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THE STATUS OF SUPERINTENDENTS OF PUBLIC SCHOOLS IN MICHIGAN

by
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STATUS OF THE SUPERINTENDENTS OF PUBLIC SCHOOLS
IN MICHIGAN
1951-1952

by George Wm. Boeling

The purpose of this study is to determine the present status of superintendents of public school systems in Michigan, employing 3 or more teachers. Specific areas involved were ages, salaries, tenure, certification held, academic preparation, and experience in post graduation and non-education work. In addition, the superintendents were given the opportunity to evaluate their academic preparation and work experience, and to make recommendations concerning areas needing "further emphasis" in future pre-service programs for superintendents.

The method used to gather the desired information was the mailed questionnaire survey technique. Returns were received from seventy per cent of the superintendents involved. The results were tabulated and compared with previous surveys of superintendents in Michigan and the United States.

The investigation found that the ages, salaries, tenure, [illegible] in the [illegible] the [illegible] tion.

The majority of the superintendents felt that their course work in Public School Finance has contributed the most to their effectiveness in superintendence.

Education and non-education work experiences were highly rewarded by close to all of the evaluating superintendents. The areas recommended by the greatest number of superintendents for emphasis in future superintendents' training programs were: Internship training and public school finance.

ACKNOWLEDGEMENTS

I am very grateful to Otto W. Haisley, Superintendent of Ann Arbor Public Schools, for the time and energy he has so graciously extended to make this study possible.

To the 207 Michigan Superintendents of Public Schools cooperating in this study, I wish to express my deepest thanks for their assistance.

I am very grateful to the Doctoral Committee members assigned by the Horace H. Rackham School of Graduate Studies of the University of Michigan for so freely giving their assistance to the project.

To the many others, cooperating in making this study possible: I wish to extend my appreciation for the help so freely given to the study.

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

Education in the modern world.--The importance of education as a means of both stabilizing and improving society is a "commonplace", today. The American people are beginning to recognize the possibilities of education and are taking great precautions to protect its well-being against all dangers. The American people are willingly furnishing greater financial support than ever before as well as the necessary moral endorsement in recognition that educational well-being is closely associated with their own children's future. The public is continually fostering varied legal enactments so as to assure to all people that equality of educational opportunity that is vital to the American way of life. They are repeatedly demonstrating an eagerness to shield these advantages through court action, whenever needed. The premise of the American public is that the future of the nation is very closely allied to educational well-being and educational prosperity.

Role of the administrator.--Due to the peculiar development and resultant organization of the American public educational system, the efficiency of the educative

function is dependent to a great extent upon the local superintendent of public schools. The administrator is placed in nominative control of the individual organization by the local community. This educational organization may be one of the many small community enterprises so common throughout the nation. It may be a gigantic structure such as is found in only the larger communities, such as New York and Chicago; structures so vast that they are comparable to the larger business concerns. Whether large or small, the public school is responsible for the education of the community. The superintendents of these public schools are called upon to furnish the leadership, the guidance, the administrative and supervisory ability vitally needed in the varied educational undertakings of today's public schools. The superintendent's position is that of a "key person" in the program of education in America. He is entrusted with the function of making the vision of the nation a reality in education.

Work of the administrator.--Since public education is such a vital undertaking affecting the lives of all our population, present and future, the work of these superintendents in operating the school systems deserves a closer scrutiny. The administrators of this public trust are called upon to be responsible for vast amounts of monies in salaries, supplies, and equipment. They are delegated the responsibility

for compiling budgets that include allocating and accounting for immense sums. They have the responsibility for the interpretation of the school to the community, and the community to the school. They must further the educational partnership concept that is so dear to the hearts of the American public and upon which the educational structure of the school system is based. They must be masters at pupil-teacher relations, for personnel administration and human relations are a vital part of their everyday work. Over and above all else, they must have a comprehensive knowledge of curriculum in all its ramifications, for they must be educators, in the fullest sense of the word. Whether it is a small system or a large system, the work is essentially the same, varying only in the complexity of organization and the multiplicity of duties involved.

Importance of the administrator's training.--As can be readily seen from the foregoing, a key to the success of any school system can be found in the preparation of this chief school administrator. The operational efficiency of the educational structure is dependent to a great extent upon his "job-readiness" (as expressed in Hagman[1]). The preparation and experience of the superintendent are of vital concern in any appraisal of the school's ability to perform their primary task - the education of the community.

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[1]Hagman, Administration of the American Public Schools, New York, McGraw-Hill, 1951.

When the administrator is well equipped and able to meet problems as they arise, the educational effort profits from his preparedness. When, however, he is ill equipped and unable to perform his necessary duties in a capable manner, regardless whether it is due to a lack of training or experience, the educational effort suffers and the complete educational activity is hampered. Despite the utmost efforts of excellent teachers and all other school personnel, the operation of the educational institution is inhibited when that institution is headed by a poorly prepared administrator.

Purpose of his training.--Pre-service training, of course, cannot possibly provide all of the answers needed to the many questions that will confront the administrator. That preparation, however, should provide the necessary basic general techniques for assuming the essential responsibilities of the position. The many problems uncovered daily in the administrator's position are too numerous and varied for that training to encompass them all. Good pre-service training and experience can, however, be of inestimable value in adding to the administrator's capacity to devise ways and means of surmounting issues. High importance should be placed on learning techniques that are applicable to the position or common to the function of school administration. Such basic administrative areas as school finance, school plant construction and school maintenance, public relations, curriculum development, personnel administration, and others are needed

daily, by the superintendent. The everyday operation of the educational structure is often handicapped due to a lack of the very basic elements that could be and should be learned during the superintendent's formal training period.

The present status of superintendents.--The educational superintendent of today carries a heavier burden of responsibility than ever before, due to the rapid growth of education in the past few years and the developments in the world of today. Yet, today, in 1952, the sum total of knowledge concerning the status of the average superintendent is limited. The superintendent is entrusted with the educational future of our youth. He has the responsibility of expediting educational well-being in the communities and thus for the nation. In short, the educational fate of the coming generation lies in his hands; yet our knowledge of his education, of his experience, and general status is, in general, meager.

This study is, therefore, an attempt to discover the educational status of the superintendents in Michigan in order to determine the amount and type of training represented by the group. In addition, to determine the thinking of those actively engaged in the profession, the superintendents have been given an opportunity to make personal evaluations of their educational preparation relative to its contribution to their later effectiveness and to make recommendations regarding the future training of school superintendents.

The study also includes a survey of the experience preparation of the superintendents for their positions. In addition, they have been given an opportunity to make personal evaluations of their experience in an attempt to illuminate several areas that have been debated extensively in the past.

Only through first discovering the present status of superintendents can we arrive at any conclusions regarding that educational and experiential status.

Only through combining the considered judgments of individuals actively engaged in the field of educational administration with other information can we arrive at an optimum training program for the "key man", of the public school administrative organization.

The Nature of This Study

This investigation, therefore, presents a detailed analysis of the present status of 207 superintendents of public schools in Michigan (as reported by those superintendents) and a comparison of the results with previous surveys of superintendents. The specific factors considered are ages; salaries; tenure; teaching certificates held; academic preparation including both the academic training and the institutions of higher education attended; and the nature and extent of previous experience in both education and non-education fields of work.

An intensive analysis is also made of the superintendents' personal evaluations of their professional course work and experience, and their recommendations regarding suggested course work for the future training of the school superintendents are presented in detail.

Previous Studies

A number of related surveys have been made in the past; however, attention is focused on only those six studies that contain findings that are pertinent to the present investigation.

In 1916, A. S. Whitney, Professor of Education, University of Michigan, Ann Arbor, Michigan, published a study entitled The Status of the Superintendents, Principals, and Teachers in the High Schools of Michigan.[2] His results included information on salaries, academic training, and tenure, and were based upon a mailed questionnaire survey. Where practical, certain of his results will be discussed and compared with later studies to show certain variations within the past thirty years. These will be presented in detail as the present study is developed.

A more extensive investigation was made in 1923 by Bennett C. Douglass. His survey included superintendents of

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[2]A. S. Whitney, The Status of Superintendents, Principals, and Teachers in the High Schools of Michigan, Reprint from the Journal of the Michigan Schoolmaster's Club, fifty-first meeting, held in Ann Arbor, Michigan, March 29, 30, and 31, 1916.

public schools from all sections of the nation. He also utilized the mailed questionnaire survey technique. Published in the First Year Book of the Department of Superintendence[3] the study later was known as the "1923 Survey". The study involved training, experience, tenure, financial compensation, professional activities, and the economic status of the superintendents, with an analysis of the interrelationships involved. Certain of the conclusions will be referred to as the corresponding results in this study are presented.

A later study was completed as part of the requirements for the Master's Degree at the University of Chicago, Chicago, Illinois, in 1928, Entitled the Status of the Superintendents of Schools in Michigan[4] by Clarence Hendershot, these conclusions were also based upon the mailed questionnaire type of survey. The specific areas involved were salaries, ages, tenure, education, experience, professional courses taken, and membership in professional and civic organizations. Discussion of the results that are pertinent to this study will be presented when comparable results from the present survey are discussed.

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[3]Bennett C. Douglass, "The Status of the Superintendent," Part I, First Year Book of the Department of Superintendence, Washington: National Education Association, 1923.

[4]Clarence Hendershot, Status of the Superintendent of Schools in Michigan, Ann Arbor, Michigan: Edwards Brothers, 1928, Pp. v1-87.

The "Eleventh Year Book of the Department of Superintendence", entitled Educational Leadership Progress and Possibilities[5] contains a summary of a survey of superintendents in the United States, completed in 1933. This summary was divided into two sections: Chapter VI reported upon "The Progress and Status of the City Superintendents of Schools"; Chapter IX "The Status of the Superintendents of Rural Schools". The findings were based upon a mailed questionnaire type of survey. Conclusions based upon superintendents in cities with over 2500 population were included in the first section (Chapter VI) and results for superintendents in cities with less than 2500 population were given in the second section (Chapter IX). The specific factors considered were salaries, tenure, economic status, positions previous to the superintendency, reading habits, and memberships in professional and civic organizations. No attempt will be made to summarize the conclusions at this time; however, frequent reference will be made to this survey (later known as the "1933 Survey") as similar results from the present study are presented.

5"The Progress and Status of the City Superintendent of Schools", and "The Status of the Superintendent of Rural Schools", Educational Leadership Progress and Possibilities, Chapters VI and IX, Eleventh Yearbook of the Department of Superintendence, Washington: National Education Association, 1933.

In 1934, E. J. Jennings completed an investigation of the "Status of the Superintendents of Schools in Michigan",[6] in partial fulfillment of the requirements for the Master of Arts degree at the University of Michigan. His investigation also utilized the mailed questionnaire type of survey. The specific factors considered in Jennins' study were educational training, types of schools attended, the nature and extent of previous experience, tenure, ages, and salaries. Certain of his results will be presented as comparable topics in the present investigation are developed.

The "Thirtieth Yearbook of the American Association of School Administrators", entitled American School Superintendency,[7] contains a report of a recent survey of superintendents executed on a nation-wide basis in 1950-51. The results of the survey are summarized in two sections - Chapter XI discussing "The City Superintendent of Schools, Today" and Chapter XII, "The Rural Superintendent of Schools, Today". These conclusions are also based upon the mailed questionnaire survey technique. Information on superintendents in communities with over 2500 population is presented in Chapter XI, while information relating to

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[6] E. J. Jennings, "Status of the Superintendent of Schools in Michigan", Unpublished Master's Thesis, School of Education, University of Michigan, Ann Arbor, Michigan, 1934, Pp. ix-137.

[7] "The City Superintendent of Schools, Today" and "The Rural Superintendent of Schools, Today", Chapters XI and XII, American School Superintendency, Thirtieth Yearbook of the American Association of School Administrators, Washington, D. C.: National Education Association, 1952.

communities with less than 2500 population is presented in Chapter XII. The specific factors considered are sizes and types of present school systems, ages and professional experience, college and university preparation, economic status, appointment and contractual status, tenure, hours of work, use of time, vacations, expenditures of school systems, cost and services of the central administrative staff, and community status of the superintendent and school board. Certain of the results have proven valuable for comparative purposes and will be presented for consideration as the various topics in this study are discussed.

Scope of the Study

For the purpose of this study, a superintendent will be considered as the chief school administrator in any public school district in Michigan that employs at least thirty or more full-time teachers.[8]

Relation of the Study to Previous Studies

Just as Whitney's investigation endeavored to show the general status of Michigan superintendents in 1915, Hendershot's study the general status and progress in 1928, and Jennings' study the general status and progress in 1934,

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[8]Considerable discussion was held with teachers and administrators, regarding this classification, and the almost unanimous opinion was that superintendents in districts employing less than thirty teachers were in general more part-time teachers or part-time principals.

this present study endeavors to reveal the present status and progress of the superintendent in Michigan in 1952. In addition, through a comparison with previous surveys in Michigan and the United States, certain trends will be noted and conclusions warranted that would be otherwise unfounded.

Source of the Data

In order to secure the basic information needed in this investigation, questionnaires were mailed to the 230 superintendents in Michigan whose districts employ thirty or more teachers.[9] Through the sponsorship of Otto W. Haisley, Superintendent of Ann Arbor Public Schools and President of the Michigan Association of School Administrators (1951-52), the response to the survey has been extraordinary. Questionnaires were returned by 207 superintendents representing a return of 90.0 per cent.[10] In almost all cases, they were thoroughly and painstakingly filled out, many of them with unsolicited written-in comments indicating a high degree of professional interest in the investigation.

The mailing list was compiled from the Michigan Education Directory,[11] in which are listed the district names

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[9] See sample questionnaire in Appendix, Page 267.

[10] Actually a total of 215 questionnaires were returned (93.5 per cent): eight superintendents returned the questionnaire unanswered for the following reasons - 3 respondents were retiring next June; 5 respondents stated that they would rather not answer.

[11] Michigan Education Directory, Lansing, Michigan, Education Directories Inc., 1951-52, Pp. 276.

and addresses, the names of the superintendents, and other related information including the number of teachers employed in each district in Michigan. In certain instances, where the desired information was not furnished in the Directory, the required information was furnished by the State Department of Public Instruction, Lansing, Michigan.

Every effort has been made to assure accuracy in the investigation. A few of the reports were returned to the respondents for further information, some were corrected through a personal interview with the individual concerned, and still others corrected through persons familiar with the respondent (certain items involving ages, degrees, experience could be corrected in this manner).

Due to the high percentage and wide representation of the questionnaires returned, these 207 superintendents are presumably representative of all superintendents employed in districts with thirty or more teachers.[12]

It must be emphasized, however, that all results in this study are based upon information furnished by the superintendents. This study is a compilation and analysis of that information.

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[12]See Appendix, Page 270, Table 127, showing "Percentage of Questionnaires Returned by Size of District."

Presentation of Data

For purposes of comparison and contrast, the superintendents of schools have been arbitrarily divided into eight easily recognizable groups, based upon the number of teachers employed in the district that they administer (see Table 1).

TABLE 1

DISTRIBUTION OF THE SUPERINTENDENTS INCLUDED IN THIS STUDY ACCORDING TO THE NUMBER OF TEACHERS EMPLOYED IN THE DISTRICTS THEY ADMINISTER

District Classification	Number of Teachers Employed	Number of Superintendents	
		Number	Per Cent
I	30 to 49	102	49.3
II	50 to 79	55	26.6
III	80 to 99	11	5.3
IV	100 to 149	17	8.2
V	150 to 199	6	2.9
VI	200 to 299	7	3.4
VII	300 to 499	6	2.9
VIII	500 and over	3	1.4
Number reported		207	100.0

The general plan followed throughout the study is to present the original data classified into tables and then to analyse and discuss the findings together with observations where justifiable. Comparisons are made with previous investigations whenever it is practical, and

certain of the results are presented in the Appendix, Page 275 to Page 276, in conjunction with comparable results from related studies.

Following the pattern established by all previous related investigations, central tendency is measured by the median and dispersion is measured by the first and third quartiles as well as by the quartile deviation. Whenever it appears to be an aid to the exposition of facts or when it is believed that it will make the study more comprehensible to the reader, the raw data have been re-stated in per cents, thus assisting both the readability and the accessibility of the findings.

Summary

This study is a report of a survey of superintendents of public schools in Michigan. The 207 superintendents included represent 90.0 per cent of all superintendents employed in districts with thirty or more teachers.

The specific factors considered are ages, salaries, tenure, teaching certificates held, academic preparation, and experience preparation.

The study also includes the superintendents' personal evaluations of their education and experience preparation. In addition, their recommendations for suggested professional course work for the future training of superintendents are presented.

CHAPTER II

AGES OF SUPERINTENDENTS

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AGES OF SUPERINTENDENTS

The superintendent of public schools in a nation such as ours must be a person both intellectually and physically capable. He must have the intellectual capacity to visualize the possibilities inherent in the American dream of education and the physical stamina to help carry these towards fulfillment.

He is given the responsibility of expediting the educational well-being of the community, thus involving not only the actual educating of the youth, but also working with all persons in the community. He must be able to plan, assist, and co-operate with people of all types and all walks of life. He is the "key person" in the educational administrative structure.

The superintendency is a demanding position. The very function requires that the superintendent be on call at all times. The position requires considerable mental and physical stamina and the mortality rate in nervous breakdowns and withdrawals from the profession is high.

The following pages are a report on the ages of 207 superintendents of public schools in Michigan in 1951-52.

This report involves not only the present ages, but also a comparison with the findings of past studies in Michigan and in the nation at large. An analysis of the size of districts represented in the various age classifications is included as is a comparison with available data regarding the ages of all public school employees in Michigan.

Ages of Superintendents

The ages of 207 superintendents in Michigan, as furnished by them on the questionnaire, are shown in Table 2. It is interesting to note that of the total group there are only 3 individuals (or 1.4 per cent) under 35 years of age, and only 2 individuals (1.0 per cent) over 65 years of age. The majority of the group (78.2 per cent) are between the ages of 40 and 59.9 years, with the greatest concentration (25.6 per cent) occurring between the ages of 45 to 49.9 years.

According to this information, the superintendents are a mature group of people, with a median age of 48.9 years. There is a distinct increase in the number of superintendents found in each age group from age 30 to 45 - 49.9 years. The greatest concentration seems to occur in age group 45 to 49.5 years. As the ages increase beyond 50 years, a distinct decrease in the number of superintendents is found. Only 8.2 per cent of the group are over 60 years old, and only 1 per cent are over 65 years of age.

TABLE 2

AGES OF SUPERINTENDENTS INCLUDED IN THIS STUDY
(Numbers and Per Cents)

Age in Years	Superintendents	
	Number	Per Cent
30 to 34.9	3	1.4
35 to 39.9	18	8.7
40 to 44.9	42	20.3
45 to 49.9	53	25.6
50 to 54.9	35	16.9
55 to 59.9	32	15.4
60 to 64.9	17	8.2
65 and over	2	1.0
Not reporting	5	2.5
Total	207	100.0

Q_1 = 43.7 years
Median age = 43.9 years
Q_3 = 55.8 years
Q. D. = 6.0 years

A study of the relationship of age to size of district administered, Tables 3 and 4, furnishes further interesting information. As would be expected, the 3 youngest superintendents are employed in the smallest districts; however, the 2 oldest men are also in smaller systems. While there does appear to be some minor tendency on the part of the larger systems to employ older men as superintendents, there is considerable range in age within all classifications of school systems.

TABLE 3

AGES OF SUPERINTENDENTS AND SIZE OF DISTRICT ADMINISTERED

Age in Years	Classification of Districts*								
	I	II	III	IV	V	VI	VII	VIII	Totals
30 to 34.9 . .	3								3
35 to 39.9 . .	9	5	1	1	1	1			18
40 to 44.9 . .	25	10		4		2	1		42
45 to 49.9 . .	24	15	4	5	1	2	2		53
50 to 54.9 . .	19	11	1	1	1	2			35
55 to 59.9 . .	15	8	2	4			2	1	32
60 to 64.9 . .	4	3	2	2	3		1	2	17
65 and over .		1	1						2
Not Reported .	3	2							5
Totals . . .	102	55	11	17	6	7	6	3	207
Median Ages	48.0	49.3	52.5	48.5	57.5	46.2	52.5	56.2	Years

*See Table 1 for District Classifications

TABLE 4

AGES OF SUPERINTENDENTS AND SIZE OF DISTRICT ADMINISTERED
(Per Cent in Each District Classification)

Age in Years	Classification of Districts*							
	I	II	III	IV	V	VI	VII	VIII
30 to 34.9 .	3.0							
35 to 39.9 .	8.8	9.1	9.1	5.9	16.7	14.2		
40 to 44.9 .	24.5	18.2		23.5		28.6	16.7	
45 to 49.9 .	23.5	27.3	36.5	29.4	16.7	28.6	33.3	
50 to 54.9 .	18.6	20.0	9.1	5.9	16.6	28.6		
55 to 59.9 .	14.7	14.5	18.1	23.5			33.3	33.3
60 to 64.9 .	3.9	5.5	18.1	11.8	50.0		16.7	66.7
65 or over .		1.8	9.1					
Not Reported	3.0	3.6						
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1 for District Classifications

As evidence of this wide range of ages within each district division, Classification I (districts employing 30 to 49 teachers), has a fairly strong concentration of superintendents within the ages of 40 to 49.9 (48.0 per cent); however, 90.1 per cent of the group are between the ages of 35 to 59.9 years. Classification II (districts employing 50 to 79 teachers), has a concentration within the ages of 40 to 54.9 (66.6 per cent); however, 81.1 per cent of the superintendents are between the ages of 40 and 59.9. Classification III (districts employing 80 to 99 teachers) shows 4 of the 11 superintendents between the ages of 45 to 49.9; but 81.8 per cent are within the ages of 45 to 64.9. Classification IV (100 to 149.9 teachers) has a grouping of 9 of the 15 superintendents between the ages of 40 to 49.9 years; but 82.3 per cent are between 40 and 59.9 years. Classification V (150 to 199 teachers) has a concentration of 50.0 per cent of the superintendents within the ages of 60 to 64.9; the rest range in ages from 35.0 to 64.9 years. Classification VI (200 to 399 teachers) has all 7 superintendents fairly evenly distributed between the ages of 35 to 54.9 years. The 6 superintendents in Classification VII (districts employing 300 to 499 teachers) are distributed fairly evenly between ages 40 through 64.9. Classification VIII (districts employing 500 and over teachers) has all the superintendents concentrated between the ages of

55 to 64.9. Presumably, there is a fairly wide distribution of ages within all school district classifications.

Although there is a faint tendency for ages to increase as the size of the district increases, this tendency completely vanishes in larger districts. There appears to be very little correlation between age and district size in school systems employing 80 or more teachers.

On the basis of this information, presumably there is no age group over 35 and under 65 favored by any district classification, and vice versa. There appears to be a wide range of ages within all sizes of districts, and a wide range of district classifications in all age groups.

Comparison with Previous Studies

The median age of superintendents in Michigan included in this study and median ages found in previous surveys of Michigan and the nation are given in Table 5.

The earliest study in which similar data are available is Douglass's survey in 1923.[1] His information for superintendents in cities with over 2500 population (who are comparable to the present group) showed the median age in 1921-22 to be 43.0 years.

The next related study of superintendents was Hendershot's survey of Michigan superintendents published in 1928.[2]

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[1] Douglass, op. cit., p. 107.

[2] Hendershot, op. cit., p. 16.

His survey of superintendents in cities with over 2500 population found the median age in 1927-28 to be 40.0 years.

TABLE 5

MEDIAN AGE OF SUPERINTENDENTS IN MICHIGAN AND UNITED STATES FOR YEARS 1921 to 1952

Year	Median Age (in years)	
	Mich.	U. S.
1920 - 21	. . .	43.0
1927 - 28	40.0	. . .
1930 - 31	. . .	44.0
1933 - 34	44.09	. . .
1949 - 50	. . .	49.0
1951 - 52	48.9	. . .

The "1933 Survey" of superintendents in the United States[3] found the median age of superintendents in cities with over 2500 population in 1931-32 to be 44.0 years.

Jennings's study[4] in 1934 of superintendents in Michigan gave the median age of superintendents of member school systems of the North-Central Association (who are comparable to the present group being studied) in 1933-34 as 44.09 years.

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[3] 11th Yearbook, AASA., op. cit., p. 101.

[4] Jennings, op. cit., p. 76.

The recent 1952 Yearbook of the American Association of School Administrators[5] gave the median age of superintendents in cities with over 2500 population in 1950-51, as 49.0 years.

The present 1951-52 survey found the median age of superintendents in Michigan included in this study to be 48.9 years.

According to these surveys, the median age of superintendents both in Michigan and the nation has increased considerably within the past few years. Presumably, the median age of superintendents in Michigan is fairly close to the 1950-51 United States figure. The median age of superintendents in Michigan included in this study is 48.9 in 1951-52. The median age of superintendents in the United States in 1950 was 49.0.

This increase in age may be due to the public demanding older and more mature persons in the superintendency; possibly to the retention of many older mature persons; possibly to the increased educational opportunities for the administrator offered in the many colleges and universities; or it may be due to various other reasons. Regardless of the reasons, based upon available information, there has been a definite increase in the median age of superintendents. Today, the median age of superintendents in Michigan and of superintendents in the United States according to these surveys is reasonably close.

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[5] 30th Yearbook, AASA., op. cit., p. 282.

Ages of Superintendents in Michigan and Public School Employees

The median age of Michigan public school employees (of which teachers are the largest group) in 1932-33 was 30.5 years.[6] According to Jennings's study, superintendents in 1932-33 had a median age of 44.09 years.[7]

TABLE 6

MEDIAN AGES OF SUPERINTENDENTS AND PUBLIC SCHOOL EMPLOYEES

Year	Median Age of Superintendents	Median Age of Public School Employees*
1932-33 . .	44.09 years	30.5 years
1934-35 . .	. . .	31.5
1937-38 . .	. . .	33.1
1938-39 . .	. . .	33.9
1939-40 . .	. . .	34.5
1946-47 . .	. . .	42.7
1947-48 . .	. . .	44.1
1949-50 . .	. . .	42.98
1951-52 . .	48.9	. . .

*Data furnished by Michigan Public School Employees Retirement Fund.

The median age of Michigan public school employees has risen to 42.98 years in 1949-50 (most recent data

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[6]Data furnished by Michigan Public School Employees Retirement Fund.

[7]Jennings, op. cit., p. 76.

available at time of publication). Since the only comparative information for Michigan superintendents is based on the year 1951-52, that median age is used, although this comparison is admittedly open to some comment. The median age of the 207 superintendents in Michigan included in this survey in 1951-52 is 48.9 years. (Table 6)

The conclusion that can be made, on the basis of available information, is, that, although the median age of 207 superintendents has increased 4.81 years since 1932-33, the median age of Michigan public school employees has increased 12.48 years.

Summary of Findings

The information presented in this chapter discloses the following conclusions:

1. The ages of the 207 superintendents in Michigan included in this survey range from 30 to 65 and over years.

2. Only 3 of the 207 superintendents are under 35 years of age and only 2 over 65 years of age.

3. The majority of these superintendents are between the ages of 40 and 59.9 years, with the greatest concentration occurring between the ages of 45 to 49.9 years.

4. There is evidence of positive correlation between ages and number of superintendents from age 35 to and including age group 45 to 49.9 years. Following this age group definite negative correlation is found, and only 2 superintendents remain when age group 65 years and over is reached.

5. There appears to be very little evidence of any correlation between age of superintendents and size of district administered.

6. The median age of these 207 superintendents in Michigan is 48.9 years.

7. Presumably, the median age of superintendents in Michigan has increased within the past 24 years from 40.0 to 48.9 years of age. This increase is in keeping with the national trend. In the country as a whole, surveys indicate an increase in median age from 43.0 in 1923 to 49.0 in 1951.

8. Presumably, the median ages of both superintendents and public school employees in Michigan have increased considerably since 1932.

CHAPTER III

SALARIES OF SUPERINTENDENTS

CHAPTER III

SALARIES OF SUPERINTENDENTS

The superintendent of public schools has today a greater responsibility than ever before. He must furnish the leadership, the guidance, and further the educational well-being of all persons during one of the most troublesome periods in history. He must, of necessity, be a mature, well-educated, and widely-experienced individual.

His only reward, other than that intrinsic reward recieved from service to humanity, is the financial return given him in recognition of his highly important position in the community.

The following pages are a discussion of this financial return awarded in recognition of the position of "chief school administrator".

The yearly salaries of 207 (90.0 per cent of the total) superintendents of public schools in Michigan in districts employing 30 or more teachers are analyzed in the following pages. All findings are dependent upon answers furnished to a mailed questionnaire survey. This section of the report is in the following order:

(a) An analysis involving both the salary and the size of district employing the superintendent.

(b) A comparison with previous studies of superintendents in Michigan and the nation as a whole involving median salaries for the various years, Bureau of Labor Cost of Living Indicies, and hypothetical income tax.

(c) An analysis involving salary and size of superintendents in Michigan in 1951-52.

(d) A brief concluding summation.

Salaries of Superintendents

The salaries of superintendents in Michigan based upon the findings of this survey encompass a wide range varying from $4,[illegible] through $14,[illegible] and over (Table 7). The median salary for the total group is $7,252. The majority of the group (71.2 per cent) are within the $6,[illegible] to $7,[illegible] salary bracket, and 81.[illegible] per cent are above that salary grouping. It is disturbing, however, to note that in these days of high living costs and high taxation, almost 17 per cent of these 457 superintendents are receiving less than $6,[illegible]. Certainly individuals shouldering the highly important responsibilities that superintendents have in modern education are entitled to a more equitable remuneration than is found in this survey.

The analysis of salary by size of district (Tables 8 and 9 shows other interesting results. This study includes

some 207 superintendents in Michigan, and is thus representative of 90.0 per cent of the chief school administrators in districts employing 30 or more teachers. Only 12 superintendents are within the $12,000 to $13,999 salary bracket. As would be expected, eleven of these people are employed in the larger district classifications. However, one is employed in the very smallest district classification.

TABLE 7

SALARIES OF SUPERINTENDENTS

Yearly Salaries	Superintendents	
	Number	Per Cent
$ 4,000 to $ 5,999	35	16.9
6,000 to 7,999	106	51.2
8,000 to 9,999	33	15.8
10,000 to 11,999	15	7.3
12,000 to 13,999	12	5.8
14,000 and over .	2	1.0
No Data	4	2.0
Total . .	207	100.0

Q_1 = $6,315
Median = $7,282
Q_3 = $8,387
Q. D. = $1,286

Only 2 superintendents are in the $14,000 and over salary bracket. As anticipated, one is employed in the largest district classification. However, the other is in the next to smallest class of district.

TABLE 8

SALARIES OF SUPERINTENDENTS AND SIZE OF DISTRICT

Yearly Salaries	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
$ 4,000 to $ 5,999	33	2							35
6,000 to 7,999	59	41	4	2					106
8,000 to 9,999	7	9	5	10	1	1			33
10,000 to 11,999			2	5	3	4	1		15
12,000 to 13,999	1				2	2	5	2	12
14,000 and over .		1						1	2
No Data	2	2							4
Totals	102	55	11	17	6	7	6	3	207
Medians	$6,559	$6,878	$8,600	$9,300	$11,332	$11,250	$12,800	$13,500	

*See Table 1

TABLE 9

SALARIES OF SUPERINTENDENTS AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Yearly Salaries	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
$ 4,000 to $ 5,999	32.3	3.6							16.9
6,000 to 7,999	57.8	74.5	36.4	11.8					51.2
8,000 to 9,999	6.9	16.5	45.4	58.8	16.7	14.3			15.4
10,000 to 11,999			18.2	29.4	50.0	57.1	16.7		7.3
12,000 to 13,999	1.0				33.3	28.6	83.3	66.7	5.8
14,000 and over .		1.8						33.3	1.0
No Data	2.0	3.6							2.4
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1

There is a certain distinct correlation between salary and size of district. As the size of district increases, the median salary increases. The median salary for classification I is $6,559; II - $6,878; III - $8,600; IV - $9,300; V - $11,332; VI - $11,250; VII - $12,800; VIII - $13,500.

The salary distributions not only become more compact, but move into the higher salary brackets as the size of the districts increase. The salary distributions range from $4,000 to $13,999 in classification I; $4,000 to $14,000 and over in classification II; $6,000 to $11,999 in classifications III and IV; $8,000 to $13,999 in V and VI; $10,000 to $13,999 in VII; and $12,000 to $14,000 and over in VIII.

There is a wide distribution of district classifications within most salary brackets. Although salary bracket $4,000 to $5,999 includes only district classification I, salary bracket $6,000 to $7,999 has considerable representation in districts I through IV. Salary bracket $8,000 through $9,999 is well distributed throughout district classifications I through VI. Salary bracket $10,000 to $11,999 is prevalent in district classifications III through VII. Salary bracket $12,000 to $13,999 is common in districts V through VIII. However, salary bracket $14,000 and over is found only in districts II and VIII.

Comparison with Previous Studies

Comparing these results with those of previous studies, the median salary of superintendents in Michigan has increased within the 33 year period, 1916 to 1949, a total of $5,546 (Table 10). According to previous surveys, in 1916, the median salary was $1,556[1]; by 1927-28 it had risen to $4,625[2], an increase of 196.5 per cent. However, presumably due to the impact of the depression, it decreased to $3,403[3], during the years 1932-33, a decrease of 26.4 per cent. The present survey, in 1948-49, found the median salary of the 257 superintendents included in this study was $7,282; and increase of 114.3 per cent since 1932-33, and a total increase of 272.2 per cent since 1916.

As determined in nation-wide surveys, the median salary of superintendents in the United States shows a comparable increase (Table 10). In 1923-24, the median salary was $3,[illegible]; during the school year 1930-31, and presumably before the full impact of the depression was felt, it had increased to $[illegible],[illegible][5], an increase of 1[illegible].4 per cent.

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[1] Whitney, op. cit., p. 17, (Computed from available data)

[2] Hendershot, op. cit., Table III, p. 10 (Data for cities with population of 25,000 and over)

[3] Jennings, op. cit., Table XXIV, p. 53 (Data for North-Central Member School Systems)

[4] 1923 Survey, op. cit., quoted in 1952 AASA Yearbook, p. 466

[5] 1933 Survey, op. cit., Table XV, p. 123

In 194[illegible]-50[6], the median salary had increased to $6,[illegible]04, an increase of 6[illegible].0 per cent since 193[illegible]-31, and a total increase of $2,414, or 1[illegible].7 per cent since [illegible].

TABLE 10

MEDIAN SALARY REPORTED BY SUPERINTENDENTS IN MICHIGAN AND UNITED STATES, 1916 TO 1952
(Including Per Cent of Increase)

School Year	Michigan		United States	
	Median Salary	Per Cent of Increase	Median Salary	Per Cent of Increase
1915-16	$1,[illegible]16	[illegible]	. . .	. . .
1[illegible]-21	. . .	. . .	$3,3[illegible]	[illegible]
1[illegible]7-2[illegible]	4,[illegible]2[illegible]	15[illegible].3	. . .	. . .
1[illegible]-31	. . .	. . .	4,[illegible]3[illegible]	1[illegible].4
1[illegible]-33	3,4[illegible]3	-[illegible].4	. . .	. . .
1[illegible]-[illegible]	. . .	. . .	6,[illegible]4	6[illegible].[illegible]
1[illegible]-[illegible]	7,[illegible]2[illegible]	11[illegible].[illegible]	. . .	. . .
Total Per Cent of Increase		[illegible]7[illegible].[illegible]		1[illegible].7

Any comparison of the salary information found in the present survey in Michigan with the 1948-[illegible] median salary found for superintendents in the nation is, of course, open to some question. Within the period 1[illegible]-[illegible]1 both living costs and salaries have risen. It is believed, however, that on the basis of all available information as given above

[6]1938 Survey, op. cit., p. 466.

and in the following pages, the present median salary of $7,282 in Michigan may be presumed to be not far from the national median salary given for superintendents of schools.

These increases and comparisons in median salaries of superintendents in Michigan and the United States are interesting enough in themselves. However, when transmuted into actual purchasing ability based upon the B. L. S. cost of living indices for these periods, even more interesting results develop.

Table 11 shows the varied median salaries found in previous surveys of superintendents in Michigan. The estimated purchasing ability of those salaries couched in 1935-39 dollars is also given. Thus, while Whitney's survey found a median salary of $1,956 in 1915-16, the estimated purchasing ability of that salary (based upon 1935-59 dollars) was $2,601. Although the median salary found in the 1927-28 survey was $4,625, the estimated purchasing power was only $3,761. In the 1932-33 survey, the median salary was given as $3,403, but the estimated purchasing power was $3,582. It will be noted, also, that, although a high median salary ($7,282) is found in the 1951-52 survey, the estimated purchasing power of that salary is only $3,832.

Comparable results for surveys of superintendents in the United States as a whole are also given in Table 11. The median salary found in 1920-21 was $3,590; however, the estimated purchasing power was $2,545. The median salary

found in 1930-31 was $4,050; the estimated purchasing power was $3,603. The median salary found in 1949-50 was $6,804; the estimated purchasing power was $4,019.

TABLE 11

ESTIMATED PURCHASING POWER OF THE MEDIAN SALARY OF SUPERINTENDENTS IN MICHIGAN AND THE UNITED STATES - 1916 to 1952 (Based Upon 1935-39 B. L. S. Cost of Living Index)*

School Year	Michigan		United States	
	Median Salary	Purchasing Power**	Median Salary	Purchasing Power**
1915-16 . . .	$1,956	$2,601	. . .	. . .
1920-21 . . .	. . .	. . .	$3,390	$2,545
1927-28 . . .	4,625	3,761	. . .	. . .
1930-31 . . .	. . .	. . .	4,050	3,603
1932-33 . . .	3,403	3,582	. . .	. . .
1949-50 . . .	. . .	. . .	6,804	4,019
1951-52 . . .	7,282	3,832	. . .	. . .

*Bureau of Labor Statistics, "Consumers Price Index for Moderate Income Families in Large Cities" (1935-39 = 100), Table 329. Statistical Abstracts of the U. S. 1951, U. S. Department of Commerce, Bureau of the Census. (N. B.: the current year, 1951-52, is estimated at 190.)

**The price index is an average computed from January 1 to December 31. The superintendents' salary is computed from July 1 to June 30. Therefore, the price index has been averaged for the period July 1 to June 30 (e.g. $\frac{\text{C.L.I. } 1915 + 1916}{2}$ = Superintendents' Cost of Living Index) so as to match the yearly salary period of superintendents.

Table 12 analyzes these median salaries of superintendents in Michigan and the United States even further. The estimated increases in purchasing power 1916 to 1952 of median salaries are shown.

TABLE 12

INCREASE IN ESTIMATED PURCHASING POWER OF MEDIAN SALARY OF SUPERINTENDENTS IN MICHIGAN AND UNITED STATES 1916 - 1952

School Year	Michigan		United States	
	Purchasing Power*	Per Cent of Increase	Purchasing Power*	Per Cent of Increase
1915-16	$2,601	00.0	. . .	. . .
1920-21	. . .	. . .	$2,545	00.0
1927-28	3,761	44.6	. . .	. . .
1930-31	. . .	. . .	3,603	41.6
1932-33	3,582	-4.9	. . .	. . .
1949-50	. . .	. . .	4,019 ($3,734)**	11.5 (4.0)**
1951-52	3,832 ($3,373)**	6.9 (-6.1)**	. . .	. . .
Total Per Cent of Increase in Purchasing Power		47.3 (29.6)**		57.9 (46.7)**

*See Table 11 for basis of data.

**This figure includes the income tax deducted for an average of a family of 4 as conservatively estimated by the Bureau of Internal Revenue, Ann Arbor, Michigan, sub-office, using the following basis: 9 per cent of total income deducted in 1949-50; 12 per cent deducted in 1951-52.

The increase in estimated purchasing power of the median salary of these superintendents in Michigan from 1916 to 1927 was only 24.6 per cent; from 1927 to 1932, it decreased 4.6 per cent; from 1932 to 1952, the increase was . per cent. The total increase in estimated purchasing power from 1916 to 1952 was only .

This total increase in estimated purchasing power of only 47.3 per cent from 1916 to 1952 is rather shocking, when considered in connection with the 272.2 per cent increase in dollars received. It is rather amazing to discover that the estimated purchasing power of comparable groups of superintendents in Michigan has actually risen only 7.3 per cent in 37 years, when the increase in superintendent responsibility is considered.

Comparable data for median salaries of superintendents in the nation as a whole are also shown in Table 12. The increase in estimated purchasing power of the median salary from 1916 to 1931 was 41.6 per cent; 1931 to 1952, 17.5 per cent. The estimated total increase from 1916 to 1952 is per cent.

Sadly enough, however, even these slight increases in estimated purchasing power are reduced when the income tax is also included in this transmutation of salaries into estimated purchasing power.[7] Conservatively estimating the

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[7] . . . All information on income tax was furnished by the Bureau of Internal Revenue, Ann Arbor sub-office.

1951-52 income tax at only 12 per cent of the total income (based upon a family of 4), the "true" estimated purchasing power of the 1951-1952 Michigan superintendent's median salary would increase from $5,136 to $5,373 or in a decrease of 6.1 per cent for the period 1932 to 1952, and a total "true" estimated increase from 1916 to 1952 of only 4.6 per cent (See Table 17 - Total Per Cent of Increase - figures in parentheses). It will thus be noted that the estimated purchasing power of the median salary of Michigan superintendents of public schools has increased only 4.6 per cent, since 1916 or by less than 47.3 per cent as noted above. Their responsibilities and their educational and experimental preparation have increased considerably since that time. It will also be noted that estimated purchasing power of the superintendents' median salary in 1951-52 is lower than that found in any previous similar studies of Michigan superintendents, excluding Whitney's 1916 survey.

Salaries and Areas of Superintendents

The salary and area distributions of the 247 various superintendents in Michigan included in this study are presented in Tables 13 and 14.

The salary range within each area group is strikingly similar. Despite the extremes (one $ to $4,1 and one $6 and over), the salaries are well distributed throughout each class position.

TABLE 13

SALARIES OF SUPERINTENDENTS AND AGES OF SUPERINTENDENTS

Yearly Salaries	Ages of Superintendents (in years)									Total
	Not Reported	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	
$ 4,000 to $ 5,999	1	3	3	5	10	7	5	1		35
6,000 to 7,999			12	27	24	20	14	7	2	106
8,000 to 9,999			1	7	11	5	6	3		33
10,000 to 11,999			1	1	4	2	4	3		15
12,000 to 13,999			1	2	3	1	2	3		12
14,000 and over .					1		1			2
Not Reported . .	4									4
Total	5	3	18	42	53	35	32	17	2	207
Median		$5,000	$7,000	$7,259	$7,333	$7,050	$7,285	$8,333	$7,000	

TABLE 14

SALARIES OF SUPERINTENDENTS AND AGES
(Per Cent in Each Age Classification)

Yearly Salaries	Age of Superintendents (in years)									
	Not Reported	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Total
$ 4,000 to $ 5,999	20.0	100.0	16.6	11.9	18.9	20.0	15.6	5.9		16.9
6,000 to 7,999			66.6	64.3	45.3	57.1	43.8	41.3	100.0	51.4
8,000 to 9,999			5.6	16.6	20.7	14.3	18.8	17.6		15.5
10,000 to 11,999			5.6	2.4	7.6	5.7	12.5	17.6		7.2
12,000 to 13,999			5.6	4.8	5.7	2.9	6.2	17.6		5.7
14,000 and over .					1.9		3.1			0.9
Not Reported .	80.0									2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The range in ages within each salary bracket is similar. Excluding the youngest and oldest age groups, and the highest salary bracket; each age group is well represented within every salary classification. Oddly enough, however, the greatest percentage within each age group falls within salary bracket $6,000 to $7,999.

Although some correlation between salary and age does exist, it is not sufficient enough to warrant a conclusive statement. However, the lowest salary median does occur in the lowest age group (30 to 34.9 years) and the highest salary median in the next to the oldest age group (60 to 64.9 years). The median salaries for the various age groups are: age group 30 to 34.9 years - $5,000; age 35 to 39.9 - $7,000; 40 to 44.9 - $7,259; 45 to 49.9 - $7,333; 50 to 54.9 - $7,050; 55 to 59.9 - $7,285; 60 to 64.9 - $8,333; and age 65 and over - $7,000.

Summary of Findings

This chapter reveals the following facts concerning salaries of the 207 superintendents of public schools in Michigan included in this study:

1. The salaries of 207 superintendents in Michigan range from $4,000 to $14,000 and over. The majority of the group (51.2 per cent) are within the salary bracket $6,000 to $7,999. 31.9 per cent are above this bracket, and 16.9 per cent are below.

2. Only two superintendents are in the $14,000 and over salary bracket. One is employed in the largest district in population and one in the next to smallest.

3. There is a distinct correlation existing between size of district and salary. The salaries increase as the district size increases.

4. There is considerable range in salary in the smaller districts. The range becomes more compact as the size of district increases.

5. There is a wide distribution of district sizes represented within each salary bracket. The salary $5,000 to $5,999 seems to be the most prevalent, with representation in all districts I through VI.

6. The median salary of superintendents included in this study shows an increase of $1,834 over the median found in the 1936 survey. ($7,166 - $5,332 = $1,834) This is an increase of 272.2 per cent. Recent surveys of superintendents' salaries in the nation as a whole also found an increase in medians.

7. The median salary of superintendents in Michigan is about that for the nation as a whole is similar, as shown by the available information.

8. Based upon the U. S. B. cost of Living index (1935-39 = 100), the estimated purchasing power of the 1941-42 median salary of $7,250 for superintendents in Michigan included in this survey is only $5,532. The

stimated purchasing power of the median salary of superin-
ents surveyed on a nation-wide basis in 1949-50 is $4,01[illegible].

. Based upon the U. S. Cost of living indices,
estimated increase in purchasing power of superintendents
Michigan, 1916 to 1952, is only 47.3 per cent, as compared
an increase of 274.2 per cent in salary.

. Including both the income tax and U. S. cost
living index in the computations, the purchasing power of the
superintendents' salary in Michigan in 1951-52, ranging from
[illegible], to $3,273. This "true" estimated purchasing power
superintendents in Michigan in 1951-52 is less than the
estimated purchasing power of any salary listed in any
vious major survey of Michigan superintendents, excepting
Kitney's survey in 1916 (see Table 11).

. Although there is some correlation evidenced
tween [illegible] salary, it is insufficient to warrant any
clusive statements.

12. The ranks of salaries within each classifi-
tion is similar except in the [illegible] and oldest age
classifications.

13. The ranks of ages within each salary bracket is
[illegible] except in the youngest and oldest age groups,
and the highest salary bracket.

14. The salary bracket $6,[illegible] to $7,[illegible] contains the
highest percentage of superintendents in each age classifi-
cation.

[illegible] When median salaries are computed according to [illegible] charts, the lowest median salary ([illegible]) is discovered [illegible] the youngest age classification (2[illegible] to 3[illegible]). The highest median salary ([illegible],338) is found in the next-to-the-oldest age classification (5[illegible] to [illegible] years).

CHAPTER IV

TENURE OF SUPERINTENDENTS

CHAPTER IV

TENURE OF SUPERINTENDENTS

The tenure of superintendents has three important aspects, namely: "tenure in present position", "in the superintendency", and "in the educational profession".

"Tenure in present position" refers to the length of time, or number of years, the superintendent has held his present post. This is influenced to a certain extent by statutory regulation. Superintendents of public schools in Michigan cannot be offered a contract of more than three years duration in first and second class school districts, or more than five years in third class school districts.[1] Although there is no contractual period specified in smaller districts, superintendents' contracts are usually issued for only a one, two, or three-year period. It is obvious that such short contractual periods are not conducive to long tenure.

"Tenure in the superintendency" refers to the superintendent's longevity in the position: the total number of years experience as a superintendent.

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[1] General School Laws: State of Michigan, Revision of 1946, par. 47, 77, 121, 144, 164, 190, Lansing, Michigan; F. DeKleine Co.

"Tenure in the educational profession" has reference to total number of years as an educator. This represents the total of all years spent in educational work, including classroom teaching, supervision and administration activity.

The following discussion of tenure involves the aforementioned three aspects of tenure: tenure in present position, in the superintendency and in the educational profession. The prevalent tenure status of superintendents according to district classification and salary classification are discussed. A comparison is made with previous studies of superintendents in Michigan and the United States and a summation of findings concludes the discussion.

Tenure of Superintendents in Present Position

The majority (55.1 per cent) of the 207 superintendents included in this study have been in their present position for less than eight years, and 26.1 per cent have been in their present position less than four years. Presumably, 11.6 per cent have held their present position 8 to 11.9 years; 9.7 per cent - 12 to 15.9 years; 7.7 per cent - 16 to 19.9 years; 7.7 per cent - 20 to 23.9 years; and 8.2 per cent - 20 years or more (Table 15).

The median for the group is 7.3 years. The semi-interquartile range is 5.3 years, and the range is 0 to 35.9 years.

TABLE 15

TENURE OF SUPERINTENDENTS IN PRESENT POSITION

Years in Present Position	Superintendents	
	Number	Per Cent
0 to 3.9	54	26.1
4 to 7.9	60	29.0
8 to 11.9	24	11.6
12 to 15.9	20	9.7
16 to 19.9	16	7.7
20 to 23.9	16	7.7
24 to 27.9	5	2.4
28 to 31.9	9	4.4
32 to 35.9	3	1.4
Total	207	100.0

Q_1 3.8
Median 7.3
Q_3 15.4
Q. D. 5.8

The tenure of superintendents in present position and size of districts administered are presented in Tables 16 and 17.

In all district classifications (excluding III and V) the majority of the 207 superintendents have held their present position less than eight years. In all districts (excluding VIII) a relatively high percentage of superintendents have served less than four years.

TABLE 16

TENURE OF SUPERINTENDENTS IN PRESENT POSITION AND SIZE OF DISTRICT

Tenure (in years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
0 to 3.9 . . .	27	15	1	6	2	2	1		54
4 to 7.9 . . .	25	20	4	4		3	2	2	60
8 to 11.9 . . .	16	3	1	1		1	2		24
12 to 15.9 . . .	11	5	1	1	1		1		20
16 to 19.9 . . .	8	4	1	1	2				16
20 to 23.9 . . .	8	4	1	2				1	16
24 to 27.9 . . .	1	1	1	1		1			5
28 to 31.9 . . .	6	1		1	1				9
32 to 35.9 . . .		2	1						3
Totals .	102	55	11	17	6	7	6	3	207
Median (in years)	7.9	6.4	8.0	6.5	16.0	6.0	8.0	7.0	

*See Table 1

TABLE 17

TENURE OF SUPERINTENDENTS IN PRESENT POSITION AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Tenure (in years)	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
0 to 3.9 . . .	26.5	27.3	9.1	35.2	33.3	28.6	16.7	
4 to 7.9 . . .	24.5	36.4	36.3	23.5		42.8	33.3	66.7
8 to 11.9 . . .	15.7	5.5	9.1	5.9		14.3	33.3	
12 to 15.9 . . .	10.8	9.1	9.1	5.9	16.7		16.7	
16 to 19.9 . . .	7.8	7.3	9.1	5.9	33.3			
20 to 23.9 . . .	7.8	7.3	9.1	11.8				33.3
24 to 27.9 . . .	1.0	1.8	9.1	5.9		14.3		
28 to 31.9 . . .	5.9	1.8		5.9	16.7			
32 to 35.9 . . .		3.5	9.1					
Totals .	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1

The range in tenure is wide in the smaller districts. However, it has a tendency to become more compact and show less tenure as the size of the districts increase.

There is a marked similarity in the superintendents' tenure medians in all district classifications, except V. The median tenure in District I is 7.9 years; District II - 8.4 years; III - 8.0 years; IV - 6.5 years; V - 16.0 years; VI - 6.0 years; VII - 8.0 years; VIII - 7.0 years.

Tenure in the Superintendency

There appears to be considerable longevity in the superintendency, according to the group being studied at present (Table 18). Only 7.2 per cent of the superintendents have less than four years tenure in the superintendency, and only 21.7 per cent have less than eight years. Presumably, 12.1 per cent have 8 to 11.9 years tenure; 17.4 per cent - 12 to 15.9 years; 14.0 per cent - 16 to 19.9 years; 13.0 per cent - 20 to 23.9 years tenure; and 20.3 per cent of the superintendents have 24 and more years tenure in the superintendency.

The median years tenure for the 207 superintendents is high - 15.7 years. The semi-interquartile range is 6.9 years, and the range is 0 to 43.9 years.

TABLE 18

TENURE IN THE SUPERINTENDENCY

Years in Superintendency	Superintendents	
	Number	Per Cent
0 to 3.9	15	7.2
4 to 7.9	30	14.5
8 to 11.9	25	12.1
12 to 15.9	36	17.4
16 to 19.9	29	14.0
20 to 23.9	27	13.0
24 to 27.9	18	8.7
28 to 31.9	10	4.8
32 to 35.9	13	6.3
36 to 39.9	2	1.0
40 to 43.9	2	1.0
Total	207	100.0

Q_1 9.1
Median 15.7
Q_3 23.0
Q. D. 6.9

Tenure in the superintendency and size of present districts administered are presented in Tables 19 and 20.

There appears to be very little relationship between superintendents' tenure in the superintendency and size of present district administered. Fifteen superintendents have less than four years tenure; they are in Districts I through V. Thirty superintendents have only 4 to 7.9 years

TABLE 19

TENURE IN THE SUPERINTENDENCY AND SIZE OF PRESENT DISTRICT

Tenure (in years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
0 to 3.9 . . .	7	5	1	1	1				15
4 to 7.9 . . .	16	10		2				2	30
8 to 11.9 . . .	13	7	2			2	1		25
12 to 15.9 . . .	19	10	1	1	2	1	2		36
16 to 19.9 . . .	13	5	3	4	1	3			29
20 to 23.9 . . .	12	7		7			1		27
24 to 27.9 . . .	9	8	1						18
28 to 31.9 . . .	7	1		1			1		10
32 to 35.9 . . .	4	2	2	1	2	1	1		13
36 to 39.9 . . .	1		1						2
40 to 43.9 . . .	1							1	2
Totals	102	55	11	17	6	7	6	3	207
Median (in years)	15.2	14.0	18.0	20.3	16.0	16.7	18.0	7.0	

*See Table 1

TABLE 20

TENURE IN THE SUPERINTENDENCY AND SIZE OF PRESENT DISTRICT
(Per Cent in Each District Classification)

Tenure (in years)	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
0 to 3.9 . . .	6.9	9.1	9.1	5.9	16.7			
4 to 7.9 . . .	15.7	18.2		11.8				66.7
8 to 11.9 . . .	12.7	12.7	18.2			28.6	16.7	
12 to 15.9 . . .	18.6	18.2	9.1	5.9	33.3	14.3	33.3	
16 to 19.9 . . .	12.7	9.1	27.2	23.5	16.7	42.8		
20 to 23.9 . . .	11.8	12.7		41.1			16.7	
24 to 27.9 . . .	8.8	14.6	9.1					
28 to 31.9 . . .	6.9	1.8		5.9			16.7	
32 to 35.9 . . .	3.9	3.6	18.2	5.9	33.3	14.3	16.7	
36 to 39.9 . . .	1.0							
40 to 43.9 . . .	1.0		9.1					33.3
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1

tenure; they are in Districts I, II, IV, and VIII. Twenty-five superintendents have 8 to 11.9 years tenure; they are in Districts I, II, III, VI, and VII.

In all district classifications, the range in superintendents' tenure is broad. There seems to be some tendency toward compactness in certain larger districts, but this is slight.

The tenure medians in all district classifications (excluding VIII) are high. The median years tenure of superintendents in the superintendency in District I is 15.2; II - 14.0; III - 18.0; IV - 20.3; V - 16.0; VI - 16.7; VII - 18.0; however, the median in District VIII is only 7.0 years. (Three superintendents are in District VIII; two have 4 to 7.9 years tenure; one has 40 to 43.9 years tenure.)

Tenure of Superintendents in the Educational Profession

In general, the 207 superintendents of public schools in Michigan included in this study have had considerable experience in the educational profession (Table 21). Only 0.4 per cent of the superintendents (one person) have less than four years tenure in educational work; 0.4 per cent (one person) have 4 to 7.9 years; 1.4 per cent (3 superintendents) - 8 to 11.9 years; and 6.3 per cent (13 superintendents) - 12 to 15.9 years. Presumably, 88.1 per cent (182 superintendents) have 16 to 43.9 years tenure in educational work, and 3.4 per cent (7 superintendents) have 44 to 47.9 years tenure.

TABLE 21

TENURE OF SUPERINTENDENTS IN THE EDUCATIONAL PROFESSION

Years in Educational Profession	Superintendents	
	Number	Per Cent
0 to 3.9	1	0.5
4 to 7.9	1	0.5
8 to 11.9	3	1.4
12 to 15.9	13	6.3
16 to 19.9	27	13.0
20 to 23.9	29	14.0
24 to 27.9	37	17.9
28 to 31.9	33	15.4
32 to 35.9	21	10.1
36 to 39.9	17	8.2
40 to 43.9	13	6.3
44 to 47.9	7	3.4
Total . .	207	100.0

Q_1 20.8
Median 27.1
Q_3 33.1
Q. D. 6.1

The median for the group is 27.1 years. The semi-interquartile range is 6.1 years, and the range is 0 to 47.9 years.

The tenure of superintendents in the educational profession and size of present districts are given in Tables 22 and 23.

TABLE 22

TENURE OF SUPERINTENDENTS IN THE EDUCATIONAL PROFESSION AND SIZE OF PRESENT DISTRICT

Tenure (in years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
0 to 3.9 . . .	1								1
4 to 7.9 . . .		1							1
8 to 11.9 . . .	2			1					3
12 to 15.9 . . .	9	4							13
16 to 19.9 . . .	13	7	1	2	2	2			27
20 to 23.9 . . .	16	7	1	2		2	1		29
24 to 27.9 . . .	20	10	2	4	1				37
28 to 31.9 . . .	20	11	3	2		1		1	38
32 to 35.9 . . .	7	9		3		1	1		21
36 to 39.9 . . .	6	5	1	3	2				17
40 to 43.9 . . .	5		3		1	1	2	1	13
44 to 47.9 . . .	3	1					2	1	7
Totals	102	55	11	17	6	7	6	3	207
Medians . . .	25.9	27.2	30.0	27.5	28.0	23.0	42.0	44.0	

*See Table 1

TABLE 23

TENURE OF SUPERINTENDENTS IN THE EDUCATIONAL PROFESSION AND SIZE OF PRESENT DISTRICT
(Per Cent in Each District Classification)

Tenure (in years)	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
0 to 3.9 . . .	1.0							
4 to 7.9 . . .		1.8						
8 to 11.9 . . .	1.9			5.9				
12 to 15.9 . . .	8.8	7.2						
16 to 19.9 . . .	12.8	12.7	9.1	11.8	33.3	28.6		
20 to 23.9 . . .	15.7	12.7	9.1	11.8		28.6	16.7	
24 to 27.9 . . .	19.6	18.2	18.2	23.5	16.7			
28 to 31.9 . . .	19.6	20.0	27.2	11.8		14.3		33.3
32 to 35.9 . . .	6.9	16.4		17.6		14.3	16.7	
36 to 39.9 . . .	5.9	9.1	9.1	17.6	33.3			
40 to 43.9 . . .	4.9		27.3		16.7	14.3	33.3	33.3
44 to 47.9 . . .	2.9	1.9					33.3	33.3
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1

Presumably, only one superintendent has less than four years tenure in education. He is in District I. One superintendent has 4 to 7.9 years tenure; he is in district classification II. Three superintendents have 8 to 11.9 years tenure; 2 are in District I; the other in District IV. The remainder of the group (201 superintendents) all have 12 or more years tenure in education, and, in general, are well distributed within the various district classifications.

Superintendents in smaller districts have the widest ranges in tenure. The range in the larger districts is more compact and, in general, the superintendents have more tenure.

The superintendents' median years tenure in each district classification is high. The median for District I is 25.9 years; II - 27.2 years; III - 30.0 years; IV - 27.5 years; V - 32.0 years; VI - 23.0 years; VII - 42.0 years; VIII - 44.0 median years tenure in the educational profession.

Comparison with Previous Studies

The tenure medians of superintendents included in this study are given in conjunction with medians found in previous surveys of superintendents in Michigan in Table 24.

According to previous surveys, there has been a steady increase in all aspects of superintendents' tenure during the past 25 years.

TABLE 24

MEDIAN YEARS TENURE OF SUPERINTENDENTS IN MICHIGAN AND THE UNITED STATES, 1921 to 1952

Year	Median Tenure (in years)					
	Present Position		Superintendency		Educational Profession	
	Mich.	U. S.	Mich.	U. S.	Mich.	U. S.
1921 . .	. . .	4.0		9.8	. . .	20.0
1928 . .	4.0	. . .	10.0	. . .	16.8	. . .
1931 . .		6.0		10.0	. . .	21.0
1934 . .	6.5	. . .	11.5	. . .	19.4	. . .
1950 . .		6.1		11.9	. . .	26.8
1952 . .	7.3	. . .	15.7	. . .	27.1	. . .
Total Increase	3.3	. . .	5.7	. . .	10.3	6.8
Per Cent of Increase	82.5	. . .	57.0	. . .	61.3	34.0

Tenure in present position.--Hendershot's survey in 1928 found 4.0 years was the median "tenure in present position" of a group of superintendents in Michigan similar to the present group being studied.[2]

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[2]Hendershot, op. cit., p. 20 (Superintendents in cities with a population of 2500 and over)

Jennings' survey in 1934 found 6.5 years was the median "tenure in present position" of a group of Michigan superintendents comparable to the present group.[3]

The superintendents in this survey have a median "tenure in present position" of 7.3 years.

Presumably, there has been an increase of 3.3 years in median years "tenure in present position" within the last 25 years. (1928 - 4.0 years; 1934 - 6.5 years; 1952 - 7.3 years.)

Tenure in the superintendency.--Hendershot's study in 1928 found 10.0 years was the median "tenure in the superintendency" of a group of Michigan superintendents similar to the present group.[4]

Jennings' study in 1934 found 11.5 years was the median "tenure in the superintendency" of a comparable group of Michigan superintendents.[5]

The superintendents included in this survey have a median "tenure in the superintendency" of 15.7 years.

Presumably, there has been an increase of 5.7 years in median years "tenure in the superintendency" within the

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[3]Jennings, op. cit., Table 18A, p. 64 (Data for superintendents of North-Central member school systems)

[4]Hendershot, op. cit., p. 21 (Superintendents in cities with population of 2500 and over)

[5]Jennings, op. cit., Table 19, p. 68 (Data for superintendents of North-Central member school systems)

past 25 years. (1928 - 10.0 years; 1934 - 11.5 years; 1952 - 15.7 years)

Tenure in the educational profession - Michigan.-- Professor Whitney's 1916 report (in discussing superintendents of North-Central member school systems in Michigan - a group comparable to the present group) states:

> "Only 14 per cent of the superintendents have had less than 10 years of teaching experience; only 37 per cent have had more than 20 years of teaching experience."[6]

The present survey found only 2.1 per cent of the superintendents included in this study have less than 10 years of educational experience, and 77.9 per cent have more than 20 years of educational experience.

Hendershot's study found 16.4 years was the median "tenure in the educational profession" in 1928 of a group of superintendents comparable to the present group.[7]

Jennings' study found 19.4 years was the median "tenure in the educational profession" in 1934 of a group of superintendents comparable to the present group.[8]

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[6] Whitney, op. cit., p. 16, "Comments on Table" (N. B. "Teaching experience" refers to total educational experience)

[7] Hendershot, op. cit., p. 23 (Data for superintendents in cities of 2500 and over population)

[8] Jennings, op. cit., Table 20, p. 70 (Data for superintendents of North-Central member school systems)

The superintendents included in this study have a median "tenure in the educational profession" of 27.1 years.

Presumably, there has been an increase of 10.3 years in median years "tenure in the educational profession" within the last 25 years. (1928 - 16.8; 1934 - 19.4; 1952 - 27.1 years)

Tenure of superintendents in the educational profession - Michigan and the United States.--The "1923 Survey" found the median "tenure in the educational profession" of superintendents in the United States in 1921 was 20.0 years.[9]

The "1933 Survey" found the median "tenure in the educational profession" of superintendents in the United States in 1931 was 21.0 years.[10]

The survey recently completed in 1950 and reported in the A. A. S. A. Yearbook found the median "tenure in the educational profession" of superintendents in the United States in 1949-50 was 26.8 years.[11]

According to the information, superintendents' "tenure in the educational profession" has increased considerably both in Michigan and in the United States.

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[9] "1923 Survey", quoted in 1952 AASA Yearbook, op. cit., p. 446 (Data for city superintendents)

[10] "1933 Survey", quoted in 1952 AASA Yearbook, op. cit., p. 446 (Data for city superintendents)

[11] 1952 AASA Yearbook, op. cit., p. 446 (Data for city superintendents)

"Tenure in the educational profession" in Michigan has increased approximately 61.3 per cent in 25 years. "Tenure in the educational profession" in the nation as a whole has increased 34.0 per cent in 29 years. At present, there is reason to believe that the median "tenure in the educational profession" of superintendents in Michigan and in the nation as a whole are similar. The 207 superintendents in Michigan included in this study have a median of 27.1 years. According to the most recent survey, superintendents in the United States have a median of 26.8 years.

Tenure and Salary

Tenure in present position.--The 207 superintendents included in this study have a wide range in tenure in all salary classifications (Tables 25 and 26). However, the range becomes noticeably more compact, and the superintendents have less tenure as the salaries increase. Superintendents in salary classification $4,000 to $5,999 have a tenure range of 0 to 31.9 years; salary $6,000 to $7,999 - 0 to 35.9 years; $8,000 to $9,999 - 0 to 35.9 years; $10,000 to $11,999 - 0 to 27.9 years; $12,000 to $13,999 - 0 to 23.9 years; $14,000 and over - 0 to 7.9 years.

TABLE 25

TENURE OF SUPERINTENDENTS IN PRESENT POSITION AND SALARY

Tenure (in years)	Salary (Per Year)							
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
0 to 3.9 . .	13	23	8	3	4	1	2	54
4 to 7.9 . .	8	34	10	2	5	1		60
8 to 11.9 . .	5	13	1	3	1		1	24
12 to 15.9 . .	1	13	2	3	1			20
16 to 19.9 . .	3	6	4	2			1	16
20 to 23.9 . .	2	11	2		1			16
24 to 27.9 . .		2	1	2				5
28 to 31.9 . .	3	2	4					9
32 to 35.9 . .		2	1					3
Total . . .	35	106	33	15	12	2	4	207
Median Years	6.3	7.5	7.2	10.7	5.6	4.0		

TABLE 26

TENURE OF SUPERINTENDENTS IN PRESENT POSITION AND SALARY
(Per Cent in Each Salary Classification)

Tenure (in years)	Salary (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
0 to 3.9 . .	37.1	21.6	24.2	20.0	33.3	50.0	50.0
4 to 7.9 . .	22.9	32.1	30.3	13.3	41.7	50.0	
8 to 11.9 . .	14.2	12.2	3.0	20.0	8.3		25.0
12 to 15.9 . .	2.9	12.2	6.1	20.0	8.3		
16 to 19.9 . .	8.6	5.8	12.1	13.3			25.0
20 to 23.9 . .	5.7	10.4	6.1		8.3		
24 to 27.9 . .		1.9	3.0	13.3			
28 to 31.9 . .	8.6	1.9	12.1				
32 to 35.9 . .		1.9	3.1				
Total . . .	100.0	99.9	100.0	99.9	99.9	100.0	100.0

The superintendents' tenure medians increase as the salaries increase, to and including salary classification $10,000 to $11,999. However, the medians decrease in the two highest salary classifications. The tenure medians for each salary classification $4,000 to $5,999, through $14,000 and over are 6.3, 7.5, 7.2, 10.7, 5.6, 4.0 years, respectively.

Tenure in the superintendency.--The 207 superintendents included in this study have a wide range in tenure in all salary classifications excluding $14,000 and over (Tables 27 and 28). Superintendents in salary classification $4,000 to $5,999 have a tenure range of 0 to 43.9 years; $6,000 to $7,999 - 0 to 39.9 years; $8,000 to $9,999 - 0 to 35.9 years; $10,000 to $11,999 - 0 to 35.9 years; $12,000 to $13,999 - 0 to 43.9 years. Superintendents in salary classification $14,000 and over, however, have a tenure range of only 0 to 7.9 years.

The superintendents' tenure medians increase as the salaries increase, to and including salary classification $10,000 to $11,999. The medians decrease, however, in the two highest salary classifications. The tenure medians for each salary classification $4,000 to $5,999 through $14,000 and over are 12.8; 15.2; 18.2; 19.0; 14.0; and 4.0 years, respectively.

TABLE 27

TENURE OF SUPERINTENDENTS IN THE SUPERINTENDENCY AND SALARY

Tenure (in years)	Salary (Per Year)							
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
0 to 3.9 . .	6	5	1	1	1	1		15
4 to 7.9 . .	6	16	4		2	1	1	30
8 to 11.9 . .	5	16	1	1	2			25
12 to 15.9 . .	5	20	5	4	2			36
16 to 19.9 . .	4	12	9	2	1		1	29
20 to 23.9 . .	4	13	5	3	1		1	27
24 to 27.9 . .	1	14	2	1				18
28 to 31.9 . .	2	4	3		1			10
32 to 35.9 . .	1	4	3	3	1		1	13
36 to 39.9 . .		2						2
40 to 43.9 . .	1				1			2
Total . . .	35	106	33	15	12	2	4	207
Median Years	12.8	15.2	18.2	19.0	14.0	4.0		

TABLE 28

TENURE OF SUPERINTENDENTS IN THE SUPERINTENDENCY AND SALARY
(Per Cent in Each Salary Classification)

Tenure (in years)	Salary (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
0 to 3.9 . .	17.1	4.7	3.0	6.7	8.3	50.0	
4 to 7.9 . .	17.1	15.1	12.1		16.7	50.0	25.0
8 to 11.9 . .	14.3	15.1	3.0	6.7	16.7		
12 to 15.9 . .	14.3	18.9	15.2	26.6	16.7		
16 to 19.9 . .	11.4	11.3	27.3	13.3	8.3		25.0
20 to 23.9 . .	11.4	12.2	15.1	20.0	8.3		25.0
24 to 27.9 . .	2.9	13.2	6.1	6.7			
28 to 31.9 . .	5.7	3.8	6.1		8.3		
32 to 35.9 . .	2.9	3.8	9.1	20.0	8.3		25.0
36 to 39.9 . .		1.9					
40 to 43.9 . .	2.9				8.3		
Total . . .	100.0	100.0	100.0	100.0	99.9	100.0	100.0

Tenure in the educational profession.--The superintendents have a wide range in tenure in most salary classifications (Tables 29 and 30). In general, this range becomes more compact and the superintendents have more tenure as the salaries increase. The tenure range for salary classification $4,000 to $5,999 is 0 to 43.9 years; $6,000 to $7,999 - 4 to 47.9 years; $8,000 to $9,999 - 8 to 47.9 years; $10,000 to $11,999 - 16 to 43.9 years; $12,000 to $13,999 - 16 to 47.9 years; $14,000 and over - 24 to 31.9 years.

The superintendents' tenure medians increase as the salaries increase, to and including salary $10,000 to $11,999. The medians decrease, however, in the two highest salary classifications. The tenure medians for each salary classification, $4,000 to $5,999 through $14,000 and over, are 25.5, 26.2, 29.3, 33.0, 32.0, 28.0 years, respectively.

Summary of Findings

The data presented in this chapter disclose the following information concerning the tenure of 207 superintendents of public schools in Michigan.

1. The majority (55.1 per cent) of the 207 superintendents included in this study have been in their present position less than eight years; however, 26.1 per cent have held their present position less than four years.

TABLE 29

TENURE OF SUPERINTENDENTS IN EDUCATIONAL PROFESSION AND SALARY

Tenure (in years)	Salary (Per Year)							
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
0 to 3.9 . .	1							1
4 to 7.9 . .		1						1
8 to 11.9 . .	1	1	1					3
12 to 15.9 . .	4	8	1					13
16 to 19.9 . .	5	13	3	2	3		1	27
20 to 23.9 . .	3	20	3	2	1			29
24 to 27.9 . .	9	18	6	2		1	1	37
28 to 31.9 . .	5	22	6	1	2	1	1	38
32 to 35.9 . .	2	10	6	2	1			21
36 to 39.9 . .	2	6	5	3			1	17
40 to 43.9 . .	3	4	1	3	2			13
44 to 47.9 . .		3	1		3			7
Total . . .	35	106	33	15	12	2	4	207
Median Years	25.5	26.2	29.3	33.0	32.0	28.0	26.0	

TABLE 30

TENURE OF SUPERINTENDENTS IN EDUCATIONAL PROFESSION AND SALARY
(Per Cent in Each Salary Classification)

Tenure (in years)	Salary (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
0 to 3.9 . .	2.9						
4 to 7.9 . .		1.9					
8 to 11.9 . .	2.9	1.9	3.0				
12 to 15.9 . .	11.4	7.5	3.0				
16 to 19.9 . .	14.3	12.3	9.1	13.3	22.0		25.0
20 to 23.9 . .	8.6	13.9	9.1	13.3	7.3		
24 to 27.9 . .	25.7	17.0	18.2	13.3		50.0	25.0
28 to 31.9 . .	14.3	20.8	18.2	6.7	14.7	50.0	25.0
32 to 35.9 . .	5.1	9.4	18.2	13.3	7.3		
36 to 39.9 . .	5.1	5.7	15.2	20.0			25.0
40 to 43.9 . .	8.6	3.8	3.0	20.0	14.7		
44 to 47.9 . .		2.8	3.0		22.0		
Total . . .	100.0	100.0	100.0	99.9	100.0	100.0	100.0

2. The superintendents' median "tenure in present position" is 7.3 years. The semi-interquartile range is 5.8 years, and the range is 0 to 35.9 years.

3. In all district classifications, the superintendents have a wide range in "tenure in present position". However, in all classifications (excluding V), the majority of the superintendents have been in their present positions less than eight years, and many for less than four years.

4. In all district classifications, excluding V, the superintendents' median "tenure in present position" is similar. Superintendents in District V have a much higher median.

5. The majority (66.2 per cent) of the 207 superintendents included in this study have more than twelve years "tenure in the superintendency". Only 21.7 per cent have less than eight years.

6. The median "tenure in the superintendency" is 15.7 years; the semi-interquartile range is 6.9 years, and the range, 0 to 43.9 years.

7. There is little relationship between "tenure in the superintendency" and size of present district. Fifteen superintendents in Districts I through V have less than four years tenure. Thirty superintendents in Districts I, II, IV and VIII have 4 to 7.9 years tenure.

8. The majority (91.2 per cent) of the 207 superintendents included in this study have 16 or more years

"tenure in the educational profession", and 78.2 per cent have 20 or more years tenure. Presumaoly, only 0.1 per cent have less than four years tenure.

9. The superintendents' median "tenure in the educational profession" is 27.1 years. The semi-interquartile range is 6.1, and the range is 0 to 47.9 years.

10. In general, superintendents with little "tenure in the educational profession" are in smaller districts. All superintendents in larger districts have 1[illegible] or more years.

11. Comparing the results in this study with the results of previous studies of similar groups of superintendents in Michigan:

(a) Within the last 25 years there has been an 85.5 per cent increase in median years "tenure in present position" (1927 - 4.0 years; 1934 - 6.5 years; 1952 - 7.3 years).

(b) Within the last 25 years there has been a 57.0 per cent increase in median years "tenure in the superintendency" (1927 - 10.0 years; 1934 - 11.5 years; 1952 - 15.7 years).

(c) Within the last 25 years there has been a 61.3 per cent increase in median years "tenure in the educational profession" (1927 - 16.8 years; 1934 - 19.4 years; 1952 - 27.1 years).

12. According to Whitney's survey, 14 per cent of the superintendents in 1915 had been in education less than 10 years; 37 per cent had been in education more than 20 years. According to this survey, only 2.1 per cent of the superintendents in 1951-52 have been in education less than 10 years; 77.9 per cent have been in education more than 20 years.

13. The increase in superintendents' "tenure in the educational profession" in Michigan (discussed in paragraph 11.c) is in keeping with superintendents on the national level. In the nation as a whole, recent surveys indicate an increase in median tenure of 6.8 years since 1921. Presumably, in 1952 the median tenure in Michigan is very close to the national norm.

14. In general, the superintendents have a wide range of "tenure in present position" in all salary classifications. However, the tenure range of superintendents in higher salary brackets seems to be more compact and have a lower median.

15. The superintendents have a wide range of "tenure in the superintendency" within all salary classifications. However, there is a noticeable increase in tenure medians as the salaries increase, to and including salary classification $10,000 to $11,999.

16. The superintendents have a wide range of "tenure in the educational profession" within most salary classifications. This range seems to become more compact in the higher salary brackets.

CHAPTER V

CERTIFICATES HELD BY SUPERINTENDENTS

CHAPTER V

CERTIFICATES HELD BY SUPERINTENDENTS

"Eligibility for a position as school superintendent depends largely upon educational preparation and experience."[1] Many states spell out in detail the exact requirements for local "Chief School Administrators"; Michigan requires only that the superintendent have an appropriate teaching certificate.

There has been considerable discussion in the state among educators regarding the need for superintendent certification in Michigan. Many prominent persons feel that certification is a necessity, in order to more satisfactorily standardize the educational and experiential preparation for the position. Others, however, have definitely committed themselves against any standardization through certification of superintendents. They feel that far more is involved in satisfactory superintendency than could be adequately expressed in educational and experiential requirements.

It is not the purpose of this report to take sides in this discussion. The only function served is to point

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[1] "Legal Status of the School Superintendent", Research Bulletin, Vol. XXIX, No. 3, October, 1951, N. E. A., Washington, D. C.

out the prevalent conditions, to discover what various certificates are held by the 207 superintendents of public schools in Michigan included in this study.

This report is, therefore, in the following order:

(a) A brief statement of the requirements for those teaching certificates which are based primarily upon four or more years of academic preparation.

(b) A report of the teaching certificates held by the 207 superintendents of public schools in Michigan as included in this study.

(c) A comparison of certificates held by superintendents with certificates held by all professional education personnel in Michigan.

(d) A comparison with superintendents' ages, salaries, and tenure in the educational profession.

(e) A summation of the findings concludes the discussion.

Brief Statement of the Certification Requirements in Michigan

The State Board of Education in Michigan issues several types of teaching certificates based upon varied educational preparation requirements.[2] Only the requirements

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[2]"Teacher Certification Code", Bulletin No. 601, (1942 Revision), State Department of Public Instruction, Lansing, Michigan.

for those certificates based primarily upon four or more years of educational training in preparation for a teaching career will be considered in this brief summarization.

Life Certificate.--The "Life" certificate was issued to candidates who followed a teacher preparation curriculum culminating usually in a Bachelor's degree. This certification of a teacher for life was discontinued in 1939. Those certificates in force at that time were continued; however, no more were issued.

Elementary Provisional Certificate.--The Elementary Provisional certificates are issued to candidates earning a Bachelor's degree in an approved institution and following the approved curriculum for elementary school teachers. These certificates are valid for five years.

Elementary Permanent Certificate.--The Elementary Permanent certificate is issued following three years successful teaching in elementary schools in Michigan (within the five-year validity period of the Elementary Provisional certificate). The Elementary Permanent certificate entitles the holder to teach in elementary schools in Michigan.

Secondary Provisional Certificate.--The Secondary Provisional certificate is issued to candidates earning a Bachelor's degree in an approved institution and following an approved curriculum for secondary school teachers. It is valid for five years.

Secondary Permanent Certificate.--The Secondary Permanent certificate is issued after three years successful teaching in secondary schools in Michigan (within the five year validity period of the Secondary Provisional certificate). Submission of ten additional semester hours of credit in an approved institution, and certain other requirements are also enumerated. This certificate qualifies the holder to teach in secondary grades of the public schools of Michigan in the subject or subjects indicated on the certificate.

Certificates Held by the Superintendents

By far the greatest number of superintendents included in this study hold Life teaching certificates (Table 31). This is not surprizing when considered in connection with their ages. Most of this group are above the age of 40, and would, in all probability, have graduated from college before the discontinuance of the Life certificate.

The next most prevalent certificate found in this survey is the Secondary Permanent, which is held by 16 superintendents. Strangely enough, however, the companion to the Secondary Permanent, the Elementary Permanent certificate is only held by one person, while four superintendents hold Provisional (or temporary) certificates; two in secondary education, and two in elementary education.

An analysis of the certificates held and size of district (Tables 32 and 33) discloses that superintendents

with Life certificates are not only distributed rather thoroughly throughout all district classifications, but are far in the majority in all district classifications. Those superintendents holding Secondary Permanent certificates are more concentrated in the smaller districts; eight in District Classification I, five in District II, and only one each in Districts V, VI, and VII. The superintendent holding the Elementary Permanent certificate is in District Classification I. The two superintendents holding Secondary Provisional certificates are in Districts II and IV, and the two holding Elementary Provisionals are in Districts I and IV.

TABLE 31

CERTIFICATES HELD BY SUPERINTENDENTS IN MICHIGAN - 1951-52

Certificate	Superintendents	
	Number	Per Cent
Life	182	87.8
Elementary Provisional . .	2	1.0
Elementary Permanent . . .	1	.5
Secondary Provisional . .	2	1.0
Secondary Permanent . . .	16	7.7
Not Reported	4	2.0
Total	207	100.0

TABLE 32

CERTIFICATES HELD BY SUPERINTENDENTS IN MICHIGAN AND SIZE OF DISTRICT

Certificates	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
Life	90	47	11	15	5	6	5	3	184
Elementary Provisional .	1			1					2
Elementary Permanent . .	1								1
Secondary Provisional .		1		1					2
Secondary Permanent . .	8	5			1	1	1		16
Not Reported	2	2							4
Total	102	55	11	17	6	7	6	3	207

*See Table 1 for District Classifications.

TABLE 33

CERTIFICATES HELD BY SUPERINTENDENTS IN MICHIGAN AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Certificates	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
Life	88.2	85.4	100.0	88.2	83.3	85.7	83.3	100.0
Elementary Provisional	1.0			5.9				
Elementary Permanent	1.0							
Secondary Provisional		1.9		5.9				
Secondary Permanent	7.9	9.1			16.7	14.3	16.7	
Not Reported	1.9	3.6						
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*See Table 1 for District Classifications.

Comparison of Teaching Certificates Held by Superintendents and Teachers

A comparison of the teaching certificates held by these 207 superintendents and all professional education personnel in Michigan will be found in Table 34.[3]

The most prevalent teaching certificate in Michigan is the Life certificate. This certificate is held by both the majority of the teaching profession, and by the majority of the 207 superintendents. The next most common certificate with teachers is the Secondary Provisional. This certificate is held by 14.1 per cent of the teaching profession; however, only 1.0 per cent of the 207 superintendents hold this certificate. The Elementary Provisional certificate is held by 9.0 per cent of the teaching profession, but by only 1.0 per cent of the superintendents. The Elementary Permanent is represented by 4.3 per cent of the teaching profession and by only 0.5 per cent of the superintendents. The Secondary Permanent certificate is held by only 4.5 per cent of the teachers; however, 7.9 per cent of the 207 superintendents hold this certificate.

It will be noted that except for the high percentage holding Life certificates, there is little other agreement between the two groups elsewhere in the table. No other certificate is equally common in both groups.

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[3] N. B. Although the latest data available for teachers is based upon 1950-51, there is no reason to believe there has been any appreciable change in 1951-52.

TABLE 34

CERTIFICATES HELD BY SUPERINTENDENTS AND TEACHERS IN MICHIGAN 1951-52

Certificates	Superintendents		Teachers (a)	
	Number	Per Cent	Number	Per Cent
County Limited (b) . . .	---		523	1.4
State Limited (c) . . .	---		1,737	4.6
State Board Special . .	---		4,205	11.2
Life (d)	182	89.6	19,308	50.8
Elementary Provisional .	2	1.0	3,419	9.0
Elementary Permanent . .	1	.5	1,619	4.3
Secondary Provisional .	2	1.0	5,338	14.1
Secondary Permanent . .	16	7.9	1,659	4.5
Junior College	---		44	0.1
Total	203(e)	100.0	37,989	100.0

(a) "Summary Report of the Qualifications of Teachers to the State Superintendent of Public Instruction." Personnel Report Form No. 3, 1/5/51, Unpublished Report, Department of Public Instruction, Lansing, Michigan.

(b) Includes County Limited and County Limited Renewal Certificate.

(c) Includes State Limited, State Limited Renewal, State Limited Music Renewal, and Special Exemption State Limited Renewal Certificate.

(d) Includes Special Subject Life Certificate

(e) This figure does not include 4 superintendents who did not report on certificate held.

Certificates Held and Ages

The certificates held in the various age level classifications of superintendents are shown in Tables 35 and 36. As would be anticipated, the Life certificates are well represented in all age classifications. The superintendents holding Secondary Permanent certificates, however, are distributed more toward the lower age brackets, between ages 30 to 54.9 years. Seven of the 16 superintendents are grouped within ages 35 to 39.9 years.

Strangely enough, though, the 4 superintendents holding Elementary and Secondary Provisional certificates are in older age brackets than would normally be expected. Both certificates are represented in age levels 40 to 44.9 years, and 50 to 54.9 years. Since these two types of certificates are usually issued during the probationary teaching period following graduation, and have normally only a five year validity period, it is odd to encounter them in such a mature group of superintendents. It is entirely possible, however, based upon the age levels shown, that these four superintendents are either comparatively new to the profession, comparatively new in Michigan, and thus newly certificated, or else that other circumstances, unrevealed to the researcher, are represented here.

TABLE 35

CERTIFICATES HELD AND AGES OF SUPERINTENDENTS

Certificates	Age									
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported	Total
Life	1	11	37	50	31	32	17	2	1	182
Elementary Provisional . .			1		1					2
Elementary Permanent . . .			1							1
Secondary Provisional . .			1		1					2
Secondary Permanent . . .	2	7	2	3	2					16
Not Reported									4	4
Total	3	18	42	53	35	32	17	2	5	207

TABLE 36

CERTIFICATES HELD AND AGES OF SUPERINTENDENTS
(Per Cent in Each Age Classification)

Certificates	Age								
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
Life	33.3	61.1	88.1	94.4	83.5	100.0	100.0	100.0	20.0
Elementary Provisional . .			2.4		2.9				
Elementary Permanent . . .			2.4						
Secondary Provisional . .			2.4		2.9				
Secondary Permanent . . .	66.7	38.9	4.7	5.6	5.7				
Not Reported									80.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Certificates and Salaries

There is little relationship between certificate held and salary. Superintendents with Life certificates are well represented within every salary bracket (Tables 37 and 38). The 16 superintendents with Permanent certificates in secondary education are concentrated in three salary brackets; five in salary $4,000 to $5,999, 8 in salary $6,000 to $7,999, and 3 in salary $12,000 to $13,999. The one superintendent with a Permanent certificate in elementary education is in salary bracket $4,000 to $5,999.

The four superintendents with Provisional certificates, however, again furnish grounds for conjecture. The two certificated in elementary education are in salary brackets $6,000 to $7,999 and $8,000 to $9,999, respectively, while the two certificated in secondary education are in salary brackets $4,000 to $5,999 and $12,000 to $13,999, respectively.

Certificates Held and Tenure in the Educational Profession[4]

Superintendents holding Life teaching certificates have a much longer tenure in the educational profession (Tables 39 and 40). The least amount of tenure for the group is in the 3 to 11.9 year division. They are very

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[4] Data respecting "Certificate Held and Tenure in the Superintendency", and "Certificate Held and Tenure in the Present Position", Table128 and Table129, respectively will be found in the appendix, pages271to272.

TABLE 37

CERTIFICATES HELD AND SALARIES OF SUPERINTENDENTS

Certificates	Salaries							
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
Life	25	97	32	15	8	2		182
Elementary Provisional		1	1					2
Elementary Permanent .	1							1
Secondary Provisional	1				1			2
Secondary Permanent .	5	8			3			16
Not Reported							4	4
Total	35	106	33	15	12	2	4	207

TABLE 38

CERTIFICATES HELD AND SALARIES OF SUPERINTENDENTS
(Per Cent in Each Salary Classification)

Certificates	Salaries						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
Life	80.0	91.5	96.9	100.0	66.7	100.0	
Elementary Provisional		1.0	3.1				
Elementary Permanent .	2.8						
Secondary Provisional	2.8				8.3		
Secondary Permanent .	14.4	7.5			25.0		
Not Reported							100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

well represented in every tenure division to and including the highest division---40 years and over in the educational profession. This should occasion no surprise, however, when it is recalled that most educators received Life certificates up to the discontinuance of this type of certification in 1939. Based upon their ages, the majority of these superintendents graduated before then.

The 16 superintendents holding Secondary Permanent certificates range in tenure from 0 to 27.9 years and one superintendent is in the 40 and over years tenure division. The greatest portion of these superintendents, however, (12 out of 16) range in tenure from 12 to 31.9 years. The only other Permanent certificate holder, one superintendent who is certificated in elementary education is in the 24 to 27.9 years tenure division.

The 4 superintendents holding Provisional certificates again occasion some conjecture. The two certificated in elementary education are respectively in the 8 to 11.9 and 28 to 31.9 years tenure divisions. The two certificated in secondary education are in the 12 to 15.9 and 16 to 19.9 years tenure divisions. Presumably these 4 superintendents have been in the educational profession for some time, as indicated by their salaries, ages and tenure in the educational profession. They have also been superintendents for some time, as evidenced by their tenure in the superintendency (see appendix, Table 129). Probably, they are new to the state and have been given temporary certificates.

TABLE 39

CERTIFICATES HELD BY SUPERINTENDENTS AND TENURE IN EDUCATIONAL PROFESSION

Certificate	Tenure (In Years)											
	0 to 3.9	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 and over	Total
Life			1	8	22	28	32	35	21	16	19	181
Elementary Provisional			1					1				2
Elementary Permanent .							1					1
Secondary Provisional				1	1							2
Secondary Permanent .	1	1	1	4	3	1	3	1			1	16
Not Reported					1		1	1		1		4
Total	1	1	3	13	27	29	37	38	21	17	20	207

TABLE 40

CERTIFICATES HELD BY SUPERINTENDENTS AND TENURE IN EDUCATIONAL PROFESSION
(Per Cent in Each Tenure Classification)

Certificate	Tenure (In Years)										
	0 to 3.9	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 and over
Life			33.3	61.5	81.5	96.6	86.5	92.2	100.0	94.3	95.0
Elementary Provisional .			33.3					2.6			
Elementary Permanent . .							2.7				
Secondary Provisional .				7.7	3.7						
Secondary Permanent . .	100.0	100.0	33.4	30.8	11.1	3.4	8.1	2.6			5.0
Not Reported					3.7		2.7	2.6		5.7	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Summary of Findings

The following is a summarization of the information disclosed in this chapter:

1. The majority, by far (87.4 per cent), of the 207 superintendents in Michigan included in this study have Life Teaching Certificates. Only 7.7 per cent have Secondary Permanent certificates, 2.0 per cent have Elementary and Secondary Provisional certificates, and only .5 per cent have Elementary Permanent certificates.

2. Superintendents holding Life Certificates are in the majority in all district classifications. Those few that have Secondary Permanent certificates are usually found in the smaller districts. The one superintendent with an Elementary Permanent certificate is in the smallest district classification. The 4 superintendents with provisional certificates are in district classifications I, II, and IV.

3. The most prevalent teaching certificate with both superintendents and all professional education personnel in Michigan is the Life certificate.

4. The Life Certificate is well represented within all age classifications of superintendents. The 16 superintendents holding Secondary Permanent certificates are distributed between ages 30 to 54.9 years. The one superintendent with an Elementary Permanent certificate is in age level 40 to 44.9 years. The four superintendents with Provisional certificates are equally divided between ages 40 to 44.9 years and 50 to 54.9 years.

5. There appears to be little relationship between certificates held and salaries.

6. Superintendents holding Life Teaching certificates show a much greater tenure in the educational profession than any other group. Superintendents with Secondary Permanent certificates range from 0 to 27.9 years tenure (and 1 superintendent has 40 and over years tenure). The one superintendent holding an Elementary Permanent certificate is in the 24 to 27.9 years tenure division. The 4 superintendents with Provisional certificates range from 8 to 11.9 years, 12 to 15.9 years, 16 to 19.9 years, and 28 to 31.9 years tenure in the educational profession.

CHAPTER VI

ACADEMIC PREPARATION OF THE SUPERINTENDENTS

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ACADEMIC PREPARATION OF THE SUPERINTENDENTS

The professional preparation of superintendents of public schools is a matter of major concern. The development of able administrators lies, in part, in adequate academic preparation for the position. Pre-service training cannot possibly provide the answers to all problems that will confront school administrators. It can, however, provide superintendents with the general, basic techniques for treating with the majority of problems that will confront him.

A statement by the National Conference of Professors of School Administration is indicative of the emphases in the modern educational training programs for superintendents.[1]

> "The educational leader should possess a broad general background, . . . The educational leader should possess a fundamental professional preparation. . . . The educational leader should have the understanding and specific skills required to organize groups of people for the recognition, study, and solution of their problems in a democratic manner. . . The educational leader should command a wide assortment of specialized professional skills and techniques. . . ."

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[1] Educational Leaders - Their Function and Preparation; Report of the Second Work Conference, National Conference of Professors of Educational Administration, New York, 1948, pages 36 - 38.

The following chapter is a discussion of the educational preparation of the 207 superintendents of public schools in Michigan included in this study. The discussion is concerned only with the formal academic preparation received beyond high school and is presented in the following order:

(a) Extent of training: this includes the highest degree earned, type of degrees earned, and number of semester hours of credit earned beyond the degree.

(b) Major field of study: this includes both the undergraduate and graduate major fields of preparation.

(c) Colleges and universities attended: this involves both the undergraduate and graduate levels of study.

(d) A comparison with previous surveys in Michigan and the United States.

(e) An analysis of the superintendents' academic preparation according to salaries, ages, and tenure in the educational profession.

(f) A summary of findings.

Highest Earned Degrees

The highest earned degrees held by the 207 superintendents of public schools in Michigan included in this study are given in Table 41.

TABLE 41

HIGHEST ACADEMIC DEGREES EARNED BY SUPERINTENDENTS

Highest Degree Earned	Superintendents	
	Number	Per Cent
No Degree	0	0.0
Bachelor's . . .	7	3.4
Master's	195	94.2
Doctor's	5	2.4
Total . .	207	100.0

The Doctor's degree has been earned by only 5 (2.4 per cent) of the 207 superintendents. The Master's degree is the highest degree earned by 195 superintendents (94.2 per cent). The Bachelor's degree is the highest degree earned by 7 superintendents (3.4 per cent).

The highest earned degrees and size of districts administered are presented in Table 42.

In all district classifications, superintendents with Master's degrees seem to be in the majority. In general, superintendents with less than a Master's degree are in smaller districts. Superintendents holding earned Doctor's degrees seem to be in larger districts; however, one superintendent with a Doctor's degree is in the smallest district classification.

TABLE 42

HIGHEST ACADEMIC DEGREES EARNED BY SUPERINTENDENTS AND SIZE OF DISTRICT

Highest Degree Earned	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
Bachelor's . .	2	3	1	1				
Master's . . .	99	52	10	16	5	6	5	2
Doctor's . . .	1				1	1	1	1
Totals . . .	102	55	11	17	6	7	6	3

*See Table 1

Total Academic Preparation Beyond College

The majority of superintendents in Michigan either are working toward the Master's degree or have earned the Master's and are continuing their training beyond the degree. The following discussion involving semester hours of credit is presented as an indicator of the superintendents' total academic preparation.

Master's degree.--Only 7 of the 207 superintendents included in this study do not have Masters' degrees (Table 43). In general, most of these superintendents are nearing completion of the degree requirements. Only one superintendent has earned less than 10 hours. However, 6 superintendents have earned 15 or more hours; 3 - 20 or more hours, and 2 - 25 or more hours.

TABLE 43

SEMESTER HOURS EARNED TOWARD THE MASTER'S DEGREE BY SUPERINTENDENTS

Semester Hours of Credit	Superintendents	
	Number	Per Cent
under 5	0	0.0
5 to 9.9	1	0.5
10 to 14.9	0	0.0
15 to 19.9	3	1.5
20 to 24.9	1	0.5
25 to 29.9	2	1.0
Has Master's	200	96.5

The semester hours of credit earned toward the Master's degree and size of districts administered by the superintendents are given in Table 44.

There appears to be little relationship between semester hours of credit and size of system administered. All superintendents without Master's degrees are in smaller districts. However, the 3 superintendents nearest to completion of the degree requirements are in the smallest districts (I and II).

Academic preparation beyond the Master's degree.-- The academic preparation beyond the Master's degree of the 207 superintendents included in this study is given in Table 45.

TABLE 44

SEMMESTER HOURS OF CREDIT EARNED BY SUPERINTENDENTS TOWARD THE MASTER'S DEGREE AND SIZE OF DISTRICT

Semmester Hours of Credit	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
Under 5									0
5 to 9.9 . .		1							1
10 to 14.9 . .									0
15 to 19.9 . .	1		1	1					3
20 to 24.9 . .		1							1
25 to 29.9 . .	1	1							2
Has Masters . .	100	52	10	16	6	7	6	3	200
Total . . .	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 45

SEMESTER HOURS EARNED BEYOND THE MASTER'S DEGREE BY SUPERINTENDENTS

Semester Hours of Credit	Superintendents	
	Number	Per Cent
None	74	35.0
under 5	8	3.9
5 to 9.9	26	12.6
10 to 14.9	29	14.0
15 to 19.9	21	10.1
20 to 24.9	14	6.8
25 to 29.9	3	1.5
30 to 34.9	5	2.4
35 to 39.9	5	2.4
40 and over	17	8.2
Has Doctor's	5	2.4
Totals	207	100.0

Q_1 0 hours
Median 9.1 "
Q_3 19.3 "
Q. D. 10.2 "

The superintendents have a wide range in credit earned - 0 to 40 and over semester hours. The median is 9.1 hours. The semi-interquartile range is 10.2 hours.

According to the information, 74 superintendents (35.0 per cent) are not studying beyond the Master's. Presumably, 67 of these superintendents have halted their

formal educational training with the award of the Master's degree, and the other 7 have not yet been awarded the Master's degree.

The majority of superintendents continuing their education have earned less than 20 hours of credit beyond the Master's. Eight superintendents have earned less than 5 semester hours; 26 superintendents have earned 5 to 9.9 hours; 50 superintendents - 10 to 19.9 hours; 17 - 20 to 29.9 hours; 10 - 30 to 39.9 hours; 17 - 40 or more hours.

The semester hours of credit earned beyond the Master's degree and size of district administered by superintendents included in this study are given in Tables 46 and 47.

In all district classifications, excluding III, V and VIII, the superintendents have earned a wide range of credit - 0 to 40 and over semester hours. Superintendents in Districts III and V have earned only 0 to 29.9 hours; superintendents in District VIII have earned 40 or more hours.

In all district classifications, excluding VIII, a relatively high percentage of superintendents are not studying beyond the Master's. The percentage seems to be highest in Districts I and III. The percentage of superintendents in District I is 43.1 per cent; II - 29.1 per cent; III - 54.6 per cent; IV - 23.5 per cent; V - 16.7 per cent; VI - 14.3 per cent; VII - 33.3 per cent; VIII - 0.0 per cent.

TABLE 46

SEMESTER HOURS OF CREDIT EARNED BY SUPERINTENDENTS BEYOND THE MASTER'S DETREE AND SIZE OF DISTRICT

Semmester Hours of Credit	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	44	16	6	4	1	1	2		74
Under 5	4	4							8
5 to 9.9	13	10	1	1			1		26
10 to 14.9	17	10		1		1			29
15 to 19.9	10	6		3	2				21
20 to 24.9	3	4	2	1	1	2	1		14
25 to 29.9			2		1				3
30 to 34.9	2	1		2					5
35 to 39.9	2	1		2					5
40 and over	6	3		3		2	1	2	17
HasDoctor's	1				1	1	1	1	5
Total	102	55	11	17	6	7	6	3	207
Median	6.2	8.7	0.0	19.1	20.0	23.7	15.0	40 and over	

*See Table 1

TABLE 47

SEMMESTER HOURS OF CREDIT EARNED BY SUPERINTENDENTS BEYOND THE MASTER'S DEGREE AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Semmester Hours of Credit	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
None	43.1	29.1	54.6	23.5	16.7	14.3	33.3	
Under 5	3.9	7.3						
5 to 9.9 . .	12.8	18.2	9.0	5.9			16.7	
10 to 14.9 . .	16.6	18.2		5.9		14.3		
15 to 19.9 . .	9.8	10.9		17.6	33.3			
20 to 24.9 . .	2.9	7.3	18.2	5.9	16.7	28.6	16.7	
25 to 29.9 . .			18.2		16.7			
30 to 34.9 . .	2.0	1.8		11.8				
35 to 39.9 . .	2.0	1.8		11.8				
40 and over . .	5.9	5.4		17.6		28.6	16.7	66.7
Has Doctor's .	1.0				16.7	14.3	16.7	33.3
Totals	100.0	100.0	100.0	100.0	100.1	100.1	100.1	100.0

*See Table 1

In all district classifications, the superintendents' semester hours of credit medians are different. Superintendents in District VIII have the highest median, and in District III the lowest median. The median hours of credit earned by superintendents in the various districts are: I - 6.2 hours; II - 8.7; III - 0.0; IV - 19.1; V - 20.0; VI - 23.7; VII - 15.0; VIII - 40.

Types of Degrees Earned

Undergraduate.--The 207 superintendents included in this study have earned 4 different types of undergraduate degrees (Table 48). The Bachelor of Arts degree was earned by 61.8 per cent of the superintendents, and the Bachelor of Science degree by 34.4 per cent. The Bachelor of Philosophy degree was earned by 1.9 per cent, and the Bachelor of Education by 1.9 per cent.

TABLE 48

TYPES OF UNDERGRADUATE DEGREES EARNED BY SUPERINTENDENTS*

Degree	Superintendents	
	Number	Per Cent
Bachelor of Arts	128	61.8
Bachelor of Science	71	34.4
Bachelor of Philosophy	4	1.9
Bachelor of Education	4	1.9
Totals	207	100.0

*"Types of Undergraduate Degrees Earned by Superintendents and Size of District" will be found in the appendix, page 273.

Graduate.--The 207 superintendents included in this study have earned 5 different types of graduate degrees (Table 49).

TABLE 49

TYPES OF GRADUATE DEGREES EARNED BY SUPERINTENDENTS*

Degree	Superintendents	
	Number	Per Cent
None	7	3.4
Master of Arts	172	83.1
Master of Science	12	5.8
Master of Education	11	5.3
Doctor of Philosophy	3	1.4
Doctor of Education	2	1.0
Total	207	100.0

*"Type of Graduate Degree and Size of District" will be found in Appendix, page 274.

The majority of the superintendents (83.1 per cent) earned the Master of Arts degree. The Master of Science degree was earned by 5.8 per cent, and the Master of Education by 5.3 per cent.

The Doctor of Philosophy degree was earned by 1.4 per cent of the superintendents and the Doctor of Education by 1.0 per cent.

Major Fields of Study

Undergraduate.--The 207 superintendents were distributed among 9 different major fields of study on the undergraduate level (Table 50). Science was the major field of 12.6 per cent of the 207 superintendents; mathematics - 11.1 per cent; social science - 9.2 per cent; education - 8.2 per cent; physical education - 6.3 per cent; chemistry - 5.3 per cent; English - 5.3 per cent; economics - 3.4 per cent; miscellaneous - 34.7 per cent.

The major fields of study on the undergraduate level and size of districts administered by the superintendents are given in Tables 51 and 52.

There seems to be little relationship between superintendents' major fields and size of present district. In all district classifications, the superintendents have assorted major fields, and many of the major fields are well represented in several district classifications.

Master's degree.--In general, the 207 superintendents concentrated in one of two major fields of study while earning the Master's degree (Table 53). The majority of the superintendents (62.8 per cent) majored in general school administration; however, 25.7 per cent majored in general education. Only 3.4 per cent of the superintendents majored in secondary school administration; 0.5 per cent - political

science; 1.9 per cent - history; 1.4 per cent - sociology; 0.5 per cent - speech; and 2.4 per cent - miscellaneous fields of study.

TABLE 50

SUPERINTENDENTS' MAJOR FIELDS OF STUDY ON THE BACHELOR'S DEGREE

Major Fields	Superintendents	
	Number	Per Cent
Miscellaneous*	72	34.7
Science	26	12.6
Mathematics	23	11.1
Social Science	19	9.2
Education	17	8.2
Physical Education . . .	13	6.3
Chemistry	11	5.3
English	11	5.3
Economics	7	3.4
No Major**	8	3.9
Totals	207	100.0

*See Appendix, page 268, for miscellaneous major fields.

**Many undergraduate students have 4 minors rather than a major and 2 minors.

TABLE 51

SUPERINTENDENTS MAJOR FIELDS OF STUDY ON THE BACHELOR'S DEGREE AND SIZE OF DISTRICT

Major Fields	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
Social Science . .	13	2	1	2	1				19
Science	13	8	2	2			1		26
English	5	3		2	1				11
Economics	1	3	1	1	1				7
Mathematics	11	6	1	2		1	2		23
Education	8	5		1			1	2	17
Chemistry	6	2		2		1			11
Physical Education	8	3	1			1			13
Miscellaneous** . .	33	21	3	5	3	4	2	1	72
No Major ✓	4	2	2						8
Total	102	55	11	17	6	7	6	3	207

* See Table 1

** See Appendix, page 262 for miscellaneous major fields.

✓ Many undergraduates have 4 minors, rather than 1 major and 2 minors.

TABLE 52

SUPERINTENDENTS MAJOR FIELDS OF STUDY ON THE BACHELOR'S DEGREE AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Major Fields	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
Social Science . .	12.7	3.6	9.1	11.8	16.7			
Science	12.7	14.7	18.2	11.8			16.7	
English	4.9	5.4		11.8	16.7			
Economics	1.0	5.4	9.1	5.8	16.7			
Mathematics	10.8	10.9	9.1	11.8		14.3	33.3	
Education	7.9	9.1		5.8			16.7	66.7
Chemistry	5.9	3.6		11.8		14.3		
Physical Education	7.9	5.4	9.1			14.3		
Miscellaneous . . .	32.3	38.3	27.2	29.4	49.9	57.1	33.3	33.3
No Major	3.9	3.6	18.2					
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* See Table 1

TABLE 53

SUPERINTENDENTS' MAJOR FIELDS OF STUDY ON THE MASTER'S DEGREE

Major Fields	Superintendents	
	Number	Per Cent
General School Administration	130	62.8
General Education	53	25.7
Secondary School Administration . . .	7	3.4
History	4	1.9
Sociology	3	1.4
Political Science	1	0.5
Speech	1	0.5
Miscellaneous	5	2.4
Not Reported	3	1.4
Totals	207	100.0

The major fields of study on the Master's degree and size of districts administered by the superintendents included in this study are given in Tables 54 and 55.

The majority of superintendents in all district classifications, excluding IV, majored in general school administration. All superintendents in the 4 largest classifications majored in either general school administration or general education. The major fields of superintendents in the 4 smallest district classifications were considerably broader. Superintendents in Districts I and II are represented by six major fields; superintendents in Districts III and IV, 4 major fields.

TABLE 54

SUPERINTENDENTS' MAJOR FIELDS OF STUDY ON THE MASTER'S DEGREE AND SIZE OF DISTRICT

Major Fields	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
General School Administration	61	36	8	7	4	7	5	2	130
Secondary School Administration	4	2		1					7
General Education	29	11	1	8	2		1	1	53
Political Science		1							1
History	2	2							4
Sociology	1		1	1					3
Speech		1							1
Miscellaneous	4		1						5
Not Reported	1	2							3
Total	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 55

SUPERINTENDENTS' MAJOR FIELDS OF STUDY ON THE MASTER'S DEGREE AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Major Fields	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
General School Administration	59.8	65.4	72.7	41.2	66.7	100.0	83.3	66.7
Secondary School Administration	3.9	3.6		5.9				
General Education	28.4	20.0	9.1	47.0	33.3		16.7	33.3
Political Science		1.9						
History	2.0	3.6						
Sociology	1.0		9.1	5.9				
Speech		1.9						
Miscellaneous	3.9		9.1					
Not Reported	1.0	3.6						
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* See Table 1

Academic preparation beyond the Master's degree.--
In general, the 133 superintendents continuing their education beyond the Master's are concentrated in two major fields of study (Table 56). Presumably, 7 superintendents are majoring in general school administration, and 29 superintendents are majoring in general education. Only one superintendent is majoring in secondary school administration: 4 are majoring in psychology; 6 - curriculum; 1 - philosophy; 1 - guidance; 4 - miscellaneous areas.

Table 56

SUPERINTENDENTS' MAJOR FIELDS OF STUDY
BEYOND THE MASTER'S DEGREE

Major Fields	Superintendents	
	Number	Per Cent
General School Administration	76	36.7
Secondary School Administration	1	.5
Psychology	4	1.9
Curriculum	6	2.9
General Education	29	14.1
Philosophy	1	.5
Guidance	1	0.5
Miscellaneous	4	1.9
Unspecified	85	41.0
Totals	207	100.0

TABLE 57

SUPERINTENDENTS' MAJOR FIELDS OF STUDY BEYOND THE MASTER'S DEGREE AND SIZE OF DISTRICT

Major Fields	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
General School Administration	29	23	3	6	5	6	2	2	76
Secondary School Administration	1								1
Psychology	1	2		1					4
Curriculum		2	1	2			1		6
General Education	16	7	1	3			1	1	29
Philosophy				1					1
Guidance	1								1
Miscellaneous	2	1	1						4
Unspecified	52	20	5	4	1	1	2		85
Total	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 58

SUPERINTENDENTS' MAJOR FIELDS OF STUDY BEYOND THE MASTER'S DEGREE AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Major Fields	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
General School Administration	28.2	41.8	27.3	35.3	83.3	85.7	33.3	66.7
Secondary School Administration	1.0							
Psychology	1.0	3.6		5.9				
Curriculum		3.6	9.1	11.8			16.7	
General Education	15.7	12.8	9.1	17.6			16.7	33.3
Philosophy				5.9				
Guidance	1.0							
Miscellaneous	2.0	1.8	9.1					
Unspecified	51.0	36.4	45.4	23.5	16.7	14.3	33.3	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* See Table 1

The major fields of study beyond the Master's degree and size of districts administered by superintendents included in this study are presented in Tables 57 and 58.

The majority of superintendents in all district classifications, excluding III, IV and VIII, are majoring in general school administration. Superintendents majoring in general education are found in all district classifications, excluding V and VI. Superintendents majoring in curriculum are found in Districts II, III, IV, and VII. Superintendents majoring in psychology are found in I, II, and IV. Only one superintendent is majoring in secondary school administration and one in guidance; both are in district classification I.

Colleges and Universities Attended

Undergraduate level.--The 207 superintendents included in this study received all or a major portion of their undergraduate training at 27 colleges and universities in 10 different states (Table 59).

Presumably, 156 superintendents (76 per cent) have received all or the major portion of their undergraduate training in 11 different Michigan colleges and universities. The colleges attended by the greatest number were Western Michigan College of Education (42 superintendents), and Michigan State Normal College (29 superintendents). Many superintendents received their undergraduate preparation in other states. Colleges and universities in Indiana trained

TABLE 59

UNDERGRADUATE COLLEGES AND UNIVERSITIES ATTENDED BY THE SUPERINTENDENTS AND SIZE OF DISTRICT ADMINISTERED /

Location and Name		District Classification*								
		I	II	III	IV	V	VI	VII	VIII	Total
Michigan	U of M	3	3				1			7
	Hope College	3	1							4
	Alma	3		1	2					6
	M.S.M.C.	15	8	1	1	1	1	1	1	29
	Adrian	3	1		1	1				6
	M.S.C.	8	1	1	2			1		13
	W.M.C.E.	26	9	2	1	3	1			42
	C.M.C.E.	15	7	2	1					25
	Olivet	3	2		2					7
	Albion	2	3	1			1			7
	N.M.C.E.	5	1	1	2				1	10
Illinois	U. of Ill.	1	1							2
	U. of Chicago	2	2							4
Indiana	Notre Dame	4	3							7
	Ind. U.	1			1					2
Iowa	Iowa State		1							1
	U. of Dubuque	1								1
Ohio	Ohio State	1				1				2
Wisconsin	U. of Wis.	2	1	1	1		1			6
	Miscellaneous	1	9	1	3		2	3	1	19
	Not Reported	3	2					1		6
Total		102	55	11	17	6	7	6	3	207

/ This list includes only those Colleges and Universities where the major portion of the academic preparation was taken.

* See Table 1

7 superintendents; Illinois - 6 superintendents; Iowa - 2 superintendents; Ohio - 2 superintendents.

In all district classifications, the majority of the superintendents received all or a major portion of their undergraduate training in colleges and universities in Michigan. Only a relatively small number received their undergraduate training elsewhere.

The approximate sizes of the various educational institutions attended on the undergraduate level and size of districts administered by the superintendents are given in Tables 60 and 61. The institutional size is expressed in number of students enrolled during the periods the superintendents were attending the schools.

Approximately 45.0 per cent of the 207 superintendents attended smaller colleges and universities enrolling less than 1,000 students. Presumably, 35 per cent attended medium-sized schools, and 17.0 per cent attended large undergraduate schools.

In all district classifications, excluding VII, the majority of superintendents attended small or medium-sized undergraduate schools. Presumably, 50 per cent of the superintendents in District VII attended large schools.

Master's degree.--The 207 superintendents included in this study received all or a major portion of their Master's degree study at 16 colleges and universities in 10 states (Table 62).

TABLE 60

SIZE OF UNDERGRADUATE COLLEGES AND UNIVERSITIES ATTENDED BY SUPERINTENDENTS AND SIZE OF PRESENT DISTRICT ADMINISTERED

Size of College ∮	(District Classification)*								
	I	II	III	IV	V	VI	VII	VIII	Total
Small (Under 1,000)	42	23	5	10	4	6	1	3	94
Medium (1,000 to 3,000)	43	21	5	2	1		2		74
Large (Over 3,000)	16	10	1	5	1	1	3		37
Not Reported	1	1							2
Total	102	55	11	17	6	7	6	3	207

∮ Number of Students enrolled.
* See Table 1

TABLE 61

SIZE OF UNDERGRADUATE COLLEGE AND UNIVERSITY ATTENDED BY SUPERINTENDENTS AND SIZE OF PRESENT DISTRICT ADMINISTERED
(Per Cent in Each District Classification)

Size of College /	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
Under 1,000	41.2	41.8	45.4	58.8	66.6	85.7	16.7	100.0
1,000 to 3,000	42.1	38.2	45.4	11.8	16.7		33.3	
Over 3,000	15.7	18.2	9.1	29.4	16.7	14.3	50.0	
Not Reported	1.0	1.8						
Total	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0

/ Number of students enrolled.
* See Table 1

TABLE 62

LOCATION AND NAME OF COLLEGES AND UNIVERSITIES ATTENDED ON THE MASTER'S DEGREE LEVEL AND SIZE OF PRESENT DISTRICT /

Location and Name		District Classification*								
		I	II	III	IV	V	VI	VII	VIII	Total
Michigan	University of Michigan	74	36	8	8	4	4	3	1	138
	Hope College	3								3
	Wayne University	5	7	1	3					16
	Michigan State College	9	2		1					12
Ohio	Ohio State	1			2	1		1		5
Illinois	University of Illinois		1				2		1	4
	Northwestern		2			1				3
	University of Chicago	1	1					1		3
New York	Columbia University	4	2	1	1			1	1	10
Minnesota	University of Minnesota	1								1
Wisconsin	University of Wisconsin		1							1
Wyoming	University of Wyoming	1								1
Massachusetts	Harvard		1	1						2
	Boston University		1							1
Indiana	Indiana University		1		2					3
Oregon	University of Oregon						1			1
Not Reported		3								3
Total		102	55	11	17	6	7	6	3	207

/ This list includes only those Colleges and Universities where the major portion of the academic preparation was accomplished.

* See Table 1

According to the information, 81.6 per cent of the 207 superintendents received all or the major portion of their training at 4 colleges and universities in Michigan. The University of Michigan was attended by 81.5 per cent of this group. Other colleges and universities listed were Wayne University - 16 superintendents; Michigan State College - 12; Hope College - 3.

Many superintendents gained all or the major portion of their training in 9 other states. Educational institutions in Ohio were attended by 5 superintendents; Illinois - 10; New York - 10; Minnesota - 1; Wisconsin - 1; Wyoming - 1; Massachusetts - 3; Indiana - 3; and Oregon - 1. The educational institution attended by the largest number of these superintendents was Teachers College, Columbia University, New York, New York (10 superintendents).

In all district classifications, excluding VIII, a majority of the superintendents attended colleges and universities in Michigan. According to the information, 50 per cent or more of the superintendents in all districts, excluding VIII, attended the University of Michigan.

Academic preparation beyond the Master's degree.-- The 133 superintendents continuing their education beyond the Master's degree are earning all or the major portion of their academic work at 14 different colleges and universities in 10 states (Table 63).

TABLE 63

LOCATION AND NAME OF COLLEGES AND UNIVERSITIES ATTENDED BEYOND THE MASTER'S DEGREE AND SIZE OF PRESENT DISTRICT /

Location and Name		District Classification*								
		I	II	III	IV	V	VI	VII	VIII	Total
Michigan	University of Michigan	31	18	4	5	2	2	3	2	67
	Wayne University	3	4	1	2	1		1		12
	Michigan State College	15	9		2	1	2			29
Ohio	Ohio State University		1			1				2
Massachusetts	Harvard University		1				1			2
Illinois	Northwestern	1								1
	University of Chicago	3	1					2		6
New York	Columbia University	1	1		2		2		1	7
Minnesota	University of Minnesota				1					1
Indiana	Indiana University	1			1					2
Colorado	University of Colorado	1	1							2
Wyoming	University of Wyoming	1								1
California	Stanford University		1							1
Total		57	38	5	13	5	7	6	3	133

/ This list includes only those colleges and universities where the major portion of the academic preparation is being taken.

* See Table 1

According to the information, 107 superintendents are attending colleges and universities in Michigan. The majority are attending University of Michigan. Other colleges and universities represented are Michigan State College - 29 superintendents, and Wayne University - 12 superintendents.

Many superintendents are gaining all or a major portion of their educational training in 9 other states. Educational institutions in Ohio are attended by 2 superintendents; Massachusetts - 2; Illinois - 7; New York - 7; Minnesota - 1; Indiana - 2; Colorado - 2; Wyoming - 1; and California - 1. The institution attended by the largest number is Teachers College, Columbia University (7 superintendents).

In all district classifications, a majority of the superintendents are attending colleges and universities in Michigan. According to the information, 50 per cent or more of the superintendents in district classifications I, III, VII and VIII are attending the University of Michigan.

Comparison With Previous Studies

Michigan.--The academic preparation of superintendents in Michigan has changed considerably during the past 36 years (Table 64).

TABLE 64

HIGHEST ACADEMIC DEGREE EARNED BY SUPERINTENDENTS IN MICHIGAN - 1916 to 1952 (In Per Cents)

Year	Degree				
	No Degree	Bachelor's	Master's	Doctor's	Totals
1916	8.7	67.2	23.1	1.0	100.0
1927	7.4	44.2	47.4	1.0	100.0
1933	4.8	37.2	53.9	2.7	98.7*
1952	0.0	3.4	94.2	2.4	100.0

*1.3 per cent - degree undetermined.

Whitney's survey in 1916, found the highest earned degree held by superintendents of member school systems of the North-Central Association (a group comparable to the present group being studied) was: no degree - 8.7 per cent of the superintendents; Bachelor's degree - 67.2 per cent; Master's - 23.1 per cent; Doctor's - 1.0 per cent.[2]

According to Hendershot's survey in 1927-28, the highest earned degree held by superintendents in cities with 2500 and over population (a group comparable to the present group) was: no degree-7.4 per cent of the superintendents; Bachelor's degree - 44.2 per cent; Master's - 47.4 per cent; and Doctor's - 1.0 per cent.[3]

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[2]Whitney, op. cit., Table IV, p. 5. (Computed from data for superintendents of member school systems of North-Central Association)

[3]Hendershot, op. cit., Table XXIV, p. 42 (Computed from data for superintendents of cities of 2500 and over population)

Jennings' survey in 1933-34 found the highest earned degree held by superintendents of member school systems of the North-Central Association was: no degree - 4.1 per cent of the superintendents; Bachelor's degree - 37.2 per cent; Master's - 53.9 per cent; Doctor's - 2.7 per cent.[4]

The present survey of superintendents in school systems employing 30 or more teachers found the highest earned degree held was: no degree - 0.0 per cent of the superintendents; Bachelor's degree - 3.4 per cent; Master's - 94.2 per cent; Doctor's - 2.4 per cent.

According to these surveys, there has been a steady increase in the academic preparation of superintendents in Michigan.

United States.--Surveys of comparable groups of superintendents in the nation as a whole have also found an increase in the superintendents' academic preparation (Table 65).

The "1921 survey" found the highest earned degree held by United States superintendents was: no degree - 12.8

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[4]Jennings, op. cit., Table 30, p. 18 (Data for superintendents of member school systems of North-Central Association)

TABLE 65

HIGHEST ACADEMIC DEGREE EARNED BY SUPERINTENDENTS IN UNITED STATES - 1921 to 1950
(In Per Cents)

Year	Degree				
	No Degree	Bachelor's	Master's	Doctor's	Total*
1921	12.8	51.9	32.4	2.9	99.6
1931	3.8	36.2	56.7	3.0	99.7
1950	0.2	5.5	78.7	14.0	98.4

*Does not include Honorary Doctorates.

per cent of the superintendents; Bachelor's - 51.9 per cent; Master's - 32.4 per cent; Doctor's - 2.9 per cent.[5]

The 1931 survey found the highest earned degree held by United States superintendents was: no degree - 3.8 per cent of the superintendents; Bachelor's - 36.2 per cent; Master's - 56.7 per cent; Doctor's - 3.0 per cent.[6]

The 1950 survey found the highest earned degree held by superintendents was: no degree - 0.2 per cent; Bachelor's - 5.5 per cent; Master's - 78.7 per cent; Doctor's - 14.0 per cent.[7]

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[5]1923 Survey, op. cit., (Data for superintendents in cities of 2500 and over population) quoted in 1952 Yearbook, A. A. S. A., p. 446.

[6]1933 Survey, op. cit., (Data for superintendents in cities of 2500 and over population) quoted in 1952 Yearbook, A. A. S. A., p. 446.

[7]1952 Yearbook, op. cit., (Data for superintendents in cities of 2500 and over population)

Academic Preparation in Areas

Master's Degree.--The semester hours of credit [illegible] toward the master's degree and the [illegible] enrollments [illegible] in this study are presented in Table 67.

There appears to be little relationship between the [illegible] terminal. [illegible] without master's [illegible] in various [illegible] institutions. The [illegible] with the least [illegible] where it is [illegible] [illegible] of the [illegible]. The [illegible] [illegible] where it is [illegible] of the [illegible]. [illegible] [illegible] with [illegible] hours [illegible] where it has [illegible] [illegible] to it. [illegible] over.

[illegible] [illegible] [illegible] master's [illegible] [illegible] [illegible]

TABLE 66

SUPERINTENDENTS ACADEMIC PREPARATION ON THE MASTER'S DEGREE AND AGES

Semmester Hours of Credit Earned	Ages (InYears)									
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported	Total
0 to 5.9										0
5 to 9.9					1					1
10 to 14.9										0
15 to 19.9		1								1
20 to 24.9			1					1		2
25 to 29.9		1		1		1				3
Has Masters	3	16	41	52	34	31	17	1	5	200
Total	3	18	42	53	35	32	17	2	5	207

TABLE 67

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND AGES

Semmester Hours of Credit Earned	Ages (In Years)									
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported	Total
None	1	9	15	20	12	12	4	1	1	74
Under 5		1	5		1	1				8
5 to 9.9	1	1	5	10	4	2	2		1	26
10 to 14.9		3	5	6	9	3	3			29
15 to 19.9		2	2	3	5	4	3		2	21
20 to 24.9		1	2	6	1	3	1			14
25 to 29.9				2			1			3
30 to 34.9			1		1	1	1	1		5
35 to 39.9			1	2		1				5
40 and over	1	1	5	3	1	3	2		1	17
Has Doctor's			1	1	1	2				5
Total	3	18	42	53	35	32	17	2	5	207
Median	7.5	0	6.0	8.2	10.0	11.5	12.5	10.0		

TABLE 68

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND AGES
(Per Cent in Each Age Classification)

Semmester Hours of Credit Earned	Ages (In Years)								
	30 to 34.9	35 to 39.9	40to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
None	33.3	50.0	35.6	37.6	34.2	37.5	23.5	50.0	20.0
Under 5		5.6	11.9		2.9	3.1			
5 to 9.9	33.3	5.6	11.9	18.9	11.4	6.3	11.8		20.0
10 to 14.9		16.6	11.9	11.3	25.6	9.3	17.6		
15 to 19.9		11.1	4.8	5.7	14.3	12.5	17.6		40.0
20 to 24.9		5.6	4.8	11.3	2.9	9.3	5.9		
25 to 29.9				3.8			5.9		
30 to 34.9			2.4		2.9	3.2	5.9	50.0	
35 to 39.9			2.4	3.8		3.2			
40 and over	33.3	5.6	11.9	5.9	2.9	9.3	11.8		20.0
Has Doctor's			2.4	1.9	2.9	6.3			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

In all age classifications, a high percentage of superintendents are not continuing their academic preparation beyond the Master's degree. Presumably, this percentage is highest in age groups 35 to 39.9 and 65 and over.

In general, superintendents in the older age classifications have more academic preparation. The semester hours of credit medians seem to increase as the ages increase. The median semester hours of credit earned for each age group, youngest to oldest, are: 7.5, 0.0, 6.0, 8.2, 10.0, 11.5, 12.5, and 10.0, respectively.

Academic Preparation and Salaries

Master's degree level.--The academic preparation on the Master's degree and salaries of superintendents included in this study are presented in Table 69.

There appears to be some relationship between salary and academic preparation. In general, superintendents without Master's degrees are in lower salary classifications. It is interesting to note, however, that the superintendent with the next to lowest academic preparation is in salary classification $8,000 to $9,999, and the others are in lower salary classifications $4,000 to $5,999 and $6,000 to $7,999.

Academic preparation beyond the Master's degree.--The academic preparation beyond the Master's degree and salaries of superintendents included in this study are presented in Tables 70 and 71.

TABLE 69

SUPERINTENDENTS ACADEMIC PREPARATION ON THE MASTER'S DEGREE AND SALARY

Semester Hours of Credit Earned	Salary (Yearly) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
0 to 4.9								0
5 to 9.9		1						1
10 to 14.9								0
15 to 19.9			1					1
20 to 24.9	1	1						2
25 to 29.9	1	2						3
Has Master's	33	102	32	15	12	2	4	200
Total	35	106	33	15	12	2	4	207

TABLE 70

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND SALARIES

Semmester Hours of Credit Earned	Salary (Yearly) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
None	18	38	13	3	3			74
Under 5	2	6						8
5 to 9.9	3	18	2		1	1	1	26
10 to 14.9	5	20	3	1				29
15 to 19.9	3	11	2	2	1		2	21
20 to 24.9	1	7	2	3	1			14
25 to 29.9			2	1				3
30 to 34.9		1	3	1				5
35 to 39.9	2	1	1	1				5
40 and over	1	4	4	2	4	1	1	17
Has Doctor's			1	1	2	1		5
Total	35	106	33	15	12	2	4	207
Median	0.0	7.5	12.5	22.5	40 +	22.5	17.5	

TABLE 71

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND SALARIES
(Per Cent in Each Salary Classification)

Semester Hours of Credit Earned	Salary (Yearly) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
None	51.3	35.8	39.3	20.0	24.9		
Under 5	5.7	7.7					
5 to 9.9	8.6	16.9	6.1		8.3	50.0	25.0
10 to 14.9	14.3	17.0	9.1	6.7			
15 to 19.9	8.6	10.4	6.1	13.2	8.3		50.0
20 to 24.9	2.9	6.6	6.1	20.0	8.3		
25 to 29.9			6.1	6.7			
30 to 34.9		0.9	9.1	6.7			
35 to 39.9	5.7	0.9	3.0	6.7			
40 and over	2.9	3.8	12.1	13.3	33.3		25.0
Has Doctor's			3.0	6.7	16.9	50.0	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

In general, the superintendents have a wide range of academic preparation in all salary classifications. However, there seems to be some relation between salary and preparation. The lowest percentage of superintendents continuing their educational training is found in lower salary classifications. Only 48.7 per cent of the superintendents in salary classification $4,000 to $5,999 are continuing their education, as compared to 64.2 per cent of the superintendents in the $6,000 to $7,999 classification; 60.7 per cent in the $8,000 to $9,999 classification; 80.0 per cent in the $10,000 to $11,999 classification; 75.1 per cent in the $12,000 to $13,999 classification, and 100.0 per cent in the highest salary classification. Superintendents with earned Doctor's degrees also are in relatively higher salary classifications.

The superintendents' semester hours of credit medians also seem to increase as the salaries increase. The median decreases, however, in the very highest salary classification. The respective median hours of credit earned beyond the Master's degree for each salary classification, lowest to highest, is 0.0 hours, 7.5 hours, 12.5 hours, 22.5 hours, 40+ hours, 22.5 hours, respectively.

Academic Preparation and Tenure in the Educational Profession

Master's degree.--The superintendents' academic preparation on the Master's degree and tenure in the educational profession are given in Table 72.

TABLE 72

SUPERINTENDENTS ACADEMIC PREPARATION ON THE MASTER'S DEGREE LEVEL AND TENURE IN THE EDUCATIONAL PROFESSION

Semester Hours of Credit Earned	Tenure (In Years)												
	Under 4	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 to 43.9	44 to 47.9	Total
0 to 4.9													0
5 to 9.9									1				1
10 to 14.9													0
15 to 19.9			1										1
20 to 24.9							1				1		2
25 to 29.9		1					2						3
Has Master's	1		2	13	27	29	34	38	20	17	12	7	200
Total	1	1	3	13	27	29	37	38	21	17	13	7	207

There seems to be little relationship between academic preparation and tenure in the educational profession. In general, superintendents without Master's degrees have a wide range of tenure. The superintendent with the least number of hours earned has 36 to 39.9 years tenure; 1 superintendent with 15 to 19.9 hours has only 8 to 11.9 years tenure; 2 superintendents with 20 to 24.9 hours of credit have 24 to 27.9 and 40 to 43.9 years tenure. The 3 superintendents with the most credit earned toward the Master's have 4 to 7.9 years (1 superintendent) and 24 to 27.9 years (2 superintendents).

Academic preparation beyond the Master's degree.-- The academic preparation beyond the Master's degree and tenure in the educational profession of the 207 Michigan superintendents included in this study are presented in Tables 73 and 74.

There appears to be little relationship between academic preparation and tenure. In general, the superintendents have a wide range of academic preparation in all tenure divisions. Most tenure divisions have a relatively high percentage of superintendents who are not continuing their education.

Superintendents with earned Doctor's degrees have 16 to 19.9 years tenure - 2 superintendents; 28 to 31.9 years - 2 superintendents; 32 to 35.9 years tenure - 1 superintendent.

TABLE 73

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND TENURE IN THE EDUCATIONAL PROFESSION

Semester Hours of Credit Earned	Tenure (In Years)												
	Under 4	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 to 43.9	44 to 47.9	Total
None	1		2	5	7	12	19	9	9	5	5		74
Under 5				1	2	3		2					8
5 to 9.9				2	2	6	5	7		1	3		26
10 to 14.9		1		2	4	2	3	7	3	4	2	1	29
15 to 19.9				1	1	1	4	5	4	3	1	1	21
20 to 24.9				1	2	2	3	1	2	1	1	1	14
25 to 29.9							1	1			1		3
30 to 34.9				1					1	1		2	5
35 to 39.9						1	2	1	1				5
40 and over			1		7	2		3		2		2	17
Has Doctor's					2			2	1				5
Total	1	1	3	13	27	29	37	38	21	17	13	7	207

TABLE 74

SUPERINTENDENTS ACADEMIC PREPARATION BEYOND THE MASTER'S DEGREE AND TENURE IN THE EDUCATIONAL PROFESSION
(Per Cent in Each Tenure Classification)

Semester Hours of Credit Earned	Tenure (In Years)											
	Under 4	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 to 43.9	44 to 47.9
None	100.0		66.7	38.4	25.9	41.5	51.3	23.7	42.8	29.4	38.4	
Under 5				7.7	7.4	10.3		5.3				
5 to 9.9				15.4	7.4	20.7	13.5	18.4		5.9	23.1	
10 to 14.9		100.0		15.4	14.8	6.9	8.1	18.4	14.3	23.5	15.4	14.3
15 to 19.9				7.7	3.8	3.4	10.8	13.2	19.0	17.6	7.7	14.3
20 to 24.9				7.7	7.4	6.9	8.1	2.6	9.5	5.9	7.7	14.3
25 to 29.9							2.8	2.6			7.7	
30 to 34.9				7.7					4.8	5.9		28.6
35 to 39.9						3.4	5.4	2.6	4.8			
40 and over			33.3		25.9	6.9		7.9		11.8		28.6
Has Doctor's					7.4							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Summary of Findings

The data presented in this chapter have disclosed the following information concerning the academic preparation of the 207 superintendents of public schools in Michigan included in this study.

1. The highest degrees earned by the superintendents are: Doctor's degree - 5 superintendents (2.4 per cent); Master's degree - 195 superintendents (94.2 per cent); Bachelor's degree - 7 superintendents (3.4 per cent).

2. In all district classifications the highest degree earned by the majority of superintendents is the Master's. Superintendents with only Bachelor's degrees seem to be in smaller districts. In general, superintendents with Doctor's degrees are in larger districts; however, one superintendent with a Doctor's is in the smallest district classification.

3. The majority of the superintendents without Master's degrees are nearing completion of the degree requirements.

4. The 207 superintendents have earned 0 to 40 and over semester hours of credit beyond the Master's degree. The median is 9.1 hours. The semi-interquartile range is 10.2 hours. Presumably, 74 superintendents are not studying beyond the Master's.

5. In all district classifications, excluding VIII, a high percentage of superintendents are not studying beyond

the Master's degree. The percentage is highest in District I - 43.1 per cent; III - 54.6 per cent; and VII - 33.3 per cent.

6. In all district classifications, excluding III, V and VIII, the superintendents have earned 0 to 40 and over hours of credit beyond the Master's. All superintendents in Districts III and V have earned less than 29.9 hours, and all superintendents in VIII have earned 40 or more hours. The median hours of credit earned seems highest in District VIII (40 hours and over) and lowest in III (0.0).

7. The types of undergraduate degrees earned by the superintendents are: Bachelor of Arts - 61.8 per cent of the superintendents; Bachelor of Science - 34.4 per cent; Bachelor of Philosophy - 1.9 per cent; Bachelor of Education - 1.9 per cent.

8. The types of graduate degrees earned by the superintendents are: Master of Arts - 83.1 per cent of the superintendents; Master of Science - 5.8 per cent; Master of Education - 5.3 per cent; Doctor of Philosophy - 1.4 per cent; Doctor of Education - 1.0 per cent.

9. The superintendents' major fields of study on the undergraduate level were: science - 12.6 per cent of the superintendents; mathematics - 11.1 per cent; social science - 9.2 per cent; education - 8.2 per cent; physical education - 6.3 per cent; chemistry - 5.3 per cent; English - 5.3 per cent; economics - 3.4 per cent; miscellaneous - 34.7 per cent.

10. There appears to be no relationship between major field of study on the undergraduate level and size of present district administered.

11. The superintendents' major fields of study on the Master's degree were: general school administration - 62.8 per cent of the superintendents; general education - 25.7 per cent; secondary school administration - 3.4 per cent; political science - 0.5 per cent; history - 1.9 per cent; sociology - 1.4 per cent; speech - 0.5 per cent; miscellaneous - 2.4 per cent.

12. In all district classifications, excluding IV, the majority of superintendents majored in general school administration while earning the Master's degree. In the 4 largest district classifications, all superintendents majored in either general school administration or general education. Superintendents in Districts I and II are represented by 6 major fields; III and IV - 4 major fields.

13. The superintendents' major fields of study beyond the Master's degree are: general school administration - 57.1 per cent of the superintendents; general education - 21.4 per cent; secondary school administration - 0.8 per cent; psychology - 3.0 per cent; curriculum - 4.5 per cent; philosophy - 0.8 per cent; guidance - 0.8 per cent; miscellaneous - 1.9 per cent.

14. In all district classifications, excluding III, IV and VII, the majority of superintendents continuing beyond

the Master's degree are majoring in general school administration.

15. Seventy-six per cent of the superintendents received all or a major portion of their undergraduate training in colleges and universities in Michigan. The colleges attended by the greatest number were Western Michigan College of Education (42 superintendents) and Michigan State Normal College (29 superintendents).

16. In all district classifications, the majority of the superintendents received their undergraduate education in Michigan.

17. The majority of the superintendents attended small or medium-sized undergraduate colleges. Only 17 per cent attended large schools.

18. In all district classifications, excluding VII, the majority of superintendents attended small or medium-sized undergraduate schools. In District VII, 50 per cent of the superintendents attended larger institutions.

19. Presumably, 169 superintendents (81.6 per cent) completed all or a major portion of the Master's degree at colleges and universities in Michigan. The University of Michigan was attended by 138 superintendents; Wayne University - 16; Michigan State College - 12; Hope College - 3.

20. Superintendents completed all or a major portion of the Master's degree at colleges and universities in 9 other states. The school attended by the largest number

was Teachers College, Columbia University, New York, New York (10 superintendents).

21. In all district classifications, excluding VIII, the majority of superintendents completed all or a major portion of the Master's degree at colleges and universities in Michigan. A majority of these superintendents attended the University of Michigan.

22. Presumably, 108 (81.6 per cent) of the 133 superintendents studying beyond the Master's degree are earning all or a major portion of their work at 3 colleges and universities in Michigan. The University of Michigan is attended by 67 of these superintendents; Michigan State College - 29; Wayne University - 12.

23. Presumably, 25 superintendents continuing beyond the Master's are earning all or a major portion of their work in 9 other states. The school attended by the largest number is Teachers College, Columbia University (7 superintendents).

24. In all district classifications, the majority of superintendents continuing beyond the Master's are attending colleges and universities in Michigan. The majority are attending the University of Michigan.

25. According to previous surveys of comparable groups of superintendents, the academic preparation of superintendents in Michigan has increased considerably.

In 1916, the Master's degree was the highest degree earned by 23.1 per cent of the superintendents. This percentage increased to 47.4 per cent in 1927; 53.9 per cent - 1934; 94.2 per cent - 1952.

26. According to available information, the academic preparation of superintendents in Michigan is above the national norm.

27. There seems to be some relationship between academic preparation and age. In general, the median semester hours of credit increases as the age levels increase.

28. There seems to be some relationship between academic preparation and salary. In general, superintendents without Master's degrees are in lower salary classifications; superintendents studying beyond the Master's seem to be in higher salary classifications.

29. There seems to be little relationship between academic preparation and tenure in the educational profession.

CHAPTER VII

SUPERINTENDENTS' EXPERIENCE IN EDUCATION WORK

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Superintendents of public educational institutions should have a wide range of educational experience. Their experiences could well include teaching on both elementary and secondary levels. Their administrative backgrounds might well include experiences as department chairmen, principals, supervisors, and assistant superintendents. These opportunities would provide a wealth of experience, profitable to the superintendents, and profitable to their school systems.

This chapter is essentially a discussion of the education work experiences of the 207 superintendents of public schools in Michigan included in this study. The discussion is organized into the following main topics:

(a) Total experience in classroom teaching;

(b) Nature of teaching positions held;

(c) Total experience in educational administration;

(d) Nature of administrative positions held;

(e) Positions held just previous to assuming the present superintendencies;

(f) Analysis of education work experiences and ages and salaries;

(g) A brief concluding summation.

Experiences in Classroom Teaching

The majority of the superintendents have spent relatively few years in classroom teaching assignments (Table 75). Although the 207 superintendents have a wide range of years in teaching - 0 to 20 years and over, the median for the group is only 5.1 years, and the semi-interquartile range is 5.3 years.

According to the information, 27 superintendents (13.0 per cent) have never had a teaching position. Twelve superintendents (5.8 per cent) taught less than 2 years, and 40 superintendents (19.3 per cent), only 2 to 2.9 years. Presumably, 43 superintendents (20.8 per cent) taught 4 to 5.9 years, 23 superintendents (11.1 per cent) 6 to 7.9 years, and 19 superintendents (9.2 per cent) 8 to 9.9 years. Only 43 (20.8 per cent) of the 207 superintendents included in this study have 10 or more years experience in classroom teaching, and only 23 superintendents (11.1 per cent) have 12 or more years experience.

The number of years experience in classroom teaching and size of present district administered are given in Table 76.

TABLE 75

SUPERINTENDENTS' EXPERIENCE IN CLASSROOM TEACHING

Experience (in years)	Superintendents	
	Number	Per Cent
None	27	13.0
Less than 2 . . .	12	5.8
2 to 3.9	40	19.3
4 to 5.9	43	20.8
6 to 7.9	23	11.1
8 to 9.9	19	9.2
10 to 11.9	20	9.7
12 to 13.9	7	3.4
14 to 15.9	10	4.8
16 to 17.9	3	1.4
18 to 19.9	2	1.0
20 and over . . .	1	0.5
Total . .	207	100.0

Q_1 2.6
Median 5.1
Q_3 8.4
Q. D. 5.8

In general, the superintendents in all district classifications have a wide range of experience. Superintendents in Districts III, V, and VIII have the smallest range, 0 to 11.9 years. Superintendents in District I have the widest range, 0 to 20 and over years. However, in all districts, the majority of superintendents have less than 6 years classroom teaching experience.

TABLE 76

SUPERINTENDENTS EXPERIENCE IN CLASSROOM TEACHING AND SIZE OF PRESENT DISTRICTS

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	13	5	2	3	2		1	1	27
Less than 2	2	5	1	3	1				12
2 to 3.9	21	9	2	4		3	1		40
4 to 5.9	25	10	2	2		2	1	1	43
6 to 7.9	10	6	2	3	1		1		23
8 to 9.9	10	6	1	1	1				19
10 to 11.9	9	7	1		1	1		1	20
12 to 13.9	4	2		1					7
14 to 15.9	3	5				1	1		10
16 to 17.9	2						1		3
18 to 19.9	2								2
20 and over	1								1
Totals	102	55	11	17	6	7	6	3	207
Medians	5.2	5.7	4.5	3.2	4.0	4.5	6.0	5.0	

* See Table 1

In all district classifications, the superintendents' median years of experience are relatively low. Superintendents in District IV seem to have the lowest median, and superintendents in District VII, the highest. The experience median for superintendents in District I is 5.2 years; II - 5.7 years; III - 4.5 years; IV - 3.2 years; V - 4.0 years; VI - 4.5 years; VII - 6.0 years; VIII - 5.0 years.

The majority of superintendents have had experience in less than two different teaching positions. Although the superintendents have a range of 0 to 4 positions, the median is only 1.9 (Table 77). According to the information, 27 superintendents have never held a teaching job, 88 superintendents have held only 1 position; 64 - 2 different positions; 26 - 3 positions; 2 - 4 positions.

As would be anticipated, the superintendents' years of experience in teaching increases as the number of positions held increases. Superintendents with experience in only one teaching position have a median of 4.2 years; 2 positions - 7.0 years; 3 positions - 7.3 years; 4 positions - 12.0 years.

Nature of Teaching Positions Held

The various types of classroom teaching experiences of the 207 superintendents included in this study are presented in Tables 78 through 82. These tables include both the number of years experience and average size of school in which the experience was gained.

TABLE 77

SUPERINTENDENTS' EXPERIENCE IN CLASSROOM TEACHING AND NUMBER OF TEACHING POSITIONS HELD

Experience (in years)	Number of Positions Held					
	None	1	2	3	4	Total
None . .	27					27
Under 2 . .		12				12
2 to 3.9 . .		30	10			40
4 to 5.9 . .		21	15	7		43
6 to 7.9 . .		4	11	8		23
8 to 9.9 . .		8	9	2		19
10 to 11.9 . .		6	8	5	1	20
12 to 13.9 . .		2	3	1	1	7
14 to 15.9 . .		5	4	1		10
16 to 17.9 . .			1	2		3
18 to 19.9 . .			2			2
20 and over .			1			1
Total . . .	27	88	64	26	2	207
Median . . .	0.0	4.2	7.0	7.3	12.0	

Primary District Schools.--Presumably, 64 superintendents (30.9 per cent) have spent some portion of their educational careers in primary district schools (Table 78). Their experiences range from 1 to 9 and over years; however, the median is only 2.7 years.

TABLE 78

SUPERINTENDENTS' TEACHING EXPERIENCE IN RURAL PRIMARY DISTRICT SCHOOLS AND SIZE OF SCHOOLS

Experience (in years)	Size of Schools*						
	1	2	3	4	5	Not Reported	Total
None . . .						143	143
1 to 1.9 . . .	13	3	1			1	18
2 to 2.9 . . .	15	4		1		1	21
3 to 3.9 . . .	6	4		1	1		12
4 to 4.9 . . .	2	1				1	4
5 to 5.9 . . .	2	1					3
6 to 6.9 . . .		1					1
7 to 7.9 . . .	1	1					2
9 and over . .	2	1					3
Total . .	41	16	1	2	1	146	207

*Number of teachers employed

According to the information, 41 superintendents taught in typical one-teacher primary schools; 16 superintendents were in two-teacher schools; 1 superintendent was in a three-teacher school; 2 superintendents were in four-teacher schools; 1 superintendent was in a primary district school that employed 5 teachers.

Elementary Schools.--Only 24 superintendents (11.6 per cent) have spent any portion of their educational careers

teaching in elementary schools (Table 79). Their experiences range from 1 to 9 and over years, however, the median is only 2.6 years.

TABLE 79

SUPERINTENDENTS' TEACHING EXPERIENCE IN ELEMENTARY SCHOOLS AND SIZE OF SCHOOLS

Experience (in years)	Size of School*			
	Small	Medium	Large	Total
None . . .				183
1 to 1.9 . . .	4	1	2	7
2 to 2.9 . . .	2	6	1	9
3 to 3.9 . . .		1		1
5 to 5.9 . . .	1	1		2
6 to 6.9 . . .	2			2
7 to 7.9 . . .	1			1
8 to 8.9 . . .	1			1
9 and over . .	1			1
Total . . .	12	9	3	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 31 and over "

According to the information, 12 superintendents were in small elementary schools, with 10 or less teachers; 9 were in medium-sized schools; and 3 taught in large schools employing 31 or more teachers.

Junior High Schools.--Presumably, 57 superintendents (27.5 per cent) have taught in junior high schools (Table 80). Their experiences range from 1 to 9 and over years; however, the median for the group is only 3.1 years.

TABLE 80

SUPERINTENDENTS' TEACHING EXPERIENCE IN JUNIOR HIGH SCHOOLS AND SIZE OF SCHOOLS

Experience (in years)	Size of Schools*			
	Small	Medium	Large	Total
None . . .				150
1 to 1.9 . . .	8	6	1	15
2 to 2.9 . . .	5	6	2	13
3 to 3.9 . . .	3	8	1	12
4 to 4.9 . . .	1	5		6
5 to 5.9 . . .	1	5		6
7 to 7.9 . . .			1	1
8 to 8.9 . . .		1	1	2
9 and over . .	1	1		2
Total . . .	19	32	6	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 31 and over "

According to the information, 19 superintendents taught in small junior high schools employing 10 or less teachers; 32 were in medium-sized schools; and 6 were in large junior high schools employing 31 or more teachers.

Senior High Schools.--Evidently, 139 superintendents (67.1 per cent) spent some portion of their careers teaching in senior high schools (Table 81). The superintendents' experiences range from 1 to 9 and over years. The median for the group is 3.7 years.

TABLE 81

SUPERINTENDENTS' TEACHING EXPERIENCE IN SENIOR HIGH SCHOOLS AND SIZE OF SCHOOLS

Experience (in years)	Size of Schools*			
	Small	Medium	Large	Total
None . . .				68
1 to 1.9 . . .	1	8	3	12
2 to 2.9 . . .	5	16	4	25
3 to 3.9 . . .	1	13	3	17
4 to 4.9 . . .	3	15	4	22
5 to 5.9 . . .	1	16	4	21
6 to 6.9 . . .	1	4	1	6
7 to 7.9 . . .		2	2	4
8 to 8.9 . . .	2	5	3	10
9 and over . .	4	11	7	22
Total . . .	18	90	31	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 30 and over "

According to the information, 18 superintendents taught in small senior high schools employing 10 or less teachers; 90 superintendents were in medium-sized schools;

31 were employed in large high schools with 31 or more teachers.

Colleges and universities.--Interestingly enough, only 15 superintendents (7.2 per cent) have ever taught in junior colleges, colleges, or universities (Table 82). Their experiences range from 0.2 to 9 and over years, however, the median for the group is only 0.9 years.

TABLE 82

SUPERINTENDENTS' TEACHING EXPERIENCE IN JUNIOR COLLEGES, COLLEGES, AND UNIVERSITIES AND SIZE OF SCHOOL

Experience (in years)**	Size of School*			
	Small	Medium	Large	Total
None . .				189
0.2 to 0.9 . .	3	2	3	8
1 to 1.9 . .	1			1
3 to 3.9 . .		1		1
4 to 4.9 . .		1	1	2
5 to 5.9 . .			1	1
6 to 6.9 . .	1			1
9 and over . .	1			1
Total . . .	6	4	5	207

*Small - 1,000 or less students enrolled
Medium - 1,001 to 3,000 " "
Large - 3,001 and over " "

**Superintendents teaching only summer sessions were credited with 1/4 year for each summer term taught.

Presumably, 6 superintendents were on the staffs of small colleges enrolling less than 1,000 students; 4 superintendents were in meium-sized institutions; 5 superintendents were in large colleges and universities enrolling over 3,000 students.

Experience in Educational Administration

The majority of superintendents included in this study have spent many years in educational administration (Table 83). The superintendents have a wide range in experience - 1 to 40 and over years. The median is 26.5 years, and the semi-interquartile range is 19.3 years.

According to the information, only 4 superintendents (1.9 per cent) have less than 5 years of administrative experience, and only 19 superintendents (9.1 per cent) have less than 10 years. Thirty superintendents (14.5 per cent) have 10 to 14.9 years; 40 superintendents (19.3 per cent) - 15 to 19.9 years; 35 superintendents (17.0 per cent - 20 to 24.9 years; 47 superintendents (22.7 per cent) - 25 to 29.9 years; 36 superintendents (17.4 per cent) - 30 or more years of administrative experience in education.

The superintendents' years of experience in administration and size of present district are given in Table 84.

TABLE 83

SUPERINTENDENTS' EXPERIENCE IN ADMINISTRATION

Experience (in years)	Superintendents	
	Number	Per Cent
1 to 4.9 . .	4	1.9
5 to 9.9 . .	15	7.2
10 to 14.9 . .	30	14.5
15 to 19.9 . .	40	19.3
20 to 24.9 . .	35	17.0
25 to 29.9 . .	47	22.7
30 to 34.9 . .	20	9.7
35 to 39.9 . .	12	5.8
40 and over .	4	1.9
Totals . . .	207	100.0

Q_1 - 15.3
Median - 26.5
Q_3 - 34.6
Q. D. - 19.3

In general, superintendents in most district classifications seem to have a wide range in years of experience in administration. However, superintendents in the larger districts seem to have a more compact range containing proportionately more experience.

TABLE 84

SUPERINTENDENTS EXPERIENCE IN ADMINISTRATION AND SIZE OF PRESENT SYSTEMS

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
Under 5	2	2							4
5 to 9.9	10	4		1					15
10 to 14.9	16	10	1	1	1	2			30
15 to 19.9	21	10	2	2	1	2	1	1	40
20 to 24.9	20	10	1	4					35
25 to 29.9	21	9	4	8	2	2	1		47
30 to 34.9	7	8		1		1	3		20
35 to 39.9	3	2	2	1	2		1	1	12
40 and over	2		1					1	4
Total	102	55	11	17	6	7	6	3	207
Medians	20.5	20.7	26.2	25.7	27.5	18.7	31.7	37.5	

* See Table 1

Superintendents in all district classifications have relatively high experience medians; however, the superintendents in Districts VII and VIII seem to have the highest , and District VI the lowest medians. The median years of experience of superintendents in District I is 20.5 years; II - 20.7 years; III - 26.2 years; IV - 25.7 years; V - 27.5 years; VI - 18.7 years; VII - 31.7 years; VIII - 37.5 years.

In general, the majority of superintendents included in this study have had experience in several administrative positions. Their experience ranges from 1 to 6 positions, and the median is 3.2 positions (Table 85).

According to the information, 12 superintendents have held only one administrative position - their present superintendency. Seventy-four superintendents have held 2 positions (including their present position); 77 superintendents have held 3; 30 - 4; 10 - 5; 4 - 6.

In general, the median number of years in administration seem to increase as the number of different positions held by the superintendents increase. Superintendents with only one position have a median of 21.7 years; 2 positions - 21.9 years; 3 - 21.1 years; 4 - 23.0 years; 5 - 22.5 years; 6 - 30.0 years.

TABLE 85

SUPERINTENDENTS' EXPERIENCE IN EDUCATIONAL ADMINISTRATION AND NUMBER OF ADMINISTRATIVE POSITIONS HELD

Experience (in years)	Number of Administrative Positions Held						
	1	2	3	4	5	6	Total
0 to 4.9 . .	1	2	1				4
5 to 9.9 . .	1	6	4	4			15
10 to 14.9 . .	1	13	12	3	1		30
15 to 19.9 . .	2	11	19	5	3		40
20 to 24.9 . .	3	13	11	5	2	1	35
25 to 29.9 . .	4	16	17	7	2	1	47
30 to 34.9 . .		10	3	5		2	20
35 to 39.9 . .		3	6	1	2		12
40 and over .			4				4
Total . . .	12	74	77	30	10	4	207
Median	21.7	21.9	21.1	23.0	22.5	30.0	

Nature of Administrative Experience

The various administrative experiences of the 207 superintendents included in this study are presented in Tables 86 through 91. These tables include both the superintendents' years of experience and the average size of school or district in which the experience was gained.

Department chairman.--Presumably, 15 superintendents (7.2 per cent) have been department chairmen during their educational careers (Table 86). Their experiences range from 1 to 9 and over years. The median for the group is 3.7 years.

TABLE 86

SUPERINTENDENTS' EXPERIENCE AS DEPARTMENT CHAIRMEN AND AVERAGE SIZE OF SCHOOLS

Experience (in years)	Size of Schools*			
	Small	Medium	Large	Total
None . . .				192
1 to 1.9 . . .	1		2	3
2 to 2.9 . . .	1	1	1	3
3 to 3.9 . . .			2	2
5 to 5.9 . . .		1	1	2
6 to 6.9 . . .	1			1
7 to 7.9 . . .			1	1
8 to 8.9 . . .			1	1
9 and over . .	1		1	2
Total . . .	4	2	9	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 31 and over "

According to the information, 4 superintendents were department chairmen in small schools employing 10 or less teachers; 2 were in medium-sized schools; and 9 were in large schools with 31 or more teachers.

Elementary school principal.--Presumably, 17 superintendents (8.2 per cent) have been elementary school principals during some portion of their careers (Table 87). Their experiences range from 1 to 9 or more years. The median for the group is 4.2 years.

TABLE 87

SUPERINTENDENTS EXPERIENCE AS PRINCIPALS OF ELEMENTARY SCHOOLS AND AVERAGE SIZE OF SCHOOLS

Experience (in years)	Size of Schools*			
	Small	Medium	Large	Total
None . . .				190
1 to 1.9 . . .	1	1		2
2 to 2.9 . . .	2		1	3
3 to 3.9 . . .		1	1	2
4 to 4.9 . . .	2	1		3
5 to 5.9 . . .		1	1	2
6 to 6.9 . . .		1	1	2
8 to 8.9 . . .	1			1
9 and over . .		2		2
Total . . .	6	7	4	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 31 and over "

According to the information, 6 superintendents were principals of small elementary schools employing 10 or less teachers; 7 were principals of medium-sized schools; and 4 were in large schools with 31 or more teachers.

High school principal.--Presumably, 140 superintendents (67.6 per cent) have served as high school principals (Table 88). Their experiences range from 1 to 9 or more years. The median for the group is 4.8 years.

TABLE 88

SUPERINTENDENTS' EXPERIENCE AS PRINCIPALS OF HIGH SCHOOLS AND SIZE OF SCHOOLS

Experience (in years)	Size of Schools*			
	Small	Medium	Large	Total
None . . .				67
1 to 1.9 . . .	5	9	2	16
2 to 2.9 . . .	7	13	2	22
3 to 3.9 . . .	5	11	3	19
4 to 4.9 . . .	5	9	2	16
5 to 5.9 . . .	3	10	1	14
6 to 6.9 . . .	4	4		8
7 to 7.9 . . .		4	1	5
8 to 8.9 . . .		4		4
9 and over . .	1	27	8	36
Total . . .	30	91	19	207

*Small - 1 to 10 teachers
Medium - 11 to 30 "
Large - 31 and over "

According to the information, 30 superintendents served as principals of small high schools with 10 or less teachers; 91 were principals of medium-sized high schools; and 19 were principals of large schools with 31 or more teachers.

Supervisors.--Only 8 superintendents (3.9 per cent) have been supervisors or directors of district-wide

divisions (Table 89). Their experiences range from 1 to 9 or more years; however, the median is only 4.0 years.

TABLE 89

SUPERINTENDENTS' EXPERIENCE AS SUPERVISORS AND DIVISION DIRECTORS AND AVERAGE SIZE OF DISTRICTS

Experience (in years)	Size of Districts*			
	Small	Medium	Large	Total
None				199
1 to 1.9 . . .	1		2	3
3 to 3.9 . . .		1		1
4 to 4.9 . . .	1			1
6 to 6.9 . . .			1	1
7 to 7.9 . . .	1			1
9 and over . .		1		1
Total . . .	3	2	3	207

*Small - 1 to 20 teachers
Medium - 21 to 50 "
Large - 51 and over "

According to the information, 3 were supervisors in small districts employing 20 or less teachers, 2 were in medium-sized districts, and 3 were in large districts employing 51 or more teachers.

Assistant superintendents.--Only 11 superintendents (5.3 per cent) have served as assistant superintendents during their educational careers (Table 90). Their

experiences range from 1 to 15.9 years. The median is only 4.5 years.

TABLE 90

SUPERINTENDENTS' EXPERIENCE AS ASSISTANT SUPERINTENDENTS AND AVERAGE SIZE OF DISTRICTS

Experience (in years)	Size of Districts*			
	Small	Medium	Large	Total
None				196
1 to 1.9 . .		1	1	2
3 to 3.9 . .			2	2
4 to 4.9 . .			1	1
5 to 5.9 . .			1	1
10 to 11.9 . .	1		1	2
13 to 14.9 . .			1	1
15 to 15.9 . .	1		1	2
Total . . .	2	1	8	207

*Small - 1 to 20 teachers
Medium - 21 to 50 "
Large - 51 and over "

According to the information, 2 superintendents served as assistant superintendents in small districts employing 20 or less teachers, 1 served in a medium-sized district, and 8 served in large districts employing 51 or more teachers.

Previous superintendencies.--Presumably, 129 superintendents (62.3 per cent) have had previous experience in the superintendency (Table 91). Their experiences range from 1 to 29.9 years; the median is 9.3 years.

TABLE 91

SUPERINTENDENTS' PREVIOUS EXPERIENCE IN THE SUPERINTENDENCY AND AVERAGE SIZE OF DISTRICTS

Experience (in years)	Size of Districts*			
	Small	Medium	Large	Total
None . .				78
1 to 2.9 . .	7	5		12
3 to 4.9 . .	10	5	1	16
5 to 6.9 . .	9	5	2	16
7 to 8.9 . .	5	6	4	15
9 to 10.9 . .	3	7	1	11
11 to 12.9 . .	3	3	2	8
13 to 14.9 . .	4	7	3	14
15 to 16.9 . .	4	4	2	10
17 to 18.9 . .	5	4	6	15
19 to 20.9 . .	3	1	2	6
21 to 22.9 . .		4		4
23 to 24.9 . .	1			1
29 to 29.9 . .		1		1
Total . . .	54	52	23	207

*Small - 1 to 20 teachers
Medium - 21 to 50 "
Large - 51 and over "

According to the information, 54 of the 129 superintendents gained the major portion of their experience in small districts averaging 20 or less teachers; 52 were in medium-sized districts; 23 were in large districts with 51 or more teachers.

Position held Just Previous to Present Superintendency

The 207 superintendents included in this study held a variety of positions just previous to the present superintendency (Table 92). The majority (56.7 per cent) held positions as superintendents. Presumably, 29.0 per cent were high school principals; 2.9 per cent were high school teachers; 2.9 per cent - assistant superintendents; 1.9 per cent - junior high school teachers; 1.4 per cent - elementary school principals; 0.5 per cent - supervisors; 0.5 per cent - elementary school teachers; 2.4 per cent - miscellaneous positions.

The positions held just previous to the present superintendency and size of present districts administered are given in Table 93.

In all district classifications, excluding VIII, the majority were superintendents just previous to assuming the present position. A number of superintendents in Districts I through V were high school principals and a few superintendents in I, II, III, IV, and VIII were assistant superintendents. Presumably, 5 superintendents in District I

and one in District II were senior high school teachers; 3 superintendents in District I and one in District II were junior high school teachers; one superintendent each in Districts I, II and IV were elementary school principals; one superintendent in District I was a supervisor; one superintendent in District II was an elementary school teacher.

TABLE 92

POSITIONS HELD JUST PREVIOUS TO PRESENT SUPERINTENDENCIES

Position	Superintendents	
	Number	Per Cent
Superintendent	117	56.7
High School Principal	60	29.0
Senior High School Teacher . . .	6	2.9
Assistant Superintendent	6	2.9
Junior High School Teacher . . .	4	1.9
Elementary School Principal . .	3	1.4
Supervisor	1	0.5
Elementary School Teacher . . .	1	0.5
Miscellaneous	5	2.4
Not Reported	4	1.9
Total	207	100.0

TABLE 93

POSITION'S HELD JUST PREVIOUS TO PRESENT SUPERINTENDENCIES AND SIZE OF PRESENT DISTRICTS

Type of Position	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
Superintendent	55	29	8	10	3	6	5	1
High School Principal . .	33	18	2	4	3			
General High Teacher . . .	5	1						
Assistant Superintendent .	1	2	1	1				1
Junior High Teacher . . .	3	1						
Elementary School Principal	1	1		1				
Supervisor	1							
Elementary School Teacher		1						
Miscellaneous	2	2						1
Not Reported	1			1		1	1	
Total	102	55	11	17	6	7	6	3

* See Table 1

[illegible] experience [illegible]

[illegible].--[illegible] number of [illegible] siblings held [illegible] environments included in this study [illegible] given [illegible] below [illegible] and 5.

[illegible] appear to be [illegible] between number [illegible] and [illegible] of [illegible]. In general, [illegible] employ [illegible] classifications [illegible] fairly well [illegible] three-[illegible] [illegible] criticisms [illegible] [illegible]. However, the [illegible] [illegible] [illegible]

TABLE 94

NUMBER OF TEACHING POSITIONS HELD AND AGES OF SUPERINTENDENTS

Number of Position's	Ages (In Years)								
	30 to 34.9	35 to 39.9	40to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
None	1	2	3	11	4	2	2	1	1
1		5	23	22	13	16	7	1	1
2	1	8	13	14	16	8	3		1
3	1	3	2	6	1	6	5		2
4			1		1				
Totals	3	18	42	53	35	32	17	2	5

TABLE 95

NUMBER OF TEACHING POSITIONS HELD AND AGES OF SUPERINTENDENTS
(Per Cent in Each Age Classification)

Number of Position's	Ages (In Years)								
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
None	33.3	11.1	7.2	20.8	11.4	6.3	11.8	50.0	20.0
1		27.8	54.7	41.4	37.2	49.9	41.2	50.0	20.0
2	33.3	44.4	30.9	26.4	45.6	25.0	17.6		20.0
3	33.3	16.7	4.8	11.4	2.9	18.8	29.4		40.0
4			2.4		2.9				
Total	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 96

NUMBER OF ADMINISTRATIVE POSITION'S HELD AND AGE OF SUPERINTENDENT

Number of Position's	Ages (In Years)								
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
1		2	1	3	2	3	1		
2	1	6	15	14	17	13	6	1	1
3	1	6	17	21	13	10	6	1	2
4	1	4	7	11	1	3	2		1
5			2	2	2	1	2		1
6				2		2			
Totals	3	18	42	53	35	32	17	2	5

TABLE 97

NUMBER OF ADMINISTRATIVE POSITION'S HELD AND AGES OF SUPERINTENDENTS
(Per Cent in Each Age Classification)

Number of Position's	Ages (In Years)								
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
1		11.1	2.3	5.7	5.8	9.4	5.8		
2	33.3	33.3	35.7	26.3	48.4	40.6	35.3	50.0	20.0
3	33.3	33.3	40.5	39.5	37.1	31.3	35.3	50.0	40.0
4	33.3	22.2	16.7	20.7	2.9	9.4	11.8		20.0
5			4.8	3.9	5.8	3.1	11.8		20.0
6				3.9		6.2			
Totals	99.9	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Education Experience and Salary

Teaching.--The number of teaching positions held and salaries of superintendents included in this study are given in Tables 98 and 99.

There appears to be little relationship between number of teaching positions held and salaries. In general, superintendents in all salary divisions are equally well distributed.

The 2 superintendents with the greatest experience - 4 teaching positions each, are in the 2 lowest salary classifications.

Administration.--The number of administrative positions held and salaries of superintendents included in this study are given in Tables 100 and 101.

There appears to be some relationship between number of administrative positions held and salaries. All superintendents in their first administrative position seem to be in lower salary classifications. However, superintendents with the greatest experience - 5 and 6 different administrative positions, are, in general, in the middle salary classifications.

Summary of Findings

This chapter has disclosed the following information on the education experience status of the 207 superintendents of public schools included in this study.

TABLE 98

NUMBER OF TEACHING POSITION'S HELD AND SALARIES OF SUPERINTENDENTS

Number of Position's	Salaries (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,000	$14,000 and over	Not Reported
None	7	10	4	2	3		1
1	13	45	18	6	4	1	1
2	10	35	10	4	3	1	1
3	4	15	1	3	2		1
4	1	1					
Totals	35	106	33	15	12	2	4

TABLE 99

NUMBER OF TEACHING POSITION'S HELD AND SALARIES OF SUPERINTENDENTS
(Per Cent in Each Salary Classification)

Number of Position's	Salaries (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
None	19.9	9.4	12.1	13.3	25.0		25.0
1	37.0	42.5	54.5	40.0	33.3	50.0	25.0
2	28.6	33.0	30.3	26.7	25.0	50.0	25.0
3	11.6	14.2	3.1	20.0	16.7		25.0
4	2.9	0.9					
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 100

NUMBER OF ADMINISTRATIVE POSITIONS HELD AND SALARIES OF SUPERINTENDENTS

Number of Position's	Salaries (Per Year)						
	$4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
1	2	7	3				
2	8	45	11	6	2	1	1
3	19	34	11	5	6	1	1
4	6	13	6	2	2		1
5		7	1		1		1
6			1	2	1		
Totals	35	106	33	15	12	2	4

TABLE 101

NUMBER OF ADMINISTRATIVE POSITION'S HELD AND SALARIES OF SUPERINTENDENTS
(Per Cent in Each Salary Classification)

Number of Position's	Salaries (Per Year) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over
1	5.8	6.6	9.1			
2	22.8	42.4	33.3	40.0	16.6	50.0
3	54.2	32.2	33.3	33.3	50.0	50.0
4	17.2	12.3	18.2	13.3	16.6	
5		6.4	3.0		8.4	
6			3.0	13.3	8.4	
Totals	100.0	99.9	99.9	99.9	100.0	100.0

1. Presumably, 27 superintendents have 0 years teaching experience. The majority of the 207 superintendents have taught less than 6 years. Only 11.1 per cent have taught 12 or more years. The median is 5.1 years and the semi-interquartile range is 5.8 years.

2. In all district classifications, the majority of superintendents have taught less than 6 years. Superintendents in District IV have the lowest median years teaching experience; District VII - the highest.

3. The majority of superintendents have held less than 2 teaching positions. Twenty-seven superintendents have never held a position; 88 superintendents have held one position; 64 - 2 positions; 26 - 3 positions; 2 - 4 positions.

4. The median years of teaching experience increase as the number of positions held increase. Superintendents with one position have a median of 4.2 years; 2 positions - 7.0 years; 3 positions - 7.3 years; 4 positions - 12.0 years.

5. Sixty-four superintendents (30.9 per cent) have taught in primary district schools. The experience median is 2.7 years. The majority were in one-teacher schools.

6. Twenty-four superintendents (11.6 per cent) have taught in elementary schools. The experience median is 2.6 years. The majority were small schools (10 or less teachers).

7. Presumably, 57 superintendents (27.5 per cent) have taught in junior high schools. The experience median

is 3.1 years. The majority were in medium-sized schools (11 to 30 teachers).

8. Approximately 139 superintendents (67.1 per cent) have taught in senior high schools. The experience median is 3.7 years. The majority were in medium-sized schools (11 to 30 teachers).

9. Only 15 superintendents (7.2 per cent) have taught in junior colleges, colleges, or universities. The experience median is 0.9 years. Six superintendents taught in small colleges; 4 were in medium-sized institutions (1,001 to 3,000 students), and 5 were in large schools.

10. The 207 superintendents have a wide range of experience in educational administration - 1 to 40 and over years. The median is 26.5 years. The semi-interquartile range is 19.3 years.

11. In all district classifications, the superintendents have a wide range in years of experience in administration. However, the range becomes more compact and contains proportionately more experience in the larger districts.

12. Superintendents in Districts VII and VIII have the highest median years of administrative experience; superintendents in VI the lowest.

13. The majority of the 207 superintendents have held more than one administrative position. Presumably, only

12 superintendents are in their first position; 74 are in their second position; 77 - third; 30 - fourth; 10 - fifth; 4 - sixth.

14. In general, the superintendents' years of experience in administration seem to increase as the number of positions held increase.

15. Only 15 superintendents (7.2 per cent) have held positions as department chairmen. The experience median is 3.7 years. The majority of the group were in larger schools (31 or more teachers).

16. Only 17 superintendents (8.2 per cent) have been elementary school principals. The experience median is 4.2 years. Six superintendents were in small elementary schools; 7, in medium-sized schools (11 to 30 teachers); 4, in large schools.

17. Presumably, 140 superintendents (67.6 per cent) have been high school principals. The experience median is 4.3 years. The majority were in medium-sized schools (11 to 31 teachers).

18. Only 8 superintendents (3.9 per cent) have been supervisors, or directors of district-wide divisions. The experience median is 4.0 years. Three were supervisors in small districts; 2, in medium-sized districts, (21 to 30 teachers employed); 3, were in large districts.

19. Only 11 superintendents (5.3 per cent) have been assistant superintendents. The experience median is 4.5

years. The majority were in large districts employing 51 or more teachers.

20. Presumably, 129 superintendents (62.3 per cent) have had previous experience in the superintendency. The previous experience median is 9.8 years. Fifty-four were in small districts, employing 20 or less teachers; 52 were in medium-sized districts, and 23 were in large districts with 51 or more teachers.

21. The majority (56.7 per cent) of the 207 superintendents held positions as superintendents just previous to assuming their present position. High school principalships were held by 29.0 per cent; 2.9 per cent were high school teachers; 2.9 per cent were assistant superintendents; 1.9 per cent were junior high school teachers; 1.4 per cent were elementary school principals; 0.5 per cent were supervisors; 0.5 per cent were elementary school teachers; and 2.4 per cent were in miscellaneous positions.

22. In all district classifications, the majority of superintendents held positions in the superintendency just previous to assuming their present positions. A number of superintendents in Districts I through V were high school principals; and a few in Districts I, II, III, IV and VIII were assistant superintendents.

23. There is little relationship between ages and number of teaching positions held.

24. There is little relationship between ages and number of administrative positions held.

25. There is little relationship between salaries and number of teaching positions held.

26. There is some relationship between salaries and number of administrative positions held. Superintendents in their first administrative position seem to be in lower salary classifications. However, superintendents with the most experience - 6 positions, are only in the middle salary classifications ($8,000 to $13,999).

CHAPTER VIII

SUPERINTENDENTS' EXPERIENCES IN NON-EDUCATION WORK

CHAPTER VIII

SUPERINTENDENTS' EXPERIENCE IN NON-EDUCATION WORK[1]

Superintendents of public educational institutions might profitably have a wide range of non-education work experiences. Their functions demand that they be capable of working with all types of people, from all walks of life. The knowledge gained from an extensive non-education work background could well prove fruitful to the superintendent and to the school system.

The following is a discussion of the non-education work experiences of the 207 superintendents of public schools in Michigan included in this study. This discussion is divided into five main areas:

(a) Experience in non-education work;

(b) Nature of non-education work;

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[1] N. B. The information furnished by the 207 superintendents and upon which this chapter is based is open to some question. In replying to the questionnaire some superintendents listed all types of non-education experiences, including part-time and full-time work; other superintendents listed only full-time non-education positions. In addition, an extraordinarily high percentage of superintendents seem to have had no experience in non-education work. However, all information furnished by the respondents is presented. All conclusions necessarily are based upon the available evidence.

(c) Number of non-education positions held and size of present district administered, ages, and salaries;

(d) Summary of findings.

Experience in Non-Education Work

The years of experience in non-education work of the superintendents included in this study are presented in Table 102. Experiences of less than one year duration are credited to the nearest tenth, and consolidated into the appropriate year's experience classification.

The 207 superintendents of public schools have a range of 0 to 27.9 years of experience in non-education work. The median is 3.2 years, and the semi-interquartile range is 6.5 years.

According to the information, 49 superintendents (23.7 per cent) have no experience in non-education work. Presumably, 68 superintendents have 0 to 3.9 years of experience; 58 superintendents - 4 to 7.9 years; 16 superintendents - 8 to 11.9 years; 10 superintendents - 12 to 15.9 years; and 6 superintendents - 20 to 27.9 years.

The years of experience in non-education work and size of present districts administered by the superintendents are given in Tables 103 and 104.

In general, the distributions of superintendents in the various district classifications are relatively similar. In all districts, the superintendents seem to be concentrated in the 0 to 3.9 years and 4 to 7.9 years experience

classifications. However, a few superintendents in the three smaller districts seem to have spent considerably more time in non-education work - 20 to 27.9 years.

TABLE 102

SUPERINTENDENTS' YEARS OF EXPERIENCE IN NON-EDUCATION WORK

Experience (in years)	Superintendents	
	Number	Per Cent
None*	49	23.7
0 to 3.9	68	32.8
4 to 7.9	58	28.0
8 to 11.9	16	7.7
12 to 15.9	10	4.8
16 to 19.9	0	0.0
20 to 23.9	4	2.0
24 to 27.9	2	1.0
Totals	207	100.0

Q_1 - 0.1 years
Median - 3.2 "
Q_3 - 6.6 "
Q. D. - 6.5 "

*See footnote in Table 111

Superintendents in Districts III and IV have the highest median years of non-education experience. The median in District I is 2.3 years; II - 2.5 years; III - 6.8; IV - 5.2; V - 2.4; VI - 3.3; VII - 2.0; VIII - 2.0.

TABLE 103

SUPERINTENDENTS YEARS EXPERIENCE IN NON EDUCATION WORK AND SIZE OF DISTRICT

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
None	27	15	1	1		1	3	1	49
0 to 3.9	34	19	1	5	5	3		1	68
4 to 7.9	27	15	5	8		1	2		58
8 to 11.9	8	2	2	1	1	1		1	16
12 to 15.9	3	3		2		1	1		10
16 to 19.9									0
20 to 23.9	2		2						4
24 to 27.9	1	1							2
Total	102	55	11	17	6	7	6	3	207
Medians	2.8	2.5	6.8	5.2	2.4	3.3	2.0	2.0	

* See Table 1

TABLE 104

SUPERINTENDENTS YEARS EXPERIENCE IN NON EDUCATION WORK AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Experience (In Years)	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
None	26.5	27.3	9.1	5.9		14.3	50.0	33.3
0 to 3.9	33.3	34.6	9.1	29.4	93.3	42.8		33.3
4 to 7.9	26.5	27.3	45.4	47.0		14.3	33.3	
8 to 11.9	7.8	3.6	18.2	5.9	16.7	14.3		33.3
12 to 15.9	2.9	5.4		11.8		14.3	16.7	
16 to 19.9								
20 to 23.9	2.0		18.2					
24 to 27.9	1.0	1.8						
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9

* See Table 1

Nature of Non-Education Work

In general, the 207 superintendents' non-education work experiences seem to be grouped into five main classifications: administration and supervision, sales, secretarial, farming, laboring, and miscellaneous. The following discussion includes the number of superintendents with experience in each of these major classifications, number of years experience, and size of present school district administered.

Administration and supervision.--This classification includes superintendents with experience in administrative and supervisory work. Foremen in industrial plants, managers of banks, presidents of utilities companies, etc. are represented here. The superintendents' years of experience and size of present school districts are given in Table 1 [illegible].

Similarly, [illegible] superintendents have had administrative [illegible] or more years. The median is 2.3 years.

In general, a relatively high percentage of superintendents in Districts I, IV, V, VI, and VIII have experience in this type of work. The percentage in District I is 16.6 per cent; II - 7.2 per cent; III - [illegible]; IV - 23.5 per cent; V - 33.3 per cent; VI - 29.0 per cent; VII - 16.7 per cent; VIII - 33.3 per cent.

The two superintendents with the most experience in non-education administration and supervision - 9 or more years, are in Districts VI and VIII.

TABLE 105

EXPERIENCE IN NON EDUCATION ADMINISTRATIVE AND SUPERVISORY AND SIZE OF PRESENT DISTRICT

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
None	85	51	9	13	4	5	5	2	174
1 to 1.9	6	2			1	1			10
2 to 2.9	4	1							5
3 to 3.9	5	1	1						7
4 to 4.9	2			3			1		6
5 to 5.9					1				1
6 to 6.9			1	1					2
9 and over						1		1	2
Sub Totals	17	4	2	4	2	2	1	1	33
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

Sales work.--The superintendents' experiences in this classification range from selling books, shoes, clothing, to automobiles and real estate. Their years of experience and size of present district administered are given in Table 106.

Presumably, 62 superintendents have held positions of this type. Their experiences range from 1 to 9 or more years. The median is 1.9 years.

In general, a rather high percentage of superintendents in all district classifications, excluding VIII, have experience in this type of work. This percentage tends to increase as the district size increases, to and including District V. The percentage in District I is 28.4; II - 29.0; III - 36.0; IV - 41.0; V - 66.7; VI - 14.3; VII - 16.7; VIII - 0.0.

The two superintendents with the greatest experience in sales - 9 or more years, are in District II.

Secretarial work.--The superintendents' experiences in secretarial work range from private secretary to accounting, bookkeeping, etc. Their years of experience and size of present district are given in Table 107.

Presumably, only 17 superintendents have experience in work of this type. Their experiences range from 1 to 9 or more years. The median is 2.2 years.

In general, the percentage of superintendents with experience in secretarial work is approximately the same in the 5 smaller districts. All superintendents in Districts VI, VII and VIII seem to have had no experience in secretarial work.

TABLE 106

EXPERIENCE IN SALES WORK AND SIZE OF PRESENT DISTRICT

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	73	39	7	10	2	6	5	3	145
1 to 1.9	19	6	1	2	3		1		32
2 to 2.9	6	5	3	4	1				19
3 to 3.9	3	2							5
4 to 4.9	1								1
5 to 5.9		1		1		1			3
9 and over		2							2
Sub Totals	29	16	4	7	4	1	1	0	62
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 107

EXPERIENCE IN SECRETARIAL WORK AND SIZE OF PRESENT DISTRICT

Experience (In Years)	District Classification *								
	I	II	III	IV	V	VI	VII	VIII	Total
None	91	54	10	15	4	7	6	3	190
1 to 1.9	6				1				7
2 to 2.9	4	1	1	1					7
5 to 5.9					1				1
7 to 7.9	1								1
9 and over				1					1
Sub Total	11	1	1	2	2	0	0	0	17
Total	102	55	11	17	6	7	6	3	207

* See Table 1

The superintendent with longest experience in secretarial work - 9 or more years, is in District IV.

Farming work.--The superintendents' experiences in this classification range from farm laborer to farm manager and owner. Their years of experience and size of present district are given in Table 108.

According to the information, only 26 superintendents have experience in work of this type. Their experiences range from 1 to 9 or more years. The median is 3.7 years.

Presumaoly, a few superintendents in all district classifications, excluding V and VIII, have experience in farming. The percentage of superintendents in District I is 12.7; II - 9.0; III - 27.3; IV - 5.9; V - 0.0; VI - 24.6; VII - 16.7; VIII - 0.0.

The superintendents with the greatest experience - 9 or more years, are found in Districts I - 3 superintendents; III - 1 superintendent; and VI - 1 superintendent.

Common laboring work.--The superintendents' experiences in this classification include grave digging, school janitor, factory laborer, etc. Their years of experience and size of present district are given in Table 109.

Presumably, 75 superintendents have had experience as a common laborer. The superintendents' experiences range from 1 to 9 or more years. The median is 2.3 years.

TABLE 108

EXPERIENCE IN FARMING AND SIZE OF PRESENT DISTRICT

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	89	49	8	16	6	5	5	3	181
1 to 1.9	2		1	1			1		5
2 to 2.9	3	2				1			6
3 to 3.9	2	1							3
4 to 4.9	2	1	1						4
5 to 5.9	1	1							2
7 to 7.9		1							1
9 and over	3		1			1			5
Sub Totals	13	6	3	1	0	2	1	0	26
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 109

EXPERIENCE IN COMMON LABORING WORK AND SIZE OF PRESENT DISTRICT

Experience (In Years)	(District Classification)* I	II	III	IV	V	VI	VII	VIII	Total
None	67	34	6	9	3	7	4	2	132
1	15	6	2	4	1		2	1	31
2	7	3	2	3	2				17
3	9	6		1					16
4		5	1						6
5	2								2
6	1								1
8	1								1
9 and over		1							1
Sub Totals	35	21	5	8	3	0	2	1	75
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

Many superintendents in all district classifications, excluding VI, have had experience in this type of work. The percentage of superintendents in District I is 34.3; II - 38.2; III - 45.5; IV - 47.0; V - 50.0; VI - 0.0; VII - 33.3; VIII - 33.3.

The superintendent with the greatest experience as a common laborer - 9 or more years, is in District II.

Armed Forces.--The superintendents' experiences in the Armed Forces include both World Wars. The ranks range from Colonel to Private. The branch of service includes the Army, Navy, Coast Guard, and Air Force. Their years experience in the Armed Forces and size of present district are given in Table 110.

Presumably, 26 superintendents have served in the Armed Forces. Their experiences range from 1 to 5.9 years. The median is 2.3 years.

The percentage of superintendents in District I with experience in the Armed Forces is 13.7; II - 1.1; III - 0.0; IV - 17.6; V - 0.0; VI - 42.8; VII and VIII - 0.0.

The superintendent with the longest experience - 5.9 years, is in District II.

Miscellaneous work experience.--This classification includes superintendents who have been fur buyers, chemists, bartenders, miners, writers, police workers of various types, etc. (See list in appendix, page 269.) Their years of

TABLE 110

EXPERIENCE IN THE ARMED FORCES AND SIZE OF PRESENT DISTRICT

Experience (In Years)	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	88	49	11	14	6	4	6	3	181
1 to 1.9	6			1		1			8
2 to 2.9	5	3							8
3 to 3.9	2	1		2		2			7
4 to 4.9	1	1							2
5 to 5.9		1							1
Sub Total	14	6	0	3	0	3	0	0	26
Total	102	55	11	17	6	7	6	3	207

* See Table 1

experience in miscellaneous non-education work and size of present district are given in Table 111.

Presumably, 42 superintendents have had experiences of this type. Their experiences range from 1 to 9 and over years. The median is 3.0 years.

The percentage of superintendents with experience in miscellaneous work varies in each district classification. The percentage in District I is 20.5; II - 21.8; III - 27.0; IV - 17.6; V - 0.0; VI - 14.3; VII - 33.3; VIII - 0.0.

The superintendents with the most experience - 9 or more years, are in Districts I - 3 superintendents; IV - 1 superintendent; and VII - 1 superintendent.

Number of Non-Education Positions Held by Superintendents

In general, the majority of superintendents have not held very many positions in non-education work. Presumably, 40 superintendents have never held any type of position. Forty-five superintendents have held one position; 39 - 2 positions; 24 - 3; 28 - 4; 4 - 5; 3 - 6; 3 - 8; and one superintendent has held 8 different positions (Table 112).

The number of non-education positions held and size of district administered by the 207 superintendents included in this study are given in Tables 113 and 114.

There seems to be little relationship between number of positions held and size of present district administered.

TABLE 111

EXPERIENCE IN MISCELLANEOUS TYPES OF NON EDUCATION WORK AND SIZE OF PRESENT DISTRICT

Experience In Years	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	81	43	8	14	6	6	4	3	165
1 to 1.9	5	5	1	1					12
2 to 2.9	3	3	1						7
3 to 3.9	4	1				1			6
4 to 4.9	4	1		1					6
5 to 5.9	1	1					1		3
7 to 7.9			1						1
8 to 8.9	1	1							2
9 and over	3			1			1		5
Sub Totals	21	12	3	3	0	1	2	0	42
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 112

NUMBER OF NON-DENTAL [illegible] SURGERIES PER [illegible]

Number of Positions	Superintendent	
	Number	Per Cent
None	4*	1.3
1	4*	.7
2	2	.5
3	4*	1.6
4	2	12.2
5	1	1.
6	3	.5
7	2	1.5
[illegible]	[illegible]	0.5
Totals	407	[illegible]

[illegible] Positions
[illegible] 4
[illegible] 1
[illegible] 1

* This figure - [illegible] superintendents reporting [illegible] Table's 113 showing [illegible] superintendents [illegible] occupations [illegible] but [illegible] part [illegible] experience.

TABLE 113

NUMBER OF NON EDUCATION POSITION'S HELD AND SIZE OF DISTRICT

Number of Position's	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Total
None	21	14	1	1			2	1	40
1	24	11		5	1	3	1		45
2	26	15	5	6	3	3	1		59
3	12	8	1		2			1	24
4	13	4	4	4		1	2		28
5	3			1					4
6		2						1	3
7	2	1							3
8	1								1
Totals	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 114

NUMBER OF NON EDUCATION POSITION'S HELD AND SIZE OF DISTRICT
(Per Cent in Each District Classification)

Number of Position's	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
None	20.6	25.5	9.1	5.9			33.3	33.3
1	23.5	20.0		29.4	16.7	42.8	16.7	
2	25.4	27.2	45.4	35.3	50.0	42.9	16.7	
3	11.8	14.6	9.1		33.3			33.3
4	12.8	7.3	36.4	23.5		14.3	33.3	
5	2.9			5.9				
6		3.6						33.3
7	2.0	1.8						
8	1.0							
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9

* See Table 1

In all classifications of District the majority of superintendents seem to have had experience in 1 to 4 different positions. Only a few superintendents have experience in 5 or more positions. They are in District I - 6 superintendents; II - 3 superintendents; and VIII - 1 superintendent.

All superintendents in Districts V and VI have held at least one or more positions.

Number of Positions and Ages

The number of non-education positions held and the present ages of the superintendents included in this study are presented in Tables 115 and 116

There seems to be very little relationship between age and number of positions held. In all age classifications the majority of the superintendents seem to have had experience in 1 to 4 different positions. Those few superintendents with experience in 5 or more positions are in age classifications 40 to 44.9 years - 4 superintendents; 45 to 49.9 years - 1 superintendent; 50 to 54.9 years - 1 superintendent; 55 to 59.9 years - 3 superintendents; 60 to 64.9 years - 1 superintendent.

All superintendents under 35 years of age have held 3 or more positions. All superintendents over 65 years of age have held 1 or 2 positions.

Number of Positions and Salaries

The number of non-education positions held and present salaries of the superintendents included in this study

TABLE 115

NUMBEROF NON EDUCATION POSITION'S HELD AND AGES

Number of Position's	Age (In Years)									
	30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported	Total
None		3	9	11	8	3	1		5	40
1		4	11	12	7	5	5	1		45
2		7	11	11	11	14	4	1		59
3	2		5	4	4	4	5			24
4		4	2	14	4	3	1			28
5			3			1				4
6			1			1	1			3
7	1			1	1					3
8						1				1
Total	3	18	42	53	35	32	17	2	5	207

TABLE 116

NUMBER OF NON EDUCATION POSITION'S HELD AND AGES
(Per Cent in Each Age Classification)

Number of Position's	Age (In Years) 30 to 34.9	35 to 39.9	40 to 44.9	45 to 49.9	50 to 54.9	55 to 59.9	60 to 64.9	65 and over	Not Reported
None		16.7	21.4	20.8	22.9	9.5	5.9		100.0
1		22.2	26.2	22.6	19.9	15.6	20.4	50.0	
2		38.9	26.2	20.8	31.4	43.7	23.5	50.0	
3	66.7		11.9	7.8	11.5	12.5	29.4		
4		22.2	4.8	26.3	11.5	9.4	5.9		
5			7.1			3.1			
6			2.4			3.1	5.9		
7	33.3			1.9	2.8				
8						3.1			
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

be found in Tables 117 and 118.

There appears to be very little relationship between superintendents' salaries and number of positions held. In all salary classifications the majority of the superintendents seem to have had experience in 1 to 4 different positions. The few superintendents with experience in 5 or more positions fall in salary classifications $4,000 to $5,999 - 3 superintendents; $6,000 to $7,999 - 4 superintendents; $8,000 to $9,999 - 2 superintendents; $10,000 to $11,999 - 1 superintendent; $12,000 to $13,999 - 1 superintendent.

All superintendents in salary classification $10,000 to $11,999 have held at least one or more non-education positions. Presumably all superintendents in salary classification $14,000 and over have no experience in non-education work.

Summary of Findings

The data presented in this chapter have disclosed the following information concerning the non-education work experience of the 207 superintendents of public schools in addition included in this study.

1. In general, the superintendents have considerable experience in non-education work. The range is 0 to 27.9 years of experience, the median is 3.2 years, and the semi-interquartile range is 6.5 years.

2. Presumably, 49 superintendents have 0 years of experience. Sixty-eight superintendents have less than 4

TABLE 117

NUMBER OF NON EDUCATION POSITION'S HELD AND PRESENT SALARIES

Number of Position's	Salary (Yearly) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported	Total
None	4	25	3		2	2	4	40
1	6	25	7	4	3			45
2	10	29	12	6	2			59
3	6	11	4	1	2			24
4	6	12	5	3	2			28
5	1	1	1	1				4
6		1	1		1			3
7	2	1						3
8		1						1
Total	35	106	33	15	12	2	4	207

TABLE 118

NUMBER OF NON EDUCATION POSITION'S HELD AND PRESENT SALARIES
(Per Cent in Each Salary Classification)

Number of Position's	Salary (Yearly) $4,000 to 5,999	$6,000 to 7,999	$8,000 to 9,999	$10,000 to 11,999	$12,000 to 13,999	$14,000 and over	Not Reported
None	11.4	23.7	9.1		16.7	100.0	100.0
1	17.2	23.7	21.2	26.6	25.0		
2	23.5	27.3	36.4	40.0	16.7		
3	17.2	10.4	12.1	6.7	16.7		
4	17.2	11.3	15.2	20.0	16.7		
5	2.8	0.9	3.0	6.7			
6		0.9	3.0		8.2		
7	5.7	0.9					
8		0.9					
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

years; 58 superintendents - 4 to 7.9 years; 16 - 8 to 11.9 years; 16 - 12 to 27.9 years of experience.

3. Superintendents with the greatest non-education experience are found in Districts I, II and III. Superintendents in Districts III and IV have the highest median years of experience.

4. Thirty-three superintendents (16.0 per cent) have experience in administrative and supervisory work. Their experiences range from 1 to 9 and over years. The median is 2.3 years. Superintendents in all district classifications are represented. The 2 superintendents with the greatest experience - 9 or more years are in Districts VI and VIII.

5. Sixty-two superintendents (29.9 per cent) have experience in sales work. The range is 1 to 9 and over years. The median is 1.9 years. Superintendents in all district classifications, excluding VIII, are represented. The 2 superintendents with the greatest experience - 9 or more years are in District II.

6. Presumably, only 17 superintendents (8.2 per cent) have experience in secretarial work. The range is 1 to 9 and over years. The median is 2.2 years. Only superintendents in Districts I through V are represented. The superintendent with the most experience - 9 or more years is in District IV.

7. Only 26 superintendents (12.5 per cent) have had experience in [illegible]. The range is 1 to 9 and over years.

The median is 3.7 years. Superintendents in all districts, excluding V and VIII, are represented. The 5 superintendents with the greatest experience - 9 or more years are in Districts I, III and VI.

8. Seventy-five superintendents (31.2 per cent) have experience in common laboring work. The range is 1 to 9 and over years. The median is 4.3 years. Superintendents in all districts, excluding VI, are represented. The superintendent with the greatest experience - 9 or more years is in District II.

9. Twenty-six superintendents (10.8 per cent) have had experience in the armed services. The range is 1 to 8.9 years. The median is 2.3 years. Superintendents in all districts, excluding III, V, and VIII, are represented. The superintendent with the greatest experience 8.9 years is in District II.

10. Forty-two superintendents (17.6 per cent) have had experience in miscellaneous work. The range is 1 to 9 and over years. The median is 3.6 years. Superintendents in all districts, excluding V and VIII are represented. The 5 superintendents with the greatest experience - 9 or more years are in Districts I, IV, and VII.

11. The majority of superintendents have held very few different positions. Presumably, 40 superintendents have never held any position. Forty-five superintendents have held ; 50 - 2; 24 - 3; 26 - 4; and 11 superintendents have held 5 to 8 different positions.

12. There is little apparent relationship between present size of district administered and number of non-education positions held.

13. There is little apparent relationship between present age and number of non-education positions held.

14. There appears to be very little relationship between present salary and number of non-education positions held by the superintendent.

CHAPTER IX

[illegible]

CHAPTER IX

EVALUATIONS AND RECOMMENDATIONS

There has been considerable discussion in the past concerning the contributions of certain types of professional course work to the effectiveness of superintendence. There has been further discussion concerning the need for certain types of experiences as prerequisites to the superintendency.

In an integral part of this survey, an attempt was made to determine the thinking of persons actively engaged in superintendency. The superintendents were requested to evaluate their professional course work and all previous work experience, both in education and non-education employment. In addition, the superintendents were requested to make recommendations, concerning courses that should have far greater emphasis in the future educational preparation of superintendents.

The superintendents co-operated whole-heartedly. Many of the superintendents even included unsolicited comments that showed a high degree of professional interest.

The following is a discussion of the evaluations and recommendations made by the 207 superintendents included in this study. The discussion is presented in three sections:

(a) Evaluations of course work and experience;

(b) Recommendations;

(c) Summary.

Evaluations

[illegible] previous [illegible] questionnaire [illegible] experiences. The statement in the questionnaire read, "Please evaluate your course work (or experience) pertaining to the contribution of each to your effectiveness as a superintendent now." They were directed to indicate by circling one of the following evaluations: "very helpful," "helpful," "little value," and "no value." Only the superintendents were asked to evaluate their courses (or experience) as they have proved.[1]

Professional course work:--In general, the 77 superintendents in this study seem to have liberal opinions concerning the contribution of their professional course work to their present effectiveness in superintendence. The number of evaluators ranged from a 74 superintendents evaluating the area of adult education to 2 superintendents evaluating their course work in General School Administration and Supervision, (Tables 119 and 120).

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[1] See questionnaire in appendix, page 267

TABLE 119

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK*

Professional Course Work:	Evaluation "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	85	131	14	0
Elem. School Admin. and Sup.	53	84	16	2
Sec. School Admin. and Sup.	61	115	21	0
Specific Methods and Materials	16	82	43	1
Supervision of Instruction	35	85	33	2
Curr. Development and Problems	32	82	41	0
Admin. Research Techniques	27	64	41	4
School Plant Planning and Mt.	33	45	20	2
School Public Relations	66	41	27	0
Public School Finance	77	45	23	0
School Business Admin.	33	49	21	1
State School Administration	7	43	44	3
Public School Law	19	50	33	1
Personnel Mgt. and Admin.	21	50	25	0
Adult Education	8	23	30	5
Guidance and Counseling	41	79	22	2
Meas. and Eval.	24	102	36	2
Educ. Psychology	33	103	50	3
Educ. Sociology	15	54	53	5
Educ. History and Phil.	13	69	68	7
Vocational Educ.	20	36	32	6

*The superintendents were requested to evaluate only those courses they had taken.

TABLE 120

SUPERINTENDENTS' EVALUATIONS OF PROFESSIONAL COURSE WORK*
(PER CENT IN EACH COURSE AREA)

Professional Course Work:	Evaluation				Totals
	"Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"	
Gen. School Admin. and Sup.	42.5	50.5	7.0	0.0	100.0
Elem. School Admin. and Sup.	35.1	53.0	10.6	1.3	100.0
Sec. School Admin. and Sup.	32.6	56.2	11.2	0.0	100.0
Specific Methods and Materials	11.3	57.7	30.3	0.7	100.0
Supervision of Instruction	19.8	48.1	31.1	1.0	100.0
Curr. Developement and Problems	20.8	53.2	26.0	0.0	100.0
Admin. Research Techniques	19.9	47.0	30.2	2.9	100.0
School Plant Planning and Mgt.	41.4	35.2	21.9	1.5	100.0
School Public Relations	46.5	34.5	19.0	0.0	100.0
Public SchoolFinance	53.1	31.0	15.9	0.0	100.0
School Business Admin.	31.7	47.1	20.2	1.0	100.0
State School Administration	7.2	44.3	45.4	3.1	100.0
Public School Law	25.7	44.2	29.2	0.9	100.0
Personnel Mgt. and Admin.	21.9	52.1	26.0	0.0	100.0
Adult Education	10.8	31.1	51.3	6.8	100.0
Guidance and Counseling	28.5	54.8	15.3	1.4	100.0
Meas. and Eval.	14.8	61.7	22.2	1.3	100.0
Educ. Psychology	17.5	54.4	26.5	1.6	100.0
Educ. Sociology	11.8	42.6	41.7	3.9	100.0
Educ. History and Phil.	11.1	42.6	42.0	4.3	100.0
Vocational Educ.	21.3	38.3	34.0	6.4	100.0

* Superintendents were requested to evaluate only those courses they had taken.

According to the information, only one area, Public School Finance, was considered "of great value" by 50 per cent or more of the evaluators. The majority of superintendents seem to feel their course work in this area has made a great contribution to their present effectiveness in superintendence.

Presumably, 8 different areas were considered "of much value" to 50 per cent or more of the evaluators. These areas were: Measurement and Evaluation; Specific Methods and Materials; Secondary School Administration and Supervision; Guidance and Counseling; Educational Psychology; Curriculum Development and Problems; Personnel Management and Administration; and Elementary School Administration and Supervision. The majority of the evaluators seemed to feel that the course work in these areas has made a considerable contribution to their effectiveness in superintendence.

Only one course, Adult Education, was considered "of little value," by 50 per cent or more of the evaluators. Evidently, the majority of the evaluators feel that this course has made very little contribution to their effectiveness in superintendence.

Presumably, less than 7 per cent of the evaluators considered their courses "of no value."

Comments by superintendents:--Superintendents made many unsolicited comments concerning their professional course work. Several superintendents stated that they considered their speech and English backgrounds as extremely valuable because of the public relations nature of the superintendency. They felt that this training enabled them to speak fluently and with ease on most occasions.

Several superintendents stated; "Courses checked 'of little value' could have been more valuable if taught differently". . ."Courses need more 'practical' approach." "Some of the more recent courses taken at _____have been extremely helpful to me. These courses are designed to improve the 'on the job' skills of the administrator and are designed for his problems."

One superintendent made several comments. Among them were; "_____'s course was extremely valuable to me--particularly the initial philosophy. . .the value of a course depends so much upon the man, not upon the course title. . .Of greatest influence were the men I worked under. This may have implications for internship training."

Educational experience:---In general, the 207 superintendents seem to be in relatively close agreement concerning the contributions of their education work

experiences to their effectiveness in superintendence (Tables 121 and 122). The superintendents evaluated 11 types of positions, in which, presumably they had experience. The number of evaluators ranged from 8 superintendents evaluating their supervisory experiences to 136 superintendents evaluating their senior high school teaching experiences. Presumably, 95 per cent or more of the superintendents considered all their education experiences "of much value" or "of great value".

According to the information, 50 per cent or more of all the evaluators considered all types of education experiences "of great value". Evidently, the majority of superintendents feel that their experiences have made a great contribution to their present effectiveness in superintendence. The evaluating superintendents were in closest agreement concerning the value of experiences such as: Elementary School Principalships, Previous Superintendencies, High School Principalships, and Assistant Superintendencies.

Relatively few of the evaluators considered their education experiences "of much value". However, this was because most of the evaluators felt that their experiences had made a "great" contribution to their present ability in superintendence.

Presumably, less than 5 per cent of the evaluators considered any experience "of little value".

TABLE 121

SUPERINTENDENTS' EVALUATION OF EDUCATION EXPERIENCE

Experiences	Evaluations			Totals*
	"Of Great Value"	"Of Much Value"	"Of Little Value"	
Teaching: Primary Districts	40	20		60
Elementary Schools	15	7	1	23
Junior High Schools	40	15		55
Sen. High Schools	102	32	2	136
College and Universities	7	7		14
Administration: Department Chairman	8	5		13
Elementary School Principal	14	1		15
HighSchool Principal	110	20		130
Supervisors	6	2		8
Asst. Superintendents	8	2		10
Previous Supts.	112	10	1	

* These totals will not equal the number of superintendents with experience since 1 or 2 in each eqperience area neglected to evaluate.

TABLE 122

SUPERINTENDENTS EVALUATION OF EDUCATION EXPERIENCE
(PER CENTS IN EACH EXPERIENCE CLASSIFICATION)

Experiences	Evaluation			Total
	"Of Great Value"	"Of Much Value"	"Of Little Value"	
Teaching: Primary District	66.7	33.3		100.0
Elementary Schools	65.2	30.5	4.3	100.0
Junior High Schools	72.7	27.3		100.0
Senior High Schools	75.0	23.5	1.5	100.0
Colleges and Universities	50.0	50.0		100.0
Administration: Department Chairman	61.6	38.4		100.0
Elementary School Principal	93.3	6.7		100.0
High School Principal	84.6	15.4		100.0
Supervisors	75.0	25.0		100.0
Assistant Superintendent	80.0	20.0		100.0
Previous Superintendencies	91.1	8.1	0.8	100.0

None of the superintendents considered their experiences "of no value".

Evaluation of non-education experience. -- The majority of superintendents seem to be in relatively close agreement concerning the value of their non-education experiences (Tables 143 and 144). Superintendents evaluated 7 types of non-education activities in which, presumably, they had experience. The number of evaluations ranged from 16 superintendents evaluating secretarial work experience to 65 superintendents evaluating sales experience. Over 73 per cent of the evaluators considered their non-education experiences "of much value" or "of great value" to their effectiveness as superintendence.

The superintendents seemed to agree that all non-education experiences were beneficial to them. However, only Administration and Supervision, Service in the Armed Forces, and Secretarial, were considered "of great value" by 50 per cent or more of the evaluators.

All experiences were highly rated; however, none of the areas were considered "of much value" by a 51 per cent majority of the superintendents.

Less than 16 per cent of the evaluating superintendents consider their experiences "of little value".

Presumably, less than 7 per cent of the superintendents consider their experiences "of no value" to their

TABLE 123

SUPERINTENDENTS' EVALUATION OF NON EDUCATION EXPERIENCE

Type of Work	Evaluation				
	"Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"	Totals*
Admin. and Sup.	19	10	2	1	32
Sales	24	24	10	1	59
Farming	10	10	4	1	25
Laboring	31	22	10	2	65
Secretarial	8	6	1	1	16
Armed Forces	14	8	3	1	26
Miscellaneous	16	16	6	2	40

*These totals will not equal the number of superintendents with experience since 1 or 2 superintendents in each area neglected to evaluate.

TABLE 12/4

SUPERINTENDENTS' EVALUATION OF NON EDUCATION EXPERIENCE
(PER CENT IN EACH EXPERIENCE CLASSIFICATION)

Type of Work	Evaluation				Totals
	"Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"	
Admin. and Sup.	59.4	31.3	6.2	3.1	100.0
Sales	40.7	40.7	16.9	1.7	100.0
Farming	40.0	40.0	16.0	4.0	100.0
Laboring	47.7	33.8	15.4	3.1	100.0
Secretarial	50.0	37.5	6.2	6.2	100.0
Armed Forces	53.8	30.8	11.5	3.8	99.9
Miscellaneous	40.0	40.0	15.0	5.0	100.0

effectiveness in superintendence.

Recommendations

The superintendents were requested to make "recommendations concerning course work that should have far greater emphasis in the future preparation of superintendents". A list containing 41 professional and 13 related course work areas was included in the questionnaire.[2] The superintendents were requested to check those areas that should be "far greater emphasis".

The superintendents responded wholeheartedly. Almost all superintendents checked those areas they felt were of importance in future superintendent training programs and many superintendents even included unsolicited comments.

The following is a report of the superintendents' recommendations, followed by some of the superintendents' comments. The list of professional courses needing greater emphasis as returned by the 247 superintendents is presented in Table 12. The courses are presented in the order of preference - highest to lowest.

Professional course work. -- Presumably, the majority of superintendents (73 per cent) feel that some type of Internship Training Program should be inaugurated and emphasized in the future preparation of school superintendents.

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[2]See questionnaire, appendix, page 267.

TABLE 15

[illegible]

Professional Courses	Superintendents	
	Number	Per Cent
Internship Training	152	73.4
Public School Finance	150	72.4
School Public Relations	147	71.0
School Business Admin.	141	68.1
Public School Law	128	61.8
Curr. Development and Problems	127	61.3
Gen. School Admin. and Sup.	119	57.5
Admin. Research Techniques	117	56.5
State School Administration	109	52.6
Elem. School Admin. and Sup.	1[illegible]	52.6
Personnel Act. in Admin.	1[illegible]	41.3
Guidance and Counseling	94	45.5
Sec. School Admin. and Sup.	83	40.0
School Plant Planning and Mgt.	63	30.4
Supervision of Instruction	51	24.7
Admin. and Eval.	56	27.0
Adult Education	53	25.5
Educ. Psychology	51	24.6
Specific Methods and Materials	43	20.7
Vocational Educ.	43	20.8
Educ. History and Phil.	39	18.8
Educ. Sociology	36	17.4

The next highest ranking area in order of preference was Public School Finance. Presumably, 72.4 per cent of the superintendents feel this area should be given "far greater emphasis" in future training programs for superintendents.

According to the information, the majority of the superintendents also felt that far greater emphasis should be placed upon course work such as School Public Relations, School Business Administration, Public School Law, Curriculum Development and Problems, General School Administration, Administrative Research Techniques, State School Administration, and Elementary School Administration and Supervision. These areas were recommended by 5 per cent or more of the group.

The 6 professional courses indicated by the fewest superintendents were: Adult Education, Educational Psychology, Specific Methods and Materials, Vocational Education, Education History and Philosophy, and Educational Sociology. Less than 26 per cent of the 207 superintendents recommended these areas for greater emphasis in future superintendents' training programs.

Related course work. -- The greatest percentage of superintendents seem to feel that "far greater emphasis" should be placed in Public Speaking courses. Over 74 per cent of the superintendents recommended this area.

Only 2 other areas of related course work were re-

commended by 50 per cent or more of the superintendents: Personnel Administration, and Municipal and State Government.

The 3 related courses recommended by the fewest superintendents were: Sociology, Economics, and Social Foundations.

Comments by superintendents. -- Several superintendents recommended more "work-shop" type of courses. They felt that a more "practical" approach should be used.

Many superintendents felt that training programs should include general areas such as school law, public finance, personnel management, and business administration. However, the majority of these contributing stipulated a "less theoretical approach to these areas".... "Theory is too far removed from the practical."

One superintendent stated, "Course work in areas, such as political science, accounting, and business administration should be required of all superintendency, as part of their academic training program. These are not considered professional, but should be."

Other comments were:

"I would check about all items except that it is spreading one man's preparation over too wide an area. I would suggest that the superintendent might better confine his training to fewer areas, and look for other staff members with more specific training in other areas."

TABLE 126

NUMBER AND PER CENT OF SUPERINTENDENTS ACCOMMODATING RELATED COURSES IN AREAS

Related Courses:	Superintendent	
	Number	Per Cent
Public Speaking	155	74.8
Personnel Admin.	115	55.5
Public Finance	1[illegible]	52.6
Mun. and State Gov't.	105	50.7
Gen. Business Admin.	101	48.8
Public Law	73	35.2
English	7[illegible]	33.9
Gov. Pol. Sci.	69	33.3
Public Health	68	32.3
Psychology	63	30.4
Sociology	64	30.9
Econ.	57	27.5
Social Foundations	42	20.3

"All are important. I have checked those of <u>first</u> importance."

"The evaluation of these courses cannot be made without consideration of the professor. I have had some who were excellent. A few who were not worth the time required. Many of the courses listed should be in charge of a man with a successful field experience. To illustrate: A course in public school finance under a professor who never prepared or administered a budget can be of very little practical value. The professor makes the course important or not."

"I started to check more of these, but the more I identified the more certain I was that all should have great emphasis placed upon them. Probably the emphasis should be placed on a regular program of refresher courses."

"I think the need is for orientation and content more than for skilled courses. Too much now taught is not tied to practical administration.....experienced instructors are very important."

"Too much time is spent in unskilled courses - more time should be devoted to processes and 'know how' so as to become an effective leader."

"The need is not necessarily for new courses but better orientation approaches to present today's conditions, i.e. personnel problem solving is much different than was true 15 years ago.

"Certain areas can best be learned in the field - plant maintenance, etc. A [illegible] student should have a thorough knowledge of some field other than Education as an institution. He should be able to read and write the English language. He should be somewhat of a student. Not a master of classical trivia."

Summary of Findings

This chapter has disclosed the following information concerning the superintendents' evaluations of their professional courses, work and experiences, and their recommendations for "[illegible]" in the future training of superintendents.

1. Only one professional course Public School Finance was considered "of great value" by 5 per cent or more of the evaluating superintendents.

2. Probably, 4 professional courses were considered "of much value", by 5 per cent or more of the evaluators. These courses were: Measurement and Evaluation, Specific Methods and Materials, Secondary School Administration and Supervision, Guidance and Counseling, Educational Psychology, Curriculum Development and Problems, Personnel Management and Administration, and Elementary School Administration and Supervision.

3. Only one professional course, Adult Education, was considered "of little value" by 5 per cent or more of the evaluators.

4. Presumably, 15 per cent or more of the evaluators consider all their instruction experiences "of great value" or "of much value".

5. Presumably, 7% per cent or more of the evaluators consider all their instruction experiences "of great value" or "of much value".

6. Over 5[illegible] per cent of the 47 superintendents recommend the following courses for "far greater emphasis" in future superintendents' training programs, (order of preference - highest to lowest): Internship or intern programs, Public School Finance, School Public Relations, School Business Administration, Public School Law, Curriculum Development Problems, General School Administration and Supervision, Administrative Research Techniques, State School Administration, and Elementary School Administration and Supervision.

7. The superintendents' comments appear to indicate a need for more "practical" course work in future superintendents training programs.

CHAPTER X

SUMMARY AND CONCLUSIONS

CHAPTER X

SUMMARY AND CONCLUSIONS

This investigation has presented a detailed analysis of the present status of 207 superintendents of public school systems in Michigan employing 30 or more teachers. Specific areas involved were ages, salaries, tenure, certificates held, academic preparation, and experiences in both education and non education work. In addition, it has presented the superintendents' evaluations of their professional course work and experiences, and certain of their recommendations for future training programs for superintendents.

All information has been based upon a mailed questionaire, sent to the 215 superintendents involved and returned by 207 (90 per cent). Presumably the answers of these 207 respondents are representative of the total group.

In an attempt to determine the changes and progress that has taken place during the last 35 years, the findings of this survey have been compared with those of three previous Michigan surveys. Presumably these surveys are representative of comparable groups of superintendents. Comparisons have also been made with surveys of superintendents in the

nation as a whole. Presumably these United States surveys are also representative of comparable groups of superintendents and as such furnish a basis for comparison of superintendents in Michigan and the United States.

Ages

The information presented in this study has shown that superintendents in Michigan are a fairly mature group of educators. The majority (78.2 per cent) are between the ages of 40 and 60 years, and the largest number (25.6 percent) are between the ages of 45 and 50 years. Presumably only 1.4 per cent of the superintendents are under 35 and only 1.0 per cent are over 65 years of age. In general, the average superintendent of a public school system in Michigan employing 30 or more teachers might readily be described as an average middle aged man.

This study has also shown that the ages of superintendents in Michigan have increased noticeably within the last 24 years. According to previous surveys, the median age of superintendents in 1927 was 40.0 years, and in 1934-44.1 years. The present survey in 1951-52 found the median age of superintendents was 48.9 years. This increase is in keeping with the ages of superintendents elsewhere in the nation. At present, the ages of superintendents in Michigan and elsewhere in the United States are similar.

Salaries

The information presented in this study has shown that the majority of superintendents in Michigan are receiving a salary of $6,000 to $7,999. Almost 17 per cent of the group receive less than $6,000, presumably 32 per cent receive $8,000 or more, only 6.8 per cent receive $12,000 or more and only 1 per cent receive $14,000 or more. The lowest salaries are received by superintendents in smaller districts and the salaries seem to increase as the size of districts increase.

The analysis of salaries, presented in this study has shown that superintendents' salaries have increased noticeably within the past 36 years. According to previous surveys, the median salary of Michigan superintendents in 1916 was $1,956, in 1927 - $4,625, in 1933 - $3,403. In 1952 the median salary is $7,282. This increase is in keeping with increases in salaries of superintendents elsewhere in the nation, and at present, superintendents' salaries in Michigan and elsewhere in the United States appear to be similar.

These salary increases were interesting enough, however, the salaries of superintendents in Michigan were analyzed even further. The estimated purchasing power of the median salaries of superintendents in 1916, 1927,

1939 and 1952 were computed. It was found that despite an increase in salary of almost 300 per cent in the last 3[illegible] years, the estimated purchasing power of that salary has increased very little. Based upon the B.L.S. Cost of Living Indices, the estimated purchasing power of the superintendents' median salary in 1,16 was [illegible],6[illegible]; 1947 - [illegible],76[illegible]: 1939 - [illegible],5[illegible]2: 1952 - [illegible],33[illegible]. Sadly enough, even this slight increase in purchasing power decreased considerably when the income taxes were included in the computation. The "true" estimated purchasing power of the 1951-52 superintendent's median salary is only [illegible],373. In 1951-52, the "true" estimated purchasing power of the superintendent's median salary has increased only 29 per cent since 1 16. It has decreased 11.6 per cent since 1947, and has decreased 1.1 per cent since 1939. The superintendent who is in reality receiving less "true" income in 1952, than was shown in any previous survey, excluding 1916.

Tenure

Tenure in present position: -- The information presented in this study has indicated that superintendents have considerable instability in their present position. The majority of superintendents have held their present superintendency less than 8 years, and approximately 27 per cent of the group have held their present position less than 4 years.

Superintendents in 1951-52, have noticeably more stability in their present positions than was found in the previous surveys of Michigan superintendents. According to previous studies, the superintendents' median years tenure in present position in 1927 was only 4.0 years and in 1934 - 6.5 years; the median in 1951-52 is 7.3 years.

Tenure in the superintendency:--In general, superintendents have considerable longevity in the superintendency profession. The majority of the group have been in the profession for 12 years or more and 35 per cent of the group have been superintendents for 20 or more years.

The tenure of superintendents in the superintendency has increased noticeably within the last 24 years. According to previous studies, the superintendents' median tenure in the superintendency in 1927 was only 10.0 years and in 1934 - 11.5 years; the median in 1951-52 is 15.7 years.

Tenure in the education profession:--In general, the superintendents have been in educational work for many years. According to the information, over 90 per cent of the group have 16 or more years of experience in education, approximately 78 per cent have 20 or more years experience, and only 3 per cent seem to have under 12 years of experience. Superintendents with the least amount of experience

in education seem to be in smaller districts, and presumably all superintendents in larger districts have 16 or more years of experience.

The tenure of superintendents in the educational profession has increased materially in the last 24 years. According to previous studies, the superintendents' median tenure in the educational profession in 1927 was 16.8 years and in 1934 - 19.4 years. The median in 1951-52 is 27.1 years. In addition, Whitney's study in 1916 found that 14 per cent of the superintendents had been in the educational profession less than 10 years and only 37 per cent had been in education for more than 20 years. This survey found that only 2 per cent of the superintendents had less than 10 years and approximately 78 per cent had more than 20 years experience in the educational profession.

This increase in superintendents tenure is in keeping with superintendents elsewhere in the nation and recent surveys indicate that at present the tenure of superintendents in Michigan is very close to the national norm.

Certificates

The information presented in this study has shown that the majority of superintendents (approximately 87 per cent) hold Life Teaching Certificates. Presumably,

less than 8 per cent of the group have Secondary Permanent Certificates, less than 1 per cent have Elementary Permanent Certificates, and less than 3 per cent of the group have Elementary or Secondary Provisional Certificates.

Academic Preparation

The information presented in this study has shown that the academic preparation of superintendents in Michigan has increased considerably over the last 36 years. According to previous surveys, the Master's was the highest degree earned by 23.1 per cent of the superintendents in 1916; 47.4 per cent in 1927; and 53.9 per cent in 1934. According to this survey, 94.2 per cent of the superintendents have Master's.

The increase in academic preparation of superintendents in Michigan is in keeping with superintendents elsewhere in the nation. At present the academic preparation of superintendents in Michigan is equal to or above that, of superintendents elsewhere in the nation.

In general, superintendents in Michigan are well educated. Less than 4 per cent of the group hold only Bachelor's degrees and these superintendents are found in smaller districts. Presumably, 94.2 per cent of the group have Master's degrees and these superintendents are found in all types of districts. Only 2.4 per cent of the

group have earned Doctor's degrees; and, in general, these superintendents are found in larger districts (although the superintendent with a doctorate is in a small district). All superintendents with only undergraduate degrees are studying for the master's, and the majority plan to complete the degree requirements. The majority of superintendents are continuing their professional training beyond the master's degree, with a median of 21 hours of credit beyond the master's degree. Only 31 per cent of the superintendents have halted their academic preparation with the award of the master's degree, and most of these superintendents are from the smaller districts.

The superintendents have a variety of major fields of study in undergraduate college. The majority of the superintendents have majored in general school administration in their graduate study.

Most of the superintendents received all or a major portion of their undergraduate training in small or medium sized colleges and universities in Michigan. The majority of superintendents received all or a major portion of their graduate training in Michigan and the greater majority are attending the University of Michigan.

There appears to be some relationship between the superintendent's academic preparation and age. In general,

younger superintendents have less academic preparation than older superintendents.

There seems to be some relationship between the superintendents academic preparation and salary. In general, superintendents with the least academic preparation are in lower salary classifications.

Education Experience

Teaching:--This study has shown that the majority of superintendents have had relatively little classroom teaching experience. Most of the superintendents have taught less than six years and very few have taught twelve years or more. The median is 5.1 years and the semi interquartile range is only 3.8 years. During this short teaching period, the superintendents have held very few different positions. In fact the majority have held less than 2 different positions and approximately 13 per cent have never held any classroom teaching position. Only 1 per cent of the superintendents have had experience in four different teaching positions; approximately 13 per cent have held three; 31 per cent have held two; and 43 per cent have held only one position. As would be anticipated, the superintendents' years of experience in teaching increase with the number of positions held.

The superintendents were in several types of classroom teaching positions. More than 30 per cent of the

group taught in Rural Primary District schools--the majority were in one room schools. Less than 12 per cent of the group have taught in Elementary Schools; the majority were in small schools. Approximately 28 per cent have taught in Junior High Schools; the majority were in medium size schools. Presumably 67 per cent have taught in Senior High Schools; the majority were in medium size schools. Only 7 per cent taught in Junior Colleges, Colleges and Universities; the greater number of them were in small colleges.

Administration:--This study has shown that in general, superintendents employed by school systems with 30 or more teachers have spent many years in administration. The majority of the superintendents have 25 or more years of experience. More than 17 per cent of the group have over 30 years of experience in educational administration, and less than 10 per cent have under 10 years of experience. In general, the superintendents in smaller districts have a wide range of experience: superintendents in larger districts have a narrower range and proportionally more experience.

The majority of superintendents have held more than one administrative position. Only 6 per cent of the superintendents are in their first position; 36 per cent are in their second position; 37 per cent are in their third; 15 per cent are in their fourth; and 7 per cent are in their

fifth and sixth position. In general, the superintendents' years of administrative experience increases the number of positions held increases. In general, superintendents in their first administrative position are in the lower salary classifications.

The superintendents have held a variety of administrative capacities. More than 7 per cent of the group have been Department Chairmen: the majority were in larger districts. Approximately 4 per cent have been Elementary Principals: the largest number were in middle size schools. About 6 per cent were Junior High Principals; the majority were in medium size schools. Less than 4 per cent have been Supervisors or Directors of district wide divisions: the greatest number were in either small or large districts. Less than 6 per cent of the group have held positions as Assistant Superintendents: the majority were in larger districts. More than 62 per cent of the group have had previous experience as Superintendents: approximately 42 per cent of these were in small districts employing less than [illegible] teachers, 41 per cent were in medium size districts, and 17 per cent were in large systems employing 81 or more teachers.

Presently, 57 per cent of the superintendents as I positions as superintendents just previous to assuming their present position. Approximately 28 per cent assumed

their present superintendencies or high school principalships: less than 3 per cent were high school teachers, 3 per cent - Assistant Superintendents, 2 per cent - Junior high school teachers, 2 per cent - Elementary school principals, 1 per cent - supervisors, and 1 per cent - elementary school teachers.

Educational Experience

This study has shown that the majority of superintendents have had several years of experience in non-educational work. However, the number of superintendents having had experience in very different positions.

In general, the superintendents' non-education work experiences could be classified into six major types, namely (1) per cent of the superintendents have worked in administrative or supervisory positions, 41 per cent of the group have had positions in sales work, nine per cent have had positions in secretarial work, 12 per cent have had positions in clerical work. About three per cent have been engineers, 14 per cent were in the Armed forces, and approximately 40 per cent of the superintendents have held positions in miscellaneous types of work.

Evaluations and Recommendations

Evaluations:--This study has shown that only one professional course area--Public School Finance--was

considered "of great value" to the effectiveness of 50 per cent or more of the evaluating superintendents. Courses considered "of much value" were: Measurement and Evaluation, Specific Methods and Materials, Secondary School Administration and Supervision, Guidance and Counseling, Educational Psychology, Curriculum Development and Problems, Personnel Management and Administration, and Elementary School Administration and Supervision. The only course area considered "of little value" for 50 per cent or more of the evaluators was Adult Education.

More than 95 per cent of the superintendents consider all their education experiences "of great value" or "of much value"

Over 73 per cent of the superintendents consider all their non education experiences "of great value" or "of much value."

Recommendations:--Over 50 per cent of the superintendents recommended the following courses for "far greater emphasis" in future superintendents' training programs, (order of preference--highest to lowest): Internship Training, Public School Finance, School Public Relations, School Business Administration, Public School Law, Curriculum Development and Problems, General School Administration and Supervision, Administrative Research

Techniques, State School Administration, and Elementary School Administration and Supervision.

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SAMPLE COVER LETTER TO SUPERINTENDENTS

ANN ARBOR PUBLIC SCHOOLS
ANN ARBOR MICHIGAN

HAISLEY Superintendent

One of the professional concerns of the public schools is the development of able and competent leadership I have been interested in a study that George Ebeling is making to determine what is the most typical way in which those competencies are built up which are important in the professional leadership exercised by the superintendents of schools

Would nt you like to be a part of this study? I have talked to some 30 or 40 superintendents about this and find a willingness on their part to give 20 minutes of their time wherein they could make a little appraisal of their educational preparations and their experiences as these relate themselves to the question at hand

To make this study a significant one requires prying into the past of some 100 successful superintendents I am enclosing a questionnaire on the theory that you would be willing to contribute to the study If you are willing to do this fill out and return the questionnaire in the enclosed self addressed envelope

If by chance you do not have time to do this just send the questionnaire back as it came to you In any event accept my thanks

Very sincerely yours

Otto Haisley
Superintendent

No. _____

STATUS OF THE SUPERINTENDENTS OF SCHOOLS IN MICHIGAN

(Your cooperation in furnishing the following information will be greatly appreciated.)

EDUCATION

A YOUR EDUCATIONAL PREPARATION: Please fill in only the following areas that are included in your formal education.)

ACADEMIC PREPARATION	UNDERGRADUATE SCHOOL	GRADUATE SCHOOL Master's Degree Level.	GRADUATE SCHOOL Beyond the Master's Degree Level.
...earned or, ...egree, ...sem. hrs. of			
...ization			
...or ...ity ...ation (state)			
...College or ...ity ...you at			

...ate whether small (under 1,000), medium (1,001-3,000), or large (over 3,001).

B YOUR PERSONAL EVALUATION OF YOUR PROFESSIONAL COURSE WORK: Please evaluate your professional course work relative to its contribution to your present effectiveness in superintendence. (Use a check mark ✓ to indicate your opinion.)

PROFESSIONAL COURSE WORK (Evaluate only those that you have had.)	EVALUATION			
	Of Great Value	Of Much Value	Of Little Value	Of No Value
...chool Administration and Supervision				
...School Administration and Supervision				
...School Administration and Supervision				
...ethods and Materials				
...n of Instruction				
...Development and Problems				
...tive Research Techniques				
...nt Planning and Maintenance				
...ic Relations				
...l Finance				
...ness Administration				
...Administration				
...l law				
...anagement and Administration				
...tion				
...d Counseling				
...l and Evaluation				
...l Psychology				
...Sociology				
...History and Philoscphy				
...Education				

...any additional professional courses that you feel should be included

the contribution to your general effect

EDUCATIONAL EXPERIENCES	No. of Years	Approximate Number of Teachers in		EVALUATION			
		District	School	Of Great Value	Of Much Value	Of Little Value	Of No Value
Teaching in Rural Schools Primary Districts							
Elementary Schools							
Junior High Schools							
Senior High Schools							
Junior colleges							
Colleges or Universities	...	X X X X X X X X X X X X X X X X					
Administrative Experience as a Department Head or Director within a school							
Assistant Principal in a High School ___ Elementary School							
Principal in a High School Elementary School							
District wide supervisor** in the Field			X X X X X X X X X X X X				
Assistant Superintendent			X X X X X X X X X X X X				
Superintendent (include here other previous superintendencies)			X X X X X X X X X X X X				
Superintendent (in the city or city your present position)			X X X X X X X X X X X X				
Administrative Experience other than above (Position)							

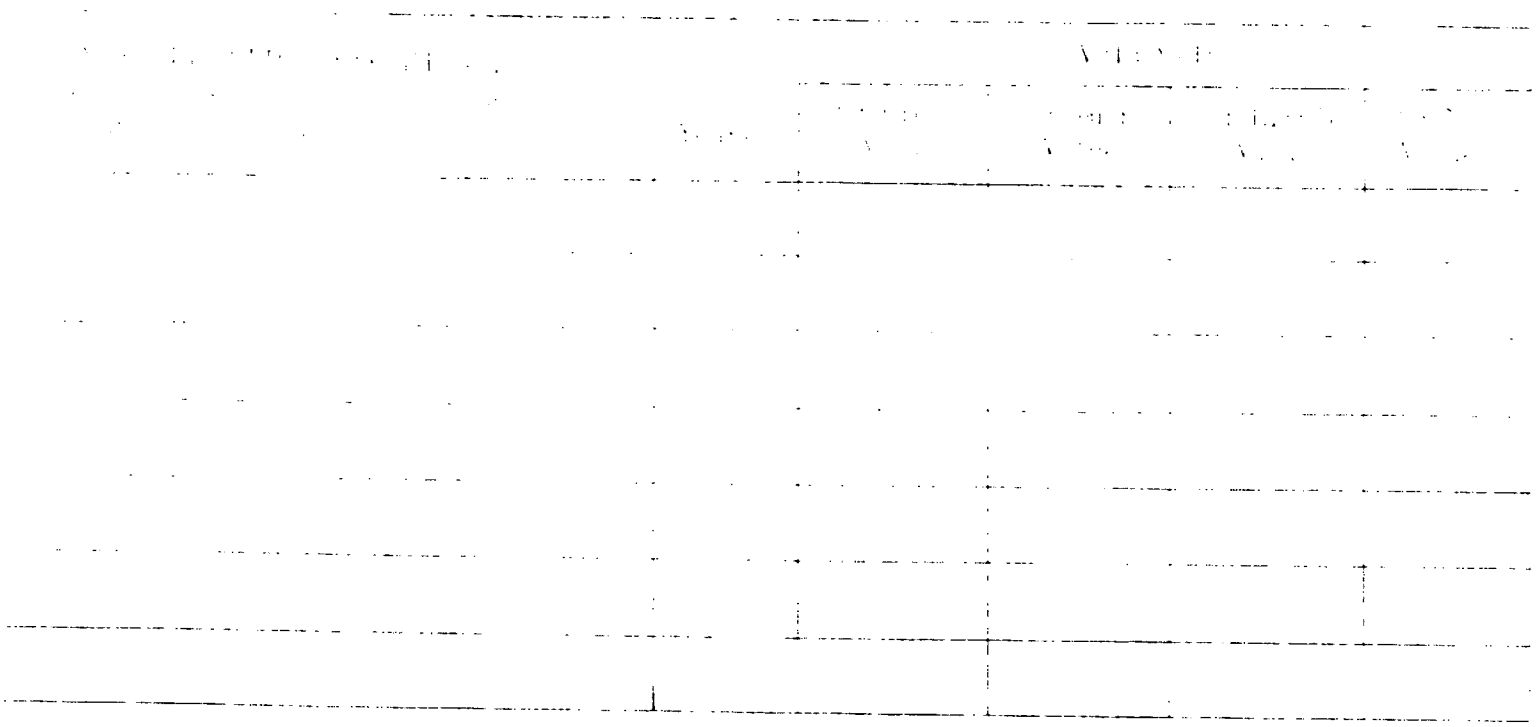
* Indicate by one check (✓) whether Elementary School

** Example: Physical Education Supervisor, Art Supervisor, etc.

*** Consider summer sessions as

EXPERIENCE (Cont d)

B YOUR NON-EDUCATION EXPERIENCE - Please list your non-education experiences
2 Evaluate these experiences relative to their contribution to your general effectiveness in superintendence (Use a check mark ✓)



PERSONAL DATA

65 and over___

No. _____

IV. RECOMMENDATIONS REGARDING AREAS THAT SHOULD HAVE FAR GREATER EMPHASI IN FUTURE PREPARATION OF SUPERINTENDENTS. Please place a check mark ~ before those areas in which you personally feel far greater emphasis should be placed in the future preparation of school superintendents.

A. PROFESSIONAL EDUCATION COURSES:

1. _____ Interneship programs for the future superintendent.
2. _____ General School Administration and Supervision.
3. _____ Elementary School Administration and Supervision.
4. _____ Secondary School Administration and Supervision.
5. _____ State School Administration.
6. _____ Specific Methods and Materials.
7. _____ Curriculum Development and Problems.
8. _____ Supervision of Instruction.
9. _____ Administrative Research Techniques.
10. _____ School Plant Planning and Maintenance.
11. _____ School Public Relations.
12. _____ Public School Finance
13. _____ Public School Law.
14. _____ School Personnel Management and Administration.
15. _____ School Business Administration.
16. _____ Adult Education.
17. _____ Guidance and Counseling.
18. _____ Measurement and Evaluation.
19. _____ Educational Psychology.
20. _____ Educational Sociology.
21. _____ Educational History and Philosophy
22. _____ Vocational Education.
23. _____ * _____
24. _____ * _____
25. _____ * _____

B. RELATED COURSE WORK:

26. _____ General Political Science.
27. _____ Municipal and State Government.
28. _____ Public Law
29. _____ Public Finance
30. _____ Public Health
31. _____ General Business Administration.
32. _____ Personnel Administration.
33. _____ English (including Journalism.)
34. _____ Public Speaking.
35. _____ Social Foundations.
36. _____ Economics.
37. _____ Sociology.
38. _____ Psychology.
39. _____ * _____
40. _____ * _____
41 _____ * _____

*List any additional courses that you feel should be included.

MISCELLANEOUS MAJOR FIELDS OF STUDY OF THE BACHELOR'S DEGREE*

Biology

School Administration

Rural Education

History

Social Studies

Industrial Arts

Speech

Agriculture

Horticulture

Physics

Music

Business Administration

Biological Science

Bacteriology

Chemistry

---

*See Table 50, page 116

[illegible] KRANKHEITEN I OLOGIE UBER "[illegible]"

Adjuster, Claims, AIA

Adjuster, Claims, Insurance Cr.

Athlete, Professional

Carpenter

Lawyer, Corporate

Lawyer, Criminal

Lawyer, Real Estate

Lawyer, Tax

Legislator

Librarian

Mechanical Engineer

Mechanical Engineer for Medical Attorney

Miner

Musician, Pre-Recorded

Pharmacist

Policeman

Printer

Psychiatrist, Child

Statistician

Surveyor

Writer, Newspaper and Magazine

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* See Table III, page 274

TABLE 127

DISTRIBUTION OF SUPERINTENDENTS REPLYING TO THE QUESTIONNAIRE ACCORDING TO SIZE OF DISTRICT

Group	Number of Teachers employed	Number of Superintendents Sent Questionnaires: Total Number of Supts.	Number Replying	Per Cent Returned
I	3[illegible] to 4[illegible]	107	102	95.3
II	5[illegible] to 7[illegible]	59	55	94.6
III	[illegible]0 to [illegible]9	16	11	69.0
IV	10[illegible] to 149	[illegible]9	17	[illegible].4
V	150 to 1[illegible]9	10	6	60.0
VI	2[illegible]0 to 2[illegible]9	8	7	87.5
VII	3[illegible]0 to 4[illegible]9	7	6	85.2
VIII	5[illegible]0 and over	5	3	60.0
Number reported		230	207*	90.0

*This does not include 8 questionnaire's returned unanswered with comment "Am retiring (3 questionnaires) "Shall rather not answer" (5 questionnaires). When these 8 respondents are included the per cent of returned questionnaires = 93.5.

TABLE 128

CERTIFICATES HELD BY SUPERINTENDENTS AND TENURE IN PRESENT POSITION

Certificate	Tenure (In Years)									
	0 to 3.9	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	Total
Life	39	53	23	20	15	15	6	8	3	182
Elementary Provisional . .	1	1								2
Elementary Permanent . . .	1									1
Secondary Provisional . .	2									2
Secondary Permanent . . .	9	6				1				16
Not Reported	2		1		1					4
Total	54	60	24	20	16	16	6	8	3	207

TABLE 129

CERTIFICATES HELD BY SUPERINTENDENTS AND TENURE IN SUPERINTENDENCY

Certificates	Tenure (In Years)											
	0 to 3.9	4 to 7.9	8 to 11.9	12 to 15.9	16 to 19.9	20 to 23.9	24 to 27.9	28 to 31.9	32 to 35.9	36 to 39.9	40 to 43.9	Total
Life	10	23	22	34	24	24	19	9	13	2	2	182
Elementary Provisional		1			1							2
Elementary Permanent . .	1											1
Secondary Provisional .	1		1									2
Secondary Permanent . .	3	5	2	2	2	2						16
Not Reported												4
Totals	15	30	25	36	29	27	19	9	13	2	2	207

TABLE 130

TYPES OF UNDERGRADUATE DEGREES EARNED BY SUPERINTENDENTS AND SIZE OF DISTRICTS

Degree	District Classification*								
	I	II	III	IV	V	VI	VII	VIII	Totals
Bachelor of Arts	64	32	7	10	5	3	4	3	128
Bachelor of Science	36	20	4	6	1	4			71
Bachelor of Philosophy	1	1		1			1		4
Bachelor of Education	1	2					1		4
Total	102	55	11	17	6	7	6	3	207

* See Table 1

TABLE 131

TYPES OF HIGHEST GRADUATE DEGREES EARNED BY SUPERINTENDENTS AND SIZE OF DISTRICT

Degree	District Classification*							
	I	II	III	IV	V	VI	VII	VIII
None	2	3	1	1				
Master of Arts	89	43	10	14	5	4	5	2
Master of Science	7	4				1		
Master ofEducation	3	5		2		1		
Doctor of Philosophy					1		1	1
Doctor of Education	1					1		
Totals	102	55	11	17	6	7	6	3

* SeeTable 1

TABLE 132

SELECTED CHARACTERISTICS OF SUPERINTENDENT'S IN MICHIGAN - 1916 TO 1952

Characteristics	1916[a]	1928[b]	1934[c]	1952
1. Number of Superintendents replying to questionnaire	90	79	140	207
2. Percentage of replies	...	40.0[d]	80.0[d]	90.0
3. Median Age	...	40.0 yrs.	44.1 yrs.	48.9 yrs.
4. Median Salary	$1,956	$4,625	$3,403	$7,282
5. Median Tenure in Present Position	...	4.0 yrs.	6.5 yrs.	7.3 yrs.
6. Median Tenure in Superintendency	...	10.0	11.5	15.7
7. Median Tenure in Education	...	16.8	19.4	27.1
8. Highest Degree Held (Per Cent of Superintendents)				
No Degree	8.7	7.4	4.8	0.0
Bachelor's	67.2	44.2	37.2	3.4
Master's	23.1	47.4	53.9	94.2
Doctor's	1.0	1.0	2.7	2.4

a. Whitney, op. cit. Data are for member school systems of North Central Association.
b. Hendershot, op. cit. Data are for superintendents in cities with 2500 or more population.
c. Jennings, op. cit. Data are for member school systems of North Central Association.
d. Estimated from available information.

TABLE 133

SELECTED CHARACTERISTICS OF SUPERINTENDENT'S IN THE UNITED STATES - 1923 TO 1950
AND COMPARISON WITH MICHIGAN - 1952

Selected Characteristics	United States			Michigan
	1921[a]	1931[b]	1950[c]	1952
1. Number of Superintendents Replying to Questionnaire	1,181	2,270	1,586	207
2. Percentage of Replies	40.0	65.1	49.3	90.0
3. Median Age	43 yrs.	44 yrs.	49 yrs.	48.9 yrs.
4. Median Salary	$3,390	$4,050	$6,804	$7,282
5. Median Tenure in Present Position	4.0 yrs.	6.0 yrs.	6.1 yrs.	7.3 yrs.
6. Median Tenure in Superintendency	9.8 yrs.	10.0 yrs.	11.9 yrs.	15.7 yrs.
7. Median Tenure in Education	20.0 yrs.	21.0 yrs.	26.8 yrs.	27.1 yrs.
8. Highest DegreeEarned (Per Cent of Superintendents)				
No Degree	12.8	3.8	0.2	0.0
Bachelor's	51.9	36.2	5.5	3.4
Master's	32.0	56.7	78.7	94.2
Doctor's	2.9	3.0	13.0	2.4

a. 1921 Survey op. cit.
b. 1923 Survey op. cit.
c. 1950 Survey op. cit.

TABLE 134

SUPERINTENDENTS EVALUATION OF PROFESSIONAL COURSE WORK
(SUPT. I NOTES IN DISTRICT I*)

Professional Course Work:	Evaluation ≠ "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	35	52	9	
Elem. School Admin. and Sup.	21	44	7	2
Sec. School Admin. and Sup.	29	51	12	
Specific Methods and Materials	6	35	24	1
Supervision of Instruction	11	45	30	1
Curr. Development and Problems	3	36	33	
Admin. Research Techniques	12	30	2	3
School Plant Planning and Const.	2	23	15	1
School Public Relations	23	30	12	
Public School Finance	36	18	11	
School Business Admin.	11	23	3	1
State School Administration	2	22	22	
Public School Law	14	25	17	
Personnel Adt. and Admin.	3	24	11	
Adult Education	6	8	15	4
Guidance and counseling	14	44	6	1
Objs. and Eval.	8	30	19	1
Educ. Psychology	14	54	25	1
Educ. Sociology	6	32	21	2
Educ. History and Phil.	6	36	37	4
Vocational Educ.	8	8	15	4

* Districts employing 30 to 49 teachers.
≠ Number of superintendents in District I - 102.

TABLE 135

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT II*)

Professional Course Work:	Evaluation / "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	18	32	9	
Elem. School Admin. and Sup.	13	18	7	
Sec. School Admin. and Sup.	13	31	12	
Specific Methods and Materials	1	23	24	
Supervision of Instruction	10	22	33	
Curr. Development and Problems	2	27	33	
Admin. Research Techniques	6	19	20	
School Plant Planning and Mnt.	10	13	19	1
School Public Relations	18	9	12	
Public School Finance	17	16	11	
School Business Admin.	9	10	9	
State School Administration		8	22	1
Public School Law	4	14	17	1
Personnel Mgt. and Admin.	6	13	11	
Adult Education		9	19	1
Guidance and Counseling	14	22	6	1
Meas. and Eval.	9	13	19	1
Educ. Psychology	10	22	25	
Educ. Sociology	4	11	21	2
Educ. History and Phil.	5	14	37	1
Vocational Educ.	4	4	15	

* Districts employing 50 to 79 teachers.
/ Total number of superintendents in District II - 55.

TABLE 136

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT III*)

Professional Course Work:	Evaluation ≠			
	"Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	6	5		
Elem. School Admin. and Sup.	4	5		
Sec. School Admin. and Sup.	4	5	1	
Specific Methods and Materials		6		
Supervision of Instruction		5	1	
Curr. Development and Problems	2	4	2	
Admin. Research Techniques	1	4	1	
School Plant Planning and Mgt.	3	1		
School Public Relations	3	2		
Public School Finance	4	2		
School Business Admin.	3	3		
State School Administration	1	3		
Public School Law	3	2	1	
Personnel Mgt. and Admin.	1	2		
Adult Education			2	
Guidance and Counseling	3	2	1	
Meas. and Eval.	2	4	1	
Educ. Psychology	1	6	1	
Educ. Sociology	1	1	2	
Educ. History and Phil.	2	3	2	
Vocational Educ.	1	1	1	

* Districts employing 80 to 99 teachers.
≠ Number of superintendents in District III - 12.

TABLE 137

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT IV*)

Professional Course Work:	Evaluation ≠ "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	9	7		
Elem. School Admin. and Sup.	5	7	1	
Sec. School Admin. and Sup.	8	7		
Specific Methods and Materials	3	7	1	
Supervision of Instruction	7	4	3	
Curr. Development and Problems	4	5	3	
Admin. Research Techniques	1	2	5	1
School Plant Planning Opt.	8	2	1	
School Public Relations	3	4	1	
Public School Financing	3	1	3	
School Business Admin.	4	4	2	
State School Administration	1	1	6	1
Public School Law	3	3	1	
Personnel Opt. and Admin.		2	3	
Adult Education	1		6	
Guidance and Counseling	3	6	3	
Meas. and Eval.		11	2	
Educ. Psychology	4	9	3	
Educ. Sociology	1	3	5	
Educ. History and Phil.	3	8	3	
Vocational Educ.	3	3	3	

* Districts employing 140 to 149 teachers.
≠ Number of superintendents in District IV - 17.

TABLE 138

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT V*)

Professional Course Work:	Evaluation / "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	4	1	1	
Elem. School Admin. and Sup.	1	2	2	
Sec. School Admin. and Sup.	2	2	2	
Specific Methods and Materials	2	2	1	
Supervision of Instruction	2	2	2	
Curr. Development and Problems	2	3	1	
Admin. Research Techniques	1	3		
School Plant Planning and Mgt.	3	2		
School Public Relations	4		2	
Public School Finance	4	1	1	
School Business Admin.	2	1		
State School Administration		4		
Public School Law	1	1	2	
Personnel Mgt. and Admin.	2	1		
Adult Education		1	2	
Guidance and Counseling	3	1		
Meas. and Eval.	1	4		
Educ. Psychology	1	5		
Educ. Sociology	2	1	2	
Educ. History and Phil.	1	2	2	
Vocational Educ.	1	1	4	

*Districts employing 150 to 199 teachers.
/Number of superintendents in District V - 6.

TABLE 139

SUPERINTENDENTS EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT VI*)

Professional Course Work:	Evaluation / "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	4	3		
Elem. School Admin. and Sup.	3	3		
Sec. School Admin. and Sup.	2	5		
Specific Methods and Materials		4	2	
Supervision of Instruction	2	1	3	
Curr. Development and Problems	1	4	1	
Admin. Research Techniques	3	2	2	
School Plant Planning and Mgt.	4	2		
School Public Relations	2	2	1	
Public School Finance	3	3		
School Business Admin.	1	4	1	
State School Administration		3	2	
Public School Law	1	2	1	1
Personnel Management and Admin.	1	4	1	
Adult Education		2	2	
Guidence and Counseling		3	4	
Meas. and Eval.	1	5		
Educ. Psychology	2	3	1	1
Educ. Sociology	1	3	2	1
Educ. History and Phil.	1	1	4	1
Vocational Educ.	1	1	2	1

* Districts employing 200 to 299 teachers.
/ Number of superintendents in District VI - 7.

TABLE 140

SUPERINTENDENTS' EVALUATION OF PROFESSIONAL COURSE WORK
(SUPERINTENDENTS IN DISTRICT VII*)

Professional Course Work:	Evaluation ≠ "Of Great Value"	"Of Much Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	6			
Elem. School Admin. and Sup.	5			
Sec. School Admin. and Sup.	2	2	1	
Specific Methods and Materials	3	3		
Supervision of Instruction	2	2	1	
Curr. Development and Problems	4	1		
Admin. Research Techniques	2	4		
School Plant Planning and Mgt.	4	1		
School Public Relations	5	1		
Public School Finance	4	2		
School Business Admin.	1	3		
State School Administration	3	2	1	
Public School Law	3	1	1	
Personnel Mgt. and Admin.	1	3	1	
Adult Education	1	1	1	
Guidance and Counseling	3	1		
Meas. and Eval.	2	2	2	
Educ. Psychology	1	3	2	
Educ. Sociology		2	3	
Educ. History and Phil.		4	1	
Vocational Educ.	1	1		

* Districts employing 300 to 499 teachers.
≠ Number of superintendents in District VII - 6

SUPERINTENDENTS' EVALUATION OF [illegible] OF [illegible]
(SUPERINTENDENTS [illegible] DISTRICT VIII*)

Professional Course Work:	Evaluation ≠ "Of Great Value"	"Of [illegible] Value"	"Of Little Value"	"Of No Value"
Gen. School Admin. and Sup.	3			
Elem. School Admin. and Sup.	1	1		
Sec. School Admin. and Sup.	1	2		
Specific Methods and Materials	1	2		
Supervision of Instruction	1		1	1
Curr. Development and Problems	1	2		
Admin. Research Techniques	1	1	1	
School Plant Planning and Mgt.	1	1	1	
School Public Relations	2	1		
Public School Finance	1	2		
School Business Admin.	1	1	1	
State School Administration			3	
Public School Law		2	1	
Personnel-Mgt. and Admin.	1	1	1	
Adult Education		1	1	
Guidance and Counseling	1		2	
Meas. and Eval.	1	1	1	
Educ. Psychology		1	1	1
Educ. Sociology		1	1	
Educ. History and Phil.		1	1	1
Vocational Educ.	1	1		1

* Districts employing 500 or more teachers.
≠ Total number of superintendents in District VIII is 36.

TABLE 142

NUMBER OF SUPERINTENDENTS IN EACH DISTRICT CLASSIFICATION RECOMMENDING VARIOUS PROFESSIONAL COURSE WORK AREAS*

	District Classification **							
	I	II	III	IV	V	VI	VII	VIII
Total Number of Superintendents	106	55	11	17	6	7	6	3
Professional Course Work Areas								
Interneship Training	75	36	9	15	5	5	5	2
Gen. School Admin. and Sup.	59	29	5	9	5	5	5	2
Elem. School Admin. and Sup.	48	31	6	10	4	5	4	1
Sec. School Admin. and Sup.	38	22	5	8	3	3	3	1
Specific Methods and Materials	19	16	3	2	1	2		
Supervision of Instruction	32	15	2	5	1		1	1
Curr. Developement and Problems	68	25	6	11	4	6	5	2
Admin. Research Techniques	57	29	5	10	5	6	3	2
School Plant Planning & Mgt.	27	16	2	5	5	1	4	3
School Public Relations	66	39	7	15	5	1	5	3
Public School Finance	74	40	8	11	5	2	4	3
School Business Admin.	68	40	8	10	5	2	3	3
State School Administration	46	32	9	9	4		6	3
Public School Law	61	35	8	11	6	3	4	1
Personnel Mgt. and Admin.	46	28	6	7	4	4	3	2
Adult Education	29	16	2	1	2	2		1
Guidance and Counseling	48	25	2	2	2	2	2	1
Meas. and Eval.	25	16	2	2	3	3	3	2
Educ. Psychology	22	13	1	5	3	4	2	1
Educ. Sociology	15	9	1	4	1	3	1	2
Educ. History and Phil.	14	11	4	4	2	3		1
Vocational Educ.	20	11	3	5	1	2	1	

* Courses ranking 1st and 2nd are underlined

** See Table 1

TABLE 143

NUMBER OF SUPERINTENDENTS IN EACH DISTRICT CLASSIFICATION RECOMMENDING VARIOUS RELATED COURSE WORK AREAS*

	District Classification **							
Total Number of Superintendents Related Course Work Areas	I 102	II 55	III 11	IV 17	V 6	VI 7	VII 6	VIII 3
General Political Science	20	20	3	9	2	3	3	2
Municipal and State Gov't.	41	33	9	10	2	5	4	1
Public Law	31	26	4	7	1	1	2	1
Public Finance	51	31	7	10	3	3	2	2
Public Health	39	19	3	2	1	3	2	
General Business Admin.	46	28	6	7	2	5	5	2
Personnel Administration	50	35	6	9	4	6	4	1
English (Including Journalism)	30	17	5	4	4	6	3	1
Public Speaking	77	39	9	12	5	6	5	2
Social Foundations	21	9	1	3	2	4	2	
Economics	20	18	2	8	3	3	2	1
Sociology	27	20	3	3	4	4	2	1
Psychology	23	18	2	6	4	6	3	1

* Courses ranking 1st and 2nd are underlined

** See Table 1