none"> 1. Certification should control the quality and quantity needs for the schools. | <ol style="list-style-type: none"> 1. Certification requirements should be considered in program planning. |
|---|---|

Strong Emphasis

Less Emphasis

2. Certification standards should be worked out cooperatively.

Who Should Be Admitted
Used for Guiding Principle 3

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| <ol style="list-style-type: none"> 1. Students should be selected, recruited and retained in the program as carefully and scientifically as possible. 2. Procedures in this area should be studied and improved. 3. Students with high personal and academic standing should be admitted. | <ol style="list-style-type: none"> 1. Two years are needed for preparing administrators. 2. Three years are needed for preparing administrators. 3. Continuous evaluation of students and their progress should be conducted in order to insure quality administration. |
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Prior Training
Used for Guiding Principle 4

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|--|---|
| <ol style="list-style-type: none"> 1. Students should have a broad general education, preferably before entrance. 2. Prior training should develop an understanding and appreciation of the culture. | <ol style="list-style-type: none"> 1. The student should have an understanding of the fine arts. 2. Lack of desired training should be satisfied prior to, or early in, the preparation effort. 3. Prior teaching experience is desirable. |
|--|---|

Planning
Used for Guiding Principle 5

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|--|---|
| <ol style="list-style-type: none"> 1. There should be planning for objectives, criteria, and programs. 2. This planning should involve professors from allied fields and other disciplines, state department of education, and the organized profession. | <ol style="list-style-type: none"> 1. Students and laymen should be involved in planning. 2. There should be continuous evaluation of planning procedures by all concerned. |
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Strong Emphasis

3. Planning should be done in all areas within the program.

Less Emphasis

3. There is some evidence that planning procedures are being used in the Southwest Region.

Student Guidance
Used for Guiding Principle 6

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| <ol style="list-style-type: none"> 1. There should be sound and personal guidance procedures. 2. The above can be secured only through wholesome professor and student relationships. 3. Programs should be tailored to fit individual needs. | <ol style="list-style-type: none"> 1. Students should be given freedom to study as they see their needs. 2. Guidance procedures should be evaluated continuously by all concerned. |
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Curriculum Content

- | | |
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| <ol style="list-style-type: none"> 1. The curriculum content should be broad enough to develop educational statesmen. 2. The curriculum should enable programs to be made to fit individual needs. 3. The curriculum should be designed to develop the competencies, skills, and knowledges needed by educational leaders. 4. The curriculum should provide experiences in many fields and disciplines. | <ol style="list-style-type: none"> 1. The curriculum should make use of all available resources. 2. The curriculum should be evaluated continuously by all concerned. 3. Courses should be designed to prepare students to meet the requirements of educational leadership. |
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Teachers and Resources
Used for Guiding Principle 8

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| <ol style="list-style-type: none"> 1. Professors from allied fields and from other disciplines should be used as needed. | <ol style="list-style-type: none"> 1. Persons and facilities from outside administration, their methods and techniques, and the |
|---|--|

Strong Emphasis

2. Courses and resources from other fields and disciplines should be used as needed.
3. Persons and resources from the area should be used as needed.
4. The above mentioned persons should be involved in planning and in evaluation.

Less Emphasis

experiences furnished should be cooperatively and continuously evaluated.

Methods and Techniques
Used for Guiding Principle 9

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Broad and imaginative methods and techniques should be used in preparation programs. 2. Methods and techniques should be employed as they fit individual situations. 3. Many methods and techniques are emphasized as being desirable. 4. Traditional methods and techniques are of great importance. | <ol style="list-style-type: none"> 1. Institutional and inter-institutional ideas should be shared. 2. Study and research are needed in this area. 3. Continuous evaluation of methods and techniques is desirable. |
|---|--|

Research
Used for Guiding Principles 10 and 11

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|---|--|
| <ol style="list-style-type: none"> 1. Instruction in research should consider research by all kinds and in all fields and disciplines which have bearing upon educational administration. 2. The ability to do and the use of research should help to develop the competencies, knowledges and skills needed by administrators. | <ol style="list-style-type: none"> 1. Courses and experiences should make students aware of research possibilities. 2. Institutions should be interested in research that bears upon educational administration. |
|---|--|

Strong Emphasis

3. Students should be able to use and do research.
4. Action research is of great value.

Less Emphasis

3. There should be continuous and cooperative evaluation of the entire research area.

Evaluation
Used for Guiding Principle 12

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Evaluation should be continuous in nature. 2. Evaluation should involve all persons concerned. 3. Evaluation should be done in all areas of the program. | <ol style="list-style-type: none"> 1. Courses and experience in evaluation should be included in student preparation. 2. The evaluative process should be continuously and cooperatively evaluated. |
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Responsibility to the Profession
Used for Guiding Principle 13

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The institutions of higher learning should provide services to the profession. 2. The institutions should use the school and the resources of the profession as laboratories. 3. The organized profession should be involved in planning, in certification, in selection, and in evaluation. 4. Administrators and school board members should be used as resource persons. | <ol style="list-style-type: none"> 1. Institutions should help to develop self discipline and an enforceable code of ethics for the profession. 2. Institutions and the profession should work together for the improvement of the profession. |
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CHAPTER V

COMPARISON OF IDEAS AND GUIDING PRINCIPLES

Orientation

The guiding principles which have been identified as the guiding concepts for preparation programs before 1950 are found in Chapter III. The guiding principles which have been identified as the guiding concepts for preparation programs subsequent to 1950 are presented in Chapter IV. The present chapter will be devoted to a comparison of these two sets of principles.

The purpose of Chapter V is to present the ideas from which the two sets of guiding principles were drawn in such a way that the reader can compare them easily. The ideas are presented under headings which describe their content and the guiding principle for which they were used is also listed. The organization is the same as that followed in Chapter III and IV. The headings and corresponding guiding principles are as follows:

1. Controls for institutions maintaining preparation programs. Used for Guiding Principle 1.
2. Certification requirements.
Used for Guiding Principle 2.

3. Candidates to be prepared as educational administrators. Used for Guiding Principle 3.
4. Prior training experiences needed. Used for Guiding Principle 4.
5. Planning for Preparation Programs. Used for Guiding Principle 5.
6. Guidance services for students. Used for Guiding Principle 6.
7. The content of the curriculum. Used for Guiding Principle 7.
8. The teaching personnel and use of resources. Used for Guiding Principle 8.
9. Methods and techniques of instruction. Used for Guiding Principle 9.
10. The ability and desire to do and use research. Used for Guiding Principles 10 and 11.
11. Evaluation within preparation programs. Used for Guiding Principle 12.
12. The responsibility to and contact with the profession. Used for Guiding Principle 13.

These ideas are treated individually by listing ideas under the headings, "Ideas before 1950" and "Ideas subsequent to 1950." These recommendations and ideas were taken from the information recorded in Chapters III and IV. It is hoped that this method of presentation will facilitate the comparison of ideas.

Ideas before 1950

Ideas subsequent to 1950

Ideas with Regard to the Control of Institutions
That Prepare Educational Administrators

Used for Guiding Principle 1

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|---|--|
| <ol style="list-style-type: none"> 1. Standards and criteria did not exist or had little meaning for institutions. | <ol style="list-style-type: none"> 1. Institutions maintaining preparation programs should meet and maintain specific |
|---|--|

Ideas before 1950

2. Those standards and criteria which did exist were not usually developed cooperatively.
3. Graduate schools, staffs, and facilities were inadequately supported.
4. Little information was found in regard to cooperative planning and evaluation, or working with the state agencies and the profession.
5. A need was indicated for the control of institutions which maintain preparation programs.

Ideas subsequent to 1950

- standards and criteria.
2. Standards and criteria should be established by the state accrediting agency, the organized profession, and representatives from the involved institutions.
 3. Preparation programs should be conducted by graduate schools in educational administration.
 4. Graduate schools should be well staffed, financed, and supported.
 5. The staff should be adequately paid and wisely used.
 6. Institutions should work cooperatively in order to insure program improvements.

Ideas with Regard to the Certification
of Administrators

Used for Guiding Principle 2

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|--|--|
| <ol style="list-style-type: none"> 1. Certification was a function of the state accrediting agency. 2. Certification standards were weak or non-existent. 3. Certification standards existed to improve the quality of administration. 4. Far too many persons were certified as administrators. 5. Courses and programs were sometimes designed to | <ol style="list-style-type: none"> 1. Certification is a function of the state, and the planning should be shared by the organized profession and by representatives from the involved institutions. 2. Certification standards should control the quality and quantity needs for the schools. 3. Certification requirements should be considered in planning programs. 4. Educational administration is a profession and requires |
|--|--|

Ideas before 1950

meet weak certification requirements.

6. A need was indicated for improvement in certification standards.

Ideas subsequent to 1950

special personnel, training, and experience.

Ideas with Regard to Candidates Who Should Be
Prepared as Educational Administrators

Used for Guiding Principle 3

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|---|--|
| <ol style="list-style-type: none"> 1. All who desire to prepare to be administrators or to improve themselves were allowed to enter preparation programs. 2. Little evidence was found with regard to selection, recruitment and retention policies. 3. There was some demand for studying and implementing selection, recruitment and retention procedures. 4. Students in preparation programs should be capable individuals. | <ol style="list-style-type: none"> 1. Educational administration is a broad and complex field. 2. Students should be recruited, selected, and retained in the program as carefully and scientifically as possible. 3. Procedures for recruitment, selection, and retention should be studied and improved. 4. Two or three years of graduate preparation are needed. 5. Those students who are developing the needed competencies, skills, and knowledges should be retained in preparation programs. 6. Continuous evaluation of students and their programs should be conducted in order to insure quality administration. 7. Students with high personal and academic standing should be admitted. |
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Ideas before 1950

Ideas subsequent to 1950

Ideas with Regard to Prior Training Experience

Used for Guiding Principle 4

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|--|---|
| <ol style="list-style-type: none"> 1. Students should have four years of teacher preparation, preferably before entering the preparation program. 2. Prior teaching experience was desirable. 3. It was desirable that students entering preparation programs be capable individuals. | <ol style="list-style-type: none"> 1. Students should have a broad general education before entering preparation programs. 2. Any deficiency should be worked off prior to, or early in, the preparation effort. 3. Prior training experience should develop an understanding of the fine arts. 4. Prior training should develop an understanding of and an appreciation for the culture, its background, and meaning. 5. Any lack of such understanding and appreciation should be eliminated prior to, or early in, the preparation effort. 6. The past academic standing and intellectual potential of students should be considered in admission procedures. 7. Prior teaching experience should be a requirement. |
|--|---|

Ideas with Regard to Planning for Preparation Programs

Used for Guiding Principle 5

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|---|---|
| <ol style="list-style-type: none"> 1. Little evidence was found with regard to planning the objectives, criteria, and programs for preparation programs. 2. Existing planning in these areas appeared to have little meaning. | <ol style="list-style-type: none"> 1. The need for planning objectives, criteria, and programs was recognized. 2. Professors of educational administration, professors from allied fields and other disciplines, state departments of education, and the organized profession should be involved in planning. |
|---|---|

Ideas before 1950

3. There seemed to be some involvement with other professors in education.
4. There seemed to be some feeling that practicing administrators, state departments of education and students should be consulted in planning.

Ideas subsequent to 1950

3. The use of the social scientist was emphasized.
4. Students and interested laymen should be involved in planning.
5. Planning should be included in such areas as:
 - a. The objectives and criteria for the program.
 - b. The organization of the department, college and institution for preparing administrators.
 - c. The facilities, finances, and staff for implementing the program.
 - d. The entire curriculum.
 - e. The procedures for guidance.
6. There should be continuous and cooperative evaluation of the program of planning by all concerned.
7. There was some evidence that the above procedures were being used in the Southwest Region.

Ideas with Regard to Student Guidance Services

Used for Guiding Principle 6

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| <ol style="list-style-type: none"> 1. There seemed to be little evidence of sound personal guidance procedures. 2. Guidance for students appeared to be limited to direction through a series of prescribed courses. 3. The object of guidance was to direct students through designated | <ol style="list-style-type: none"> 1. There should be sound and personal guidance procedures. 2. The above can be secured through wholesome student-professor relationships. 3. Guidance should consist of assisting students to pursue programs of study according to their individual needs. |
|---|---|

Ideas before 1950

- courses leading to certification or to advanced degrees.
4. Direction through prescribed courses was done by professors of educational administration or by professors of education.

Ideas subsequent to 1950

4. Students should be given freedom, with proper guidance, to study within the total range of the concept of administration.
5. The guidance service should be influenced by individual needs in determining the length of the preparation program.
6. Achievement, termination, retention, certification, competency, follow-up, and in-service problems should be of vital concern to persons involved in the guidance for students.
7. The object of the guidance procedures should be to develop a program for the individual student.
8. The guidance procedure should be continuously evaluated by all concerned.

Ideas with Regard to the Curriculum
Content of Preparation Programs

Used for Guiding Principle 7

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| <p>1. The content of the curriculum was a series of courses to develop a knowledge of the various phases of school organization and administration.</p> <p>2. Courses were designed to meet certification and degree requirements.</p> <p>3. Courses, in place of programs, were the main objective.</p> | <p>1. The content of the curriculum should be designed to develop students to be educational statesmen for communities.</p> <p>2. The curriculum should be broad and flexible enough to allow programs to be developed for individuals.</p> <p>3. The curriculum should make use of all available resources.</p> <p>4. The curriculum should allow for the involvement of persons</p> |
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Ideas before 1950

4. Program content was determined principally by professors of educational administration.
5. Courses were to develop competency in specific areas of school administration.
6. There was evidence that a feeling for a need for curriculum improvement existed.

Ideas subsequent to 1950

- from other fields and disciplines, the organized profession, and state departments of education, in planning and implementation.
5. The opinions and ideas of students and laymen should be used in curriculum planning.
6. The curriculum should be designed to develop a democratic philosophy of education, competencies in the various phases of school administration, an understanding of the how and why of administration, the skills of working with all kinds of people, an understanding of human relations, an ability and desire to do and use research for solving problems, and the ability for planning and meeting educational needs.
7. Courses should be designed to develop students as mentioned above.
8. The curriculum should be flexible enough to include other kinds of experiences needed to develop students as mentioned above.
9. The curriculum should be evaluated continuously by all concerned.

Ideas with Regard to the Use of Other Teaching Personnel and Resources in Preparation Programs

Used for Guiding Principle 8

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| <ol style="list-style-type: none"> 1. Courses should generally be taught by professors in educational administration and education. | <ol style="list-style-type: none"> 1. Students should be involved in courses needed regardless of their location and content. |
|--|--|

Ideas before 1950

2. Students usually worked in the field of education.
3. Little relationship existed between students and professors from other disciplines.
4. Little use was made of available resource persons and facilities.
5. There was evidence that a need to use broader resources and facilities existed.

Ideas subsequent to 1950

2. Seminars and experiences in other areas of administration are often helpful to students.
3. Professors from other disciplines are helpful in preparing administrators.
4. Courses in other fields and disciplines are helpful in preparing administrators.
5. Laymen, practicing administrators, and other persons are valuable as resource persons.
6. Resource facilities from the surrounding area are often useful in preparing students.
7. Other experiences, courses, and facilities should be evaluated continuously by all concerned in order to insure their usefulness.
8. The usefulness, capability, and methods of persons used as teachers and resource persons should be evaluated continuously by all concerned.
9. Adequate usage of other persons, facilities, and experiences is attained as the concerned personnel are involved in planning and evaluation.

Ideas with Regard to the Methods and Techniques
Used in Preparation Programs

Used for Guiding Principle 9

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| <ol style="list-style-type: none"> 1. Each professor independently developed his own course and methods and techniques of teaching. | <ol style="list-style-type: none"> 1. Broad and imaginative methods and techniques should be used used in preparation programs. |
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Ideas before 1950

2. Courses were often fragmentary and often the content was overlapping.
3. Experiences were largely confined to classroom activities.
4. The lecture, discussion, and group involvement techniques were usually used.
5. Methods and techniques should be based upon sound educational and psychological research.
6. Field trips, field experiences, and internships were suggested as being desirable.

Ideas subsequent to 1950

2. Techniques and methods should be designed to insure the growth and development needed.
3. Institutional and interinstitutional sharing of ideas is desirable.
4. Field work and experiences are of value in student preparation.
5. The case study method is of value in student preparation.
6. The laboratory method should be used as applicable.
7. Individual and group seminars designed to meet student needs are useful.
8. The use of individual problem solving techniques is recommended.
9. The internship technique is of value in student preparation.
10. Techniques and situations should be designed to allow students to practice leadership and human relation skills.
11. Seminar experiences with professors from other fields and disciplines should be designed so that the content and method would fit the need of individual students.
12. The foundation method is recommended for widening experiences.
13. Continuous evaluation of methods and techniques should insure the development of competencies, skills, and know-

Ideas before 1950

Ideas subsequent to 1950

ledges needed by the administrator.

14. Traditional methods and techniques are of great value and use.
15. Study and research are needed in the area of methods and techniques of instruction.
16. There should be continuous evaluation of methods and techniques used in preparation programs.

Ideas with Regard to the Ability and Desire
to Do and Use Research

Used for Guiding Principles 10 and 11

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| <ol style="list-style-type: none"> 1. The research used and carried on in course work and the instruction given was usually traditional in nature and was largely in education. 2. Institutions showed little interest in conducting research that related to educational administration. 3. The research used by students and the research done by students was of a traditional nature and was concerned with education. 4. There was a recognized need to involve students in research of an action nature. | <ol style="list-style-type: none"> 1. The ability and use of research should help to develop the competencies, knowledges, and skills needed by administrators. 2. All courses and experiences should make students aware of the possibilities for using or doing research for the development of competencies needed by administrators. 3. Instruction in doing and using research should consider research of all kinds and in all fields and disciplines useful in administration. 4. The use of existing research and the ability to do research for the solution of problems in administration is recommended as a needed competency in students. |
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Ideas before 1950

5. Research was of value in guiding the student in the achievement of proficiency.

Ideas subsequent to 1950

5. Action research in field situations is of value in student preparation.
6. Institutions which train administrators should be interested in research related to educational administration.
7. Continuous evaluation of the ability and desire of students to use research methods should be a guidance function of professors.
8. Concerned persons should continuously evaluate courses and experiences as to the opportunities for furthering the research interest and ability of students.

Ideas with Regard to Evaluation
in Preparation Programs

Used for Guiding Principle 12

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| <ol style="list-style-type: none"> 1. The course work in evaluation seemed to be of a survey nature with little mention of objectives and criteria. 2. Little evidence was found in regard to evaluation of preparation 3. The success or failure of students on future jobs was felt to be sufficient evaluation for preparation programs. 4. A few writers noted the need for development of evaluative procedure for preparation programs. | <ol style="list-style-type: none"> 1. The purpose of evaluation should be to improve the preparation opportunities for students. 2. Evaluation should be continuous in nature. 3. Evaluation should involve professors in educational administration, professors from other fields and disciplines, representatives from the organized profession, and students. 4. Courses and experiences in evaluation should be included in student preparation. |
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Ideas before 1950

Ideas subsequent to 1950

5. The evaluative effort in institutions should include such areas as:
 - a. Objectives, criteria, and planning.
 - b. Facilities, resources, and support.
 - c. The staff, staff morale, and staff usage.
 - d. The total scope of student activities and experiences.
 - e. The content of courses and experiences.
 - f. The other experiences offered students.
 - g. The methods and techniques used in instruction.
 - h. The development of the ability and desire to do and use research.
 - i. The guidance and personal procedure used with students.
6. The procedures of evaluation should be cooperatively and continuously evaluated.

Ideas with Regard to Institutions Contact with
and Responsibility to the Profession

Used for Guiding Principle 13

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|--|---|
| <ol style="list-style-type: none"> 1. Institutions should maintain pre-service programs, provide consultant services, and maintain contact with the organized profession. | <ol style="list-style-type: none"> 1. Institutions of higher learning should maintain pre-service programs, provide consultant service, and furnish leadership and direction for the profession. |
| <ol style="list-style-type: none"> 2. Institutions had little in common with the organized profession. | <ol style="list-style-type: none"> 2. Institutions should use the schools and the organized profession as laboratories for field experience, practicing skills, internships, problem solving, observation, study and research. |

Ideas before 1950

3. Graduate schools were not sufficiently supported by the organized profession.
4. Schools should be used for field experiences and practicing administrators should be used as resource persons.
5. Work with state departments of education and with the organized profession seemed to be increasing.

Ideas subsequent to 1950

3. The organized profession should be involved in planning for certification, in evaluative efforts, in selection and recruitment matters, in planning objectives, criteria, and programs, and in research matters.
4. Practicing administrators and school board members should be used as resource persons.
5. Institutions should help to develop self discipline and an enforceable code of ethics for the profession.
6. Institutions and the active profession should work together for the improvement of the profession.

The guiding principles are presented as follows:

Before 1950

Subsequent to 1950

Guiding Principles

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|---|--|
| <ol style="list-style-type: none"> 1. Any institution that so desires and can convince the proper agencies of its ability to do so should be allowed to engage in the preparation of school administrators. 2. Certification standards exist for the improvement of those persons engaged in or preparing for educational administration. | <ol style="list-style-type: none"> 1. Institutions which maintain preparation programs in educational administration should meet and maintain standards and criteria that have been established by the state accrediting agency, the organized profession, and representatives from the institutions. 2. There should be certification standards, adopted by the state certification agency in cooperation with the organized profession and with representatives from the involved institutions of higher learning that would control the quality and quantity needs for the schools. |
|---|--|

Before 1950

Subsequent to 1950

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|---|---|
| <p>3. Preparation programs should be available to those persons desiring to meet certification requirements, or to improve themselves in educational administration.</p> <p>4. Prospective educational administrators should have four years of teacher training preparation before entrance into a graduate preparation program.</p> <p>5. The curriculum of preparation programs should be planned by professors in educational administration. Professors in allied fields, students, and practicing administrators should be consulted.</p> <p>6. Students should be directed in the program by competent professors, preferably from the field of educational administration.</p> <p>7. The curriculum should consist of the necessary courses designed to train students in the various phases of school organization and administration.</p> | <p>3. Potential candidates for preparation programs should be selected, recruited, and retained for programs as carefully and scientifically as possible in order to supply the needs of the schools.</p> <p>4. Educational administrators should possess broad and liberal general education, preferably before entrance into the profession.</p> <p>5. Planning for the objectives and criteria, and for the program should involve professors of educational administration, professors from allied fields, professors from other disciplines, practicing administrators, and state departments of education. The advice of students and interested laymen should be sought and considered.</p> <p>6. Students should receive individual, sound, and personal guidance through wholesome professor-student relationships.</p> <p>7. The content of preparation programs should provide experiences for development within the individual who plans to assume the educational leadership role for a community in a democratic society: (1) The known competencies needed; (2) Broad training in the how and why of administration; (3) The ability to maintain harmonious relations among</p> |
|---|---|

Before 1950

Subsequent to 1950

ideas, agencies, programs, groups and persons as they work toward meeting educational needs; and (4) The abilities that center in the technical aspects of analysis and interpretation of needs, planning, and synthesis, procurement and management of facilities and services, and the evaluation of outcomes; all toward meeting educational needs.

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| <p>8. Experiences within the preparation program should be taught by professors of educational administration and by professors of education.</p> | <p>8. The experiences within the curriculum should be furnished by professors deemed most suitable for a particular area of work, and all resource available should be used.</p> |
| <p>9. Each professor of educational administration should base his methods and techniques of instruction upon sound psychological and educational research.</p> | <p>9. Broad and imaginative methods and techniques of instruction should be employed in the curriculum experience in order to provide the growth and development needed by individual students.</p> |
| <p>10. The program should develop an ability and desire to do pure educational research.</p> | <p>10. The preparation experience should develop a desire and an ability to do effective research for the solution of problems that concern educational administration.</p> |
| <p>11. The preparation experience should develop an appreciation for, and ability in, the use of educational research.</p> | <p>11. The curriculum experience should develop a desire and an ability to use all kinds of existing research that bear upon educational administration.</p> |
| <p>12. Students should be evaluated constantly and their success or failure in future</p> | <p>12. There should be continuing evaluation of objectives and criteria; of the preparation program; of facilities and</p> |

Before 1950	Subsequent to 1950
positions should serve as evaluation for the preparation program.	their usage; of methods and techniques of instruction; and of the results of the preparation program by all personnel concerned.
13. Institutions should provide preparation programs and services for the profession and should be in contact with the profession.	13. Institutions which maintain preparation programs should at all times strive to assume their responsibility to the profession.

Summary of Findings

The ideas from which the guiding principles for the era prior to 1950 and for 1957 were drawn were presented in the preceding pages. The guiding principles that guided and influenced the content of preparation programs in the Southwest Region before 1950 and subsequent to 1950 were listed for comparative purposes. Therefore, the detailed findings did not seem necessary; however, the general findings were as follows:

The data recorded in Chapter III and Chapter IV revealed that the major ideas that determine the direction of preparation programs in 1957 had been mentioned and, at times discussed, by Southwestern educational administration leaders prior to 1950. However, these ideas have been refined, enlarged upon, and developed to their present state since the beginning of SWCPEA in 1950. Many of the activities, methods, techniques, and experiences that activate and

implement preparation programs in 1957 were not recorded in the literature available for this study prior to 1950.

The data presented in the preceding chapters indicated clearly that new guiding principles for preparation programs in the Southwest Region have evolved since the beginning of SWCPEA in 1950. In some instances the changes in guiding principles have been greater than in others, but in all instances the changes were evident.

The data indicated that the institutions in the Southwest Region are moving toward the implementation of the guiding principles as established for 1957. It might be mentioned that the new doctoral program in educational administration at the University of New Mexico and the new six year program for educational administrators at Oklahoma State University and at the University of Oklahoma follow these 1957 guiding principles well. The sources for these two programs may be found in Appendix B.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

It would be unnecessary repetition to enumerate the findings, with their various implications, already set forth in the text, summarized in connection with Chapters III and IV, and compared and interpreted in Chapter V. The following conclusions are based upon the information presented in the foregoing pages, and along with certain recommendations, will fulfill the purpose stated at the beginning; namely, make possible the improvement of preparation programs for educational administrators.

The responsibility for improvement must rest with the institutions of higher learning, with state departments of education, with the organized profession, and with the laymen interested in the welfare of education. However, the institutions of higher learning and professors of educational administration in particular are in the most advantageous position to furnish leadership for program improvement.

Specific Conclusions and Recommendations

Conclusions

1. The data indicate that cooperatively established specific standards and criteria should exist to control institutions which prepare educational administrators. These standards and criteria should insure that the graduate schools are adequately financed, staffed, and supported; and that resources and facilities are sufficient.

2. The authorities agree that cooperatively established certification standards for administrators should control the quality and quantity of administrative needs for the schools.

Recommendations

1. a. Studies are recommended to determine whether or not standards exist for institutions which prepare educational administrators, the kinds of standards which exist, how these standards are determined, and the kinds of procedures that exist for the evaluation of institutions.
- b. Studies are needed to determine the kinds of schools engaged in preparing educational administrators, their facilities and resources, their staffs, and their support.
- c. Means need to be found for securing the adequate and necessary support to enable institutions of higher learning to maintain satisfactory preparation programs.
- d. It is recommended that institutions furnish leadership in establishing the reality of Conclusion 1.
2. a. Studies are needed to determine the conditions of certification in the Southwest Region.
- b. There is a need to determine the quality and quantity administrative needs of the schools.
- c. There seems to be a need for determining the kinds of certification requirements necessary in order

Conclusions

Recommendations

- to accomplish the purposes of certification.
- d. It is recommended that institutions, state departments of education, and the organized profession assume the responsibility for establishing meaning with regard to Conclusion 2.
3. The data indicate that selection, recruitment, and retention of high quality personnel should be standard practice in graduate schools of educational administration in order to insure quality in administration. The authorities agree that potential administrators should have a broad and general education before entering preparation programs.
3. a. There is a need for information revealing current practices in selection, recruitment, and retention.
- b. The procedures and instruments used in selection and retention need to be studied, subjected to experimentation, and improved where necessary.
- c. There is a need for studies to determine the prior training needed by students entering preparation programs and of efforts of institutions to meet the needs of students who are deficient.
- d. It is recommended that studies be encouraged to establish the value or lack of value for teaching experience for administrative preparation.
- e. It is recommended that institutions assume the responsibility for improving practices as called for in Conclusion 3.
4. The findings indicate that professors of edu-
4. a. It is recommended that a firm belief in this con-

Conclusions

cational administration, professors from allied fields and disciplines, representatives from state departments, students, and laymen should cooperatively plan objectives, criteria and programs in educational administration.

5. The data point out that students should receive sound personal guidance for the development of each individual in order that he may serve as an educational statesman. This kind of guidance can be secured through wholesome professor-student relationships.
6. The data indicate that the curriculum of preparation programs should be broad and flexible enough to afford the needed experiences for students in educational administration to develop the knowledges, skills,

Recommendations

clusion, its practicability, and the skills and technicalities necessary for implementation be developed in students of educational administration.

- b. There is a need for study, experimentation, and research to further recommendation a.
- c. There is a need for information revealing current practices and procedures with regard to Conclusion 4.
- d. It is recommended that the institutions of the Southwest put the conclusion into practice, if they have not already done so.
5. a. Information is needed with regard to current practices and procedures with respect to Conclusion 5.
- b. Institutions and professors need to encourage experimentation and research in this area.
- c. It is recommended that institutions are responsible for implementation of the contents of this conclusion.
6. a. More information is needed with regard to the competencies, knowledges, and skills needed by administrators.
- b. It is recommended that institutions accept this conclusion in fact, as well

Conclusions	Recommendations
and competencies necessary for educational statesmanship.	as in theory; and move toward designing curriculum for implementation.
7. The findings indicate that all available professors, resources, and facilities in addition to those in educational administration be used in preparing educational administrators.	c. It is recommended that institutions design the procedures for involved planning, acquire the necessary support for resources and facilities, and set up evaluative procedures necessary for accomplishing Conclusion 6. d. There is a need for research, study, and experimentation in this area.
8. The data point out that the methods and techniques of instruction used in preparation programs should be broad and imaginative in nature in order to assist students in acquiring	7. a. The authorities in educational administration seem to accept this conclusion; it is recommended that they feel obligated to make it a part of actual practice. b. It is recommended that institutions involve those persons who are concerned with, and can contribute to, the preparation of educational administrators, in the planning, implementation, and evaluation of programs. c. Institutions need to encourage study, experimentation, and research in this area. 8. a. It is recommended that professors of educational administration accept this in fact, as well as in theory, and move toward implementation.

Conclusions

the knowledges, skills, and competencies necessary for educational leadership.

9. The data indicate that the ability to do and use research related to educational administration will be of value in the preparation of students and is a necessary competency for educational leaders.

Recommendations

- b. Study, research, and experimentation are needed in regard to method and techniques of instruction and the relationship to student growth and development.

- c. It is recommended that institutions recognize and/or study, the value of institutional and inter-institutional sharing of ideas and practices in this area.

- d. It is recommended that all persons who are concerned with and can contribute to the preparation of educational administrators recognize their responsibility for contributing to achieving this conclusion.

9. a. It is recommended that professors of educational administration and institutions that maintain preparation programs teach and encourage research with objectives in mind as implied in Conclusion 9.

- b. It is recommended that the experiences in which students are involved and the methods and techniques used be determined in part by the contribution they make to the content of this conclusion.

- c. It is recommended that institutions recognize the value and contributions that can be made to educational administration by

Conclusions

10. The data point out that complete, cooperative, and continuous evaluation can result in better preparation programs for students and can be of assistance in developing able administrators.

11. The authorities agree that institutions which maintain preparation programs are responsible for the theory leadership for the profession.

Recommendations

research of different kinds from various areas.

10. a. It is recommended that institutions accept and practice this conclusion in fact as well as in theory.

b. There is a need for study, experimentation, and research in this area.

c. Students need to be involved in experiences designed to develop evaluative competencies.

d. It is recommended that institutions design and practice evaluative procedures with regard to all phases and factors of their preparation programs.

11. a. There is a need for institutions to maintain pre-service programs, consultant services, and furnish leadership for the profession.

b. It is recommended that institutions maintain contact with the profession through using schools as laboratories, through the involvement of the organized profession in planning, and through the research process.

c. There is a need for institutions to furnish leadership for the profession through preparation efforts, through research

Conclusions

Recommendations

development and usage, and through cooperative working relations with the profession.

General Conclusions and Recommendations

Conclusions

Recommendations

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|--|---|
| <p>1. The data indicate that the result of preparation programs will be of importance to the welfare of the profession.</p> | <p>1. a. It is recommended that professors of educational administration recognize the importance that their contribution will be to the future.</p> <p>b. There is a need for members of the profession to recognize the need for and value of research.</p> <p>c. It is recommended that members of the profession recognize the need for the support of institutions which maintain preparation programs.</p> |
| <p>2. This study indicates that new guiding principles for preparation programs have evolved in the Southwest Region since 1950.</p> | <p>2. a. It is recommended that institutions accept the responsibility for using these principles if not already doing so.</p> <p>b. There is a need for institutions to encourage research and experimentation for the refinement and improvement of these principles.</p> <p>c. It is recommended that each institution which prepares educational administrators determine its status in regard to these principles.</p> |

Conclusions

3. There is ample evidence that considerable refinement in ideas in regard to preparation programs has evolved since 1950 and much progress has been made toward the implementation of these ideas.

Recommendations

3. a. It is recommended that all persons concerned with the profession recognize their responsibility for further refinement of ideas and implementation toward achieving better preparation programs.

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APPENDIX A

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APPENDIX B

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