

THE PROFESSIONAL AND EXPERIENCE  
BACKGROUND OF OREGON PUBLIC  
SCHOOL ADMINISTRATORS

by

VERSEL DEAN MCCAULEY

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**APPROVED:**

Redacted for Privacy

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**Professor of Industrial Engineering and Industrial Arts  
In Charge of Major  
and  
Head of Department of Industrial Engineering and  
Industrial Arts**

Redacted for Privacy

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**Chairman of School Graduate Committee**

Redacted for Privacy

---

**Dean of Graduate School**

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**Typed by Betty M. Cohen**

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THE PROFESSIONAL AND EXPERIENCE BACKGROUND OF OREGON  
PUBLIC SCHOOL ADMINISTRATORS

CHAPTER I

INTRODUCTION

PURPOSE OF THE STUDY. The purpose of this study is two-fold. First, to assemble information helpful professionally to students planning to enter the field of education. Secondly, to investigate the desirability of certain course combinations considered essential to the preparation and functioning of school administrators, with particular reference to the development of practical arts teachers in administrative positions.

Alberty and Thayer in "Supervision in the Secondary School," (1, pp.3-6), say about the problem:

Much has been written in recent years regarding the necessity of organizing secondary education with reference to the needs of boys and girls in an industrial civilization.

The modern school . . . is steadily assuming responsibility for educating the "whole child" and conceives its function to be that of an interpretive and orientating agency in a rapidly changing civilization.

This new point of view regarding the purpose of the school derives in large measure from the fact that an institution which served fairly well the needs of a rural and an agricultural economy is inadequate in a dominantly industrial civilization.

Mobility of population testifies to the lure of new opportunities. Ready means of transportation and communication -- the railroad, the automobile, the aeroplane, rapid postal service, the telephone, the telegraph, the radio (and we can now add television and atomic research)\* --

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\*Inclusions in parentheses inserted by the author of this thesis.

accentuate the dramatic appeal of the new. The lure of economic opportunity in distant fields was never so enticing as at present and never, apparently, so easy of realization. No one can tell, of course, how the percentage of individual failures compares with former times. The significant point is the existence of attractive opportunities for a fresh start in life. These clearly exist and are exaggerated in importance by rapid transformations in business and industry.

We don't know the changes that lie ahead, but we can be sure they lead in the direction of an increasingly complex civilization.

This has a profound significance for education. Most evident has been the lengthening of the period of general education. This is reflected in the changes in secondary school enrollment. In 1918 the secondary school enrolled 28.29 per cent of our population between the ages of fifteen and eighteen. By 1926 this proportion had grown to 53.12 per cent. Moreover, this secondary school is reaching upward to include the two years of the junior college, and in a relatively short time we may expect the conclusion of a general education to imply graduation from a junior college.

Not quite so obvious, perhaps, is the transformation taking place in vocational education. The curriculum of the early academies, with its provision for training in subjects such as surveying, book-keeping, principles of teaching, civil engineering, navigation, Blackstone's Commentaries, vocal music, architecture, and so forth, affords ample evidence of the early interest of the secondary school in the vocational preparation of its students. However, vocational education was once a simple matter of adding to or supplementing formal schooling with a specific vocational skill. There was in the beginning little interrelationship between general education and vocational or pre-vocational training.

Specific vocational training still persists in our schools, and probably there will continue to be children who, for practical reasons, must needs be introduced at a tender age to a specific trade. But this should be looked upon as a necessary evil, as vocational training, and not as a vocational education in harmony with the conditions of successful adjustment to modern industry.



Specific preparation for a trade was perhaps appropriate in a rural economy when processes were simple and when life outside school laid broad preliminary foundations. . . . The fact that Jacks-of-all-trades once existed indicates, of course, that we did not have to penetrate far below the surface in order to find lines of identity connecting different vocational activities.

But what is the situation today? The census of 1920 reported some 20,000 vocations. The Dictionary of Occupational Titles, March 1949 (15, Foreword XI) states:

The present edition contains 22,028 defined jobs which are known by an additional 17,995 titles, making a total of 40,023 defined titles. The coverage of this edition is by no means complete. In a rapidly moving economy, such as our own, where both progress and change are inherent, no edition can ever be considered complete and current.

It would be impossible to give specific vocational training for this number of occupations. Furthermore, in the light of what has been said regarding revolutionary changes in industrial operations, it is hazardous in the extreme to train young people for a narrow niche in society. An entire industry may flourish today, and tomorrow cast its skilled workers upon the industrial scrap heap. Returning to the thesis of complexities, Alberty and Thayer (1, pp.6-7) continue:

It is for this reason that a number of schools are identifying at least pre-vocational preparation with the problem of general education and are endeavoring to lay the basis for later vocational choice and vocational preparation by equipping students with a knowledge of fundamental principles and processes that link up a wide variety of practical operations. In this way the school hopes to aid boys and girls in the development of a capacity for flexible adjustment to a changing situation.

Our industrial civilization requires that the school extend the period of general education and broaden its

conception of preparation for a vocation.

The home, the church, and the local community no longer function as effectively as they once did as the primary integrating orienting influences in the lives of the young for the purpose of transmitting the racial inheritance.

Another aspect of the problem is stated by Douglass (3, preface) as follows:

Since the day of Ezekiel Cheever and the Latin Grammar School, the administration of secondary schools has become vastly more complex and technical. Until the beginning of the present century, the high school was occupied largely in the selection and preparation of boys and girls for college. The better secondary school of today is attempting a much broader program. It is undertaking to supplement its curricular opportunities with a comprehensive program of extra-curricular activities involving problems of organization and administration almost as complex and important as those of the curriculum itself. It is attempting to meet the problem of the greatly widened range of abilities and interests of its pupil personnel with procedures and devices aimed at the adjustment of instruction to such differences. It is undertaking to render badly needed and very important service in educational, vocational, social, civic, and health guidance. The growth of new and improved methods of instruction has resulted in further complicating the task of organization and administration.

E. George Payne, in the editor's introduction to Jacobson and Reavis, "Duties of School Principals," (5) makes the following observations:

The success of a school program depends more upon the principal than upon any other person in the whole school organization. His is the responsibility for the in-service training and development of teachers, for the induction of new teachers into service, and for their adjustment to the whole of school life; and he is wholly responsible for the spirit and character of the school itself.

The school, in fact, epitomizes the principal with his enthusiasm, his vision, and his equipment for the job. It is therefore, essential to guarantee that his educational background, specific knowledge, and skill be adequate for the conduct of his office.

In the preface to the same book, the authors (5) state:

The school principalship is a professional position requiring specific preparation on the part of the individual who aspires to fill it successfully. Experienced teachers who have acquired the technique of managing unruly children and irate parents are no longer considered adequately prepared for the duties of the principalship, even though the possession of this knack is regarded as a desirable asset of the modern principal. A body of technical knowledge has been gradually accumulated through the pooling of experiences of successful principals and has been greatly extended through professional investigations and research.

Supplementing the whole viewpoint of previous citations, and tying the problem down in simple terms, Eikenberry (4, p.498) reminds that:

We are witnessing in America a spectacle never witnessed before in the history of the world -- an attempt to provide universal secondary education. The experiment has progressed so far that it is no mere trite remark to say that the high schools of the country hold in their keeping the destinies of our social, political, commercial, mechanical, religious, and cultural leaders of tomorrow.

It is the intention of the writer to investigate what has been done to meet the challenge of educational change. It is believed that a study of the education and background of school administrators should be helpful in approaching the problem of secondary schools.

THE PROBLEM. Some of the questions the writer wished to answer were:

1. What has been the formal educational background of Oregon's administrators?
2. What administrative credentials are held by teachers in administrative positions?

3. Do some major subject fields provide a background for more administrators than do others?
4. How much actual teaching experience has been acquired by these administrators?
5. What types of experience and how much experience do Oregon's administrators have in remunerative non-teaching fields?
6. How well-prepared professionally for their office are Oregon's County Superintendents?
7. Are appointed County-Unit Superintendents better qualified by professional training than are County Superintendents selected by popular vote?

LIMITATION. In order to keep the study within reasonable limits only administrators of secondary schools, and county superintendents were included in the survey.

SOURCE OF DATA. The most convenient and most commonly-used method for obtaining data on the training of administrators is that of the questionnaire. Such device was employed in gathering data for the present report. A copy of the questionnaire was sent to each of the 335 administrators listed in the Directory of Oregon Secondary School Administrators, 1951-1952 (10), in any one of the following categories: superintendent, superintendent-principal, principal (including those in junior high school and senior high school), county-unit superintendents and county superintendents. The response was good, with 240 of the 335 responding. This

return (71.6 per cent) compares favorably with returns in the various surveys used in related literature. Table I shows a breakdown of returns.

TABLE I  
DISTRIBUTION OF SECONDARY SCHOOL ADMINISTRATORS IN OREGON

Type of Administrator	Number Questionnaires Sent	Number Questionnaires Returned	Percent of Total
Superintendent-Principal of Union High Schools, Principal of High Schools, and Principal of Junior High Schools	253	178	70.35
City Superintendent Administering Secondary and Elementary Schools	46	40	86.95
County-Unit Superintendent	5	5	100.0
County Superintendent	<u>31</u>	<u>17</u>	<u>54.8</u>
TOTALS	335	240	71.6

TREATMENT OF DATA; METHODS EMPLOYED. The data have been analyzed in regard to the questions listed on pages 5 and 6. Only a limited use of statistical procedures has been made. The attempt throughout the study is to present the information in such a manner that students of educational administration might see clearly the relation of education and experience of the positions covered.

**DEFINITION OF TERMS.** The term "administrator" as used applies to all those in administrative authority, regardless of the amount of teaching which is done in addition to their administrative duties.

**Superintendent-Principal:** Anyone selected by a union high school board to supervise the high school; or anyone selected by a school board of a district of less than first class to supervise the elementary school and to act as principal of the high school in that district.

**City Superintendent:** Anyone selected by the school board of a first class district to supervise the schools of that district, both elementary and high schools, exclusive of union high schools.

**County-Unit Superintendent:** A person selected to act in a supervisory capacity over the schools within a county which is organized as a county unit.

**County Unit:** A school administrative unit whose boundaries are coterminous with the boundaries of the civil county, except that certain territory (usually cities or villages) within the county may be excluded as independent districts. (Cities lying within a county unit are usually organized as independent school districts and are usually districts of the first class.)

**County Superintendent:** A person appointed or elected for a term, generally of 2 to 5 years, to perform various duties and functions relating to the supervision and management of all schools in the county or only of the rural schools of the county.

The chief difference between the county-unit superintendent



and the county superintendent in Oregon is the manner of their selection. A "county-unit superintendent" is selected by the county school board which fixes his term of office and compensation. A "county superintendent" is elected by the legal voters of the county for a four-year term. The qualifications and duties of the two seem to be essentially the same.

## CHAPTER II

### A REVIEW OF RELATED LITERATURE

The writer referred to the Education Index for the period 1929-1953, the Oregon State College Library card catalogue, and the thesis lists of Oregon State College and the University of Oregon to learn what studies had been made of the training and experience of secondary school administrators through the several States and particularly in the State of Oregon. Many studies had been undertaken in the field of teacher education, and of the duties of administrators, but only four studies pertinent to this one were found. These will be reviewed here. Excerpts from other related studies will follow.

Poling (12), in a study of "Professional Training and Experience of Superintendents and Secondary School Administrators in the State of Oregon," used data taken from questionnaires sent out by the Oregon State Department of Education in the fall of 1936.

The questionnaires were divided into three parts. Part "A" dealt with general college training, including names of the colleges attended with the dates of attendance; the college majors and minors; and the degrees received. Part "B" was concerned with the extent of professional training; the names of professional courses with dates; the number of credits earned, and whether the courses were graduate or undergraduate. Part "C" was devoted to professional teaching experience, professional administrative experience, type of



teaching experience, number of years taught, when and where. The per cent of time spent in administration and supervision was added to the above questions in regard to the professional administrative experience.

The professional training and experience of superintendents, senior high school principals, and junior high school principals were discussed separately.

Five studies made prior to 1935 were reviewed by Poling, as follows:

1. Eikenbury, D. H. -- "Professional Training of Secondary School Principals."
2. Shannon, J. R. -- "Academic Training of Secondary School Principals."
3. Shannon, J. R. -- "Academic Training of City and Town Superintendents."
4. Sibert, O. E. and Anderson, E. W. -- "Experience and Training of Ohio School Administrators."
5. Stetson, F. L. -- "Extent of Training Received by Oregon High School Teachers and Principals."

Review of Poling's Study. Poling found the superintendents and secondary school administrators listed education, science, social science, mathematics, agriculture, English, business administration, physical education, engineering, industrial arts, philosophy, psychology, language, forestry, law and journalism as

constituting the major fields of study for the bachelor's degree. Education, social science, industrial arts, physical education, and science were the major fields of study for Oregon superintendents and senior and junior high school principals for the master's degree. Minor fields of study for the bachelor's degree were mathematics, science, English, social science, psychology, military science, business administration, physical education, languages, industrial arts, music, and philosophy; while the minors for the master's degree were education, social science, psychology, mathematics, English, physical education and religion.

He discovered that superintendents had more graduate hours in supervision, administration, curriculum, and secondary education, while junior high principals had more graduate hours in elementary education. Principals of senior high school had more undergraduate hours in secondary education, while principals of junior high school had more undergraduate professional training in supervision, administration, and curriculum.

Fifty-one superintendents (87.9 per cent), 145 senior high school principals (87.3 per cent), and three junior high school principals (17.6 per cent) had teaching experience in the senior high school, while four superintendents (6.9 per cent), and ten senior high school principals (6.9 per cent) had no teaching experience. Nineteen superintendents (32.7 per cent), fifty principals of senior high school (30.1 per cent), and eleven principals of junior high school (64.7 per cent) had taught in the

elementary school. Six superintendents (10.3 per cent), ten senior high school principals (6.9 per cent), and thirteen junior high school principals (76.4 per cent) had junior high school teaching experience. College teaching experience was reported by two superintendents (3.4 per cent), and by three senior high school principals (1.8 per cent). Teaching experience in years was found to be as follows: Superintendents 6.2; senior high school principals 6.3; and junior high school principals 6.1.

Elementary administrative experience was reported by 5.1 per cent of the superintendents, 7.8 per cent of the principals of senior high school, and 5.8 per cent of the principals of junior high school. Senior high school principalships were reported as having been held prior to 1936 by 42 (72.4 per cent) superintendents, 145 (87.3 per cent) senior high school principals, and two (11.7 per cent) junior high school principals. Forty-seven (81.0 per cent) superintendents, and nine (5.4 per cent) senior high school principals had been superintendents before the year the study was made (1936). Three superintendents (5.1 per cent), six senior high principals (3.6 per cent), and sixteen junior high school principals (94.1 per cent) had administrative experience in the junior high school.

Superintendents had had 10.8 years, principals of senior high school 6.0 years, and principals of junior high school 5.5 years experience in administration.

Superintendents devoted, on the average, 64.8 per cent of

their time to supervision and administration as compared to 35.4 per cent and 55.0 per cent for principals of senior high school and junior high school respectively.

Poling (12) concluded from his study that:

1. Many superintendents and principals of Oregon schools are poorly prepared to serve as supervisors and administrators.
2. The undergraduate training of superintendents and secondary school administrators has been largely in fields of study other than education.
3. Principals of junior high school, on the whole, have had better undergraduate preparation in professional study courses than either superintendents or principals of senior high school.
4. Superintendents complete more graduate work in professional study than do principals of either the junior or senior high school.
5. Few superintendents have adequate training in elementary education.
6. Most superintendents have had little teaching and administrative experience in the elementary school.
7. The order of promotion to positions of administration has been from classroom teaching to principalship, and from principalship to superintendencies.
8. Junior high principals have more years of teaching experience than do either superintendents or senior high school principals.
9. The percentage of principals of senior high school with

no previous administrative experience is greater than that of superintendents and principals of junior high school.

10. The percentage of superintendents with no teaching experience is greater than that for principals of senior and junior high schools.

11. Principals of junior high school have taken more professional courses in administration and supervision than superintendents and senior high school principals.

12. Few superintendents, and principals have completed requirements for the master's degree.

13. Principals of senior high school are inadequately trained in administration; while superintendents are inadequately trained in supervision.

14. Superintendents devote more school time to affairs of administration and supervision than do principals of the junior and senior high schools.

Recommendations by Poling were:

1. That school superintendents and secondary school administrators be required to have completed one full year of graduate study beyond the bachelor's degree, in the field of administration, and that only candidates for the senior high school principalship who have had specific training for the principal's work be eligible to hold such positions of administration.

2. That the year's work of graduate study cover the following areas of professional training: a) Courses which are basic or

fundamental: philosophy of education; educational psychology; general introduction to public school administration; statistics.

b) Courses dealing specifically with the principal's work: high school administration; junior high school administration; high school supervision, junior high school supervision; high school curriculum, junior high curriculum; guidance and counseling; public relations. c) Courses in administration designed for school superintendents: school finance; business management; construction and equipment of school buildings.

3. That additional hours of graduate study be made a requirement, along with successful teaching experience, in holding a position of administration.

4. That prospective administrators have training in courses dealing with elementary education as well as in courses which deal with secondary education.

Many of these recommendations were included in the legislation enacted in the 46th Legislative Assembly, and adopted by the State Board of Education, June 6, 1951. (11)

Nelson's study, "The Status of the High School Principal in Oregon," (9) was based upon a questionnaire sent to the 260 persons listed in the Oregon School Directory as "principal" in four year, six year, or three year senior high schools. In the case of thirty high schools where no principal was listed it was assumed the superintendent acted as principal, and the questionnaire was sent



to each of them.

The high schools of the state were divided into four groups according to the number of teachers employed, as follows: Group I, schools with two to four teachers, including the principal; Group II, schools with five to eight teachers; Group III, schools with nine to nineteen teachers; and Group IV, schools with twenty or more teachers.

The questionnaire was divided into the following sections: I. General Information; II. Training; III. Educational Experience; IV. Administrative Functions; V. Supervisory Functions; VI. Clerical Functions; VII. Community Relations; VIII. Teaching; IX. Distribution of Time; X. Professional Improvement; and XI. Suggestions for Professional Improvement.

The data of the study were tabulated on the basis of school size and according to the groupings above. The material then was presented in statistical tables. Only the parts concerned with training and experience will be discussed here.

Over 55 per cent of the principals holding master's degrees had received them from the University of Oregon; 18.4 per cent were from the University of Washington; and 7.4 per cent were from Oregon State College.

Slightly more than one-half of all Oregon high school principals had planned their undergraduate work with an administrative position in mind. Only 6.2 per cent of all principals throughout the country had planned to engage in administrative work, although

52.1 per cent had planned to enter educational work. In Pennsylvania slightly more than 50 per cent had planned to become principals before receiving the bachelor's degree.

Ninety-two and nine-tenths per cent reported having studied Principles of Secondary Education; 88.4 per cent studied Educational Psychology; 82.9 per cent studied History of Education; and 73.1 per cent had studied General Administration. Subjects taken by principals throughout the United States rank in descending order as follows: History of Education, Educational Psychology, Methods in Special Subjects, Principles of Secondary Education, and Practice Teaching.

The frequency of the subjects studied differs to a considerable extent with the list of the subjects deemed most valuable to the principal in service. This may be explained by noting the fact that those taken most frequently are often the educational subjects required by the State for certification and are not taken as a matter of choice.

The educational courses in which principals feel the most need for further training are: Guidance, Curriculum, Finance, and School Buildings.

Some form of administrative credential is held by 80 per cent of the principals. The Supervisory Credential is held by 8 per cent, the Administrative by 46 per cent, and the Superintendent's Credential by 26 per cent. It was noted that an overwhelming majority of the principals favor the administrator's credential and



want it to be made mandatory for all high school principals.

All of the 182 high school principals included in the study had completed 4 years of college training; 85.5 per cent had more than 4 years; 43.4 per cent had 5 or more years; and 29.7 per cent hold a master's degree. The high school principals of Oregon compare favorably with the principals of other states and the country as a whole, as to the amount of training which they have had.

Considerably over half (62.9 per cent) of the high school principals were high school teachers prior to assuming their first principalship, and in this respect approximate the average principal throughout the country. Of this number a little less than one-half (45 per cent) were teaching in the same system where they received their principalship. Nearly one-half (45 per cent) were coaching athletics at that time.

The median number of years experience of the high school principal is six and seven-tenths, while the median number of years in his present position is four and one-tenth years, with a wide range between the medians of the upper and lower groups. This is slightly higher than the national average of 1923 (four and five-tenths), but approximates the average for Nebraska (three and nine-tenths), and that of Pennsylvania (more than three years in present position.)

Review of Cramer's study, "What Happens to City Superintendents In Oregon." (2)

The percentage of superintendents without a college degree

dropped from 26.9 per cent in 1924 to 4.8 per cent in 1949. The proportion whose highest degree was the baccalaureate dropped from 81.8 per cent in 1919 to 27.7 per cent in 1949. The percentage of superintendents holding a master's degree increased from 3.9 per cent in 1924 to 54.8 per cent in 1949.

Of the 22 superintendents in 1919, four were normal school graduates without a college degree, and eighteen had earned a bachelor's degree. Five years later, in 1924, there were 26 superintendents of first class districts; seven had no degree; eighteen had the bachelor's; and only one had the master's degree.

In 1948-49 the 62 superintendents included three with no degree, 23 with the bachelor's, 34 with a master's, and two with doctorates.

Review of Roger's Field Study, "Education and Experience of Secondary School Administrators in Oregon." (13)

This study was done in 1950 at the University of Oregon. A questionnaire was prepared and sent to secondary school administrators in Oregon, including vice-principals and assistant principals. The return was excellent with 89.5 per cent of the administrators reporting. Rogers classified the data received as to type of administrator and class of district for the purpose of learning the answers to the following questions:

1. Is there a correlation between the educational background of the secondary school administrator and his position?

2. Where did secondary school administrators in Oregon obtain their degrees?

3. Does more education beget better pay?

4. Is there a correlation between the field or fields of teaching experience and work as a secondary school administrator?

5. Is there a correlation between the field or fields of extra-curricular activities and work as a secondary school administrator?

6. How many secondary school administrators teach and how much teaching is done by those who teach?

7. What is the incidence of teachers promoted to secondary school administrative positions within a system as compared to those who have gained their experience in other systems?

8. Is there a correlation between education and experience of secondary school administrators?

9. How much teaching and administrative experience have the secondary school administrators in Oregon?

10. Does more experience beget better pay?

He found that 56.5 per cent of the administrators hold master's degrees, 41.2 per cent hold bachelor's degrees, and 2.0 per cent hold doctor's degrees.

Rogers discovered that the educational background of secondary school administrators is not always in line with their positions. Vice-principals of districts of the first class hold a lower ratio

of bachelor's degrees, and a higher ratio of master's degrees, than any other group of administrators in this type of district. All of those holding the doctor's degree are superintendents or assistant-superintendents of districts of the first class.

Sixty-five per cent of the most advanced degrees were obtained in Oregon and nearly 35 per cent were obtained in other states. Of the superintendents and assistant-superintendents of districts of the first class, 73.6 per cent secured their most advanced degree in Oregon, while only 33.3 per cent of the superintendent-principals of districts of the third class gained their present degree in this state.

The study shows that, as a whole, administrators with more education do command higher salaries. While there were exceptions, in the main, the largest ratio of those in the lower salary brackets have bachelor's degrees, and the greater percentage of administrators in the upper salary divisions have master's or doctor's degrees.

In the area of educational experience Rogers found that more secondary administrators (65.2 per cent) have taught in the field of social science than in any other subject field. A little less than one-half the executives have teaching experience in each of three fields: physical education, science, and mathematics. He also found:

An amazing ratio (82.9 per cent) of the secondary school leaders have directed extra-curricular activities in sports. Although this far outshines any other group, almost three

in ten have directed school plays, and nearly one-fourth have supervised the production of the school annual.

Rogers found that over forty per cent of the secondary school administrators teach an average of 2.4 classes per day. The greater proportion of the executives in the smaller districts are combined teachers and administrators, while none of the superintendents or assistant-superintendents devote any time to teaching in the district they oversee.

Superintendents in all districts usually are hired from outside the system. Superintendent-principals and principals of large districts tend to be promoted within the system, while those of smaller districts usually come from other sources. In all districts, the greater proportion of vice-principals are promoted.

There was a definite correlation between the experience and the education of secondary school administrators. Those with more education also have more experience, while those with less experience tend to also have less education.

Rogers's study shows that secondary school administrators have spent an average of 5.4 years in the classroom prior to accepting administrative responsibilities. He found that four administrators had gone directly into administrative work without previous teaching experience. The average administrator had spent 9.4 years as a combination teacher and administrator and 6.6 years in administration exclusively. The total for all school experience is 21.4 years.

In comparing the averages for the various types of administrators, Rogers found that the top three and the bottom two in years of experience were also the top three and the bottom two in salary, in exactly the same order. When comparisons were made only within the classification of districts there was found to be a correspondence between experience and salary.



## CHAPTER III

## THE STUDY

## PART I. THE PROFESSIONAL BACKGROUND OF SECONDARY SCHOOL ADMINISTRATORS IN OREGON

INCIDENCE OF DEGREES. In an attempt to determine the part education plays in the role of the secondary school administrator, a tabulation was made of the number holding bachelor's, master's, and doctor's degrees. It was found that of those answering the questionnaire 93.7 per cent of the administrators hold bachelor's degrees, 57 per cent hold master's degrees, and 1.6 per cent hold doctor's degrees. Table II, page 26, is arranged to show the incidence of degrees held by the secondary school administrators answering the questionnaire. In the larger group, superintendent-principals, and principals, 70 per cent reporting, 96.6 per cent hold bachelor's degrees and 54.5 per cent hold master's degrees. The city superintendents with 86.9 per cent reporting show 90 per cent have bachelor's degrees, 75 per cent master's degrees and 10 per cent have earned doctor's degrees. This is the only group reporting possession of doctor's degrees. The county-unit superintendents with 100 per cent return show 100 per cent holding bachelor's degrees, and 40 per cent with master's degrees. County superintendents with 54.8 per cent answering, indicate 70.5 per cent with bachelor's degrees and 47 per cent have master's degrees.

TABLE II

## INCIDENCE OF DEGREES OF SECONDARY SCHOOL ADMINISTRATORS IN OREGON

Type of Administrator	Bach. Degree		Master's Degree		Doctor's Degree	
	No.	%	No.	%	No.	%
Supt.-Prin. of Union High Schools, Prin. of High Schools, & Prin. of Junior High Schools	172	96.62	97	54.59	—	—
City Supt. Administering Sec. and Elementary Schools	36	90.00	30	75.00	4	10.00
County-Unit Supt.	5	100.—	2	40.00	—	—
County Supt.	12	70.58	8	47.05	—	—
TOTALS	225	93.7	137	57.—	4	1.6

INCIDENCE OF ADMINISTRATIVE CREDENTIALS. Legislation enacted by the 46th Legislative Assembly and adopted by the State Board of Education, June 6, 1951, provides that no person shall engage in administrative or supervisory duties for school districts unless he holds an appropriate administrative certificate issued by the State Board of Education. Persons who were engaged in administrative or supervisory duties at the time this act became effective may continue in such capacities without administrative certificates until July 1, 1956. (11, p.40)

Of the administrators returning the questionnaire, 32.5 per cent had acquired the Superintendent's Certificate, 22.9 per cent the Administrative Principal's Certificate, 12.5 per cent the



Supervisor's Certificate, and 6 per cent hold their position by reason of a Life Certificate.

TABLE III  
INCIDENCE OF ADMINISTRATIVE CREDENTIALS HELD BY  
SECONDARY ADMINISTRATORS IN OREGON

Type of Administrator	Type of Credential							
	Supt. Certificate		Admin. Prin. Certificate		Super. Certificate		Life Certificate	
	No.	%	No.	%	No.	%	No.	%
Supt.-Prin. of Union High Schools, Prin. of High Schools, & Prin. of Junior High Schools	35	19.66	49	27.52	27	15.16	9	5.05
City Supt. Administering Sec. and Elementary Schools	29	72.5	2	5.00	2	5.00	1	2.50
County-Unit Supt.	4	80.-	-	--	-	--	-	--
County Supt.	<u>4</u>	<u>23.5</u>	<u>2</u>	<u>11.7</u>	<u>1</u>	<u>5.8</u>	<u>5</u>	<u>29.4</u>
TOTALS	72	30	53	22.08	30	12.5	15	6.25

Read totals thus: 72 (30 per cent) of the 240 administrators reporting hold the Superintendent's Certificate.

Table III shows that nearly 20 per cent of the superintendent-principals and principals, 72.5 per cent of the city superintendents, 80 per cent of county-unit superintendents, and 23.5 per cent of the county superintendents have the Superintendent's Certificate. The Administrative Principal's Certificate is held by 27.5 per cent of the superintendent-principals and principals, 5 percent of the city

superintendents, and 11.7 per cent of county superintendents. The Supervisor's Certificate had been acquired by 15 per cent of the superintendent-principals and principals, while 5 per cent of the city superintendents, and over 5 per cent of the county superintendents have this certificate. The Life Certificate is held by 5 per cent of the superintendent-principals and principals, 2.5 per cent of the city superintendents, and 29 per cent of the county superintendents. The county-unit superintendents did not have the Administrative Principal's, Supervisor's or Life Certificates.

DISTRIBUTION OF SUBJECT FIELDS IN THE FORMAL EDUCATIONAL BACKGROUND OF OREGON PUBLIC SCHOOL ADMINISTRATORS. The writer had heard frequently that more administrators come from the coaching field than any other, so he was prompted to investigate in order to find out if there was any one subject field which provided the educational background for secondary school administrators in Oregon. It was also the desire of the writer to know if the industrial arts field had produced an appreciable number of public school administrators in Oregon. A check was made of the major and minor subjects which provided the background for the degrees held by the administrators answering the questionnaire. Table IV, pages 29 and 30, shows the results of this portion of the study. Specific subject fields were subheaded under the larger general headings. A study of the table shows that the social sciences lead in providing the major background for the majority of the bachelor's level, while

TABLE IV

## DISTRIBUTION OF SUBJECT FIELDS IN DEGREES HELD BY SECONDARY ADMINISTRATORS IN OREGON

Subject Field	Bachelor's Degree		Master's Degree		Doctor's Degree	
	Major	Minor	Major	Minor	Major	Minor
EDUCATION	69	42	90	15	1	2
Elementary Ed.	-	1	1	1	-	-
Ed. Administration	7	4	37	8	2	2
Guidance	-	-	-	9	-	-
Pupil Personnel	-	-	-	1	-	-
Curriculum	-	-	-	-	-	-
Instruction	-	-	-	2	-	-
TOTAL	76	47	128	36	3	4
SOCIAL SCIENCE	36	8	2	12	-	1
History	33	14	8	14	-	1
Economics	9	3	-	2	-	-
Philosophy	-	1	-	1	-	-
Political Science	5	4	1	4	-	-
Psychology	3	4	-	6	-	-
TOTAL	86	34	11	39	-	2
SCIENCE	9	36	4	2	-	-
Mathematics	15	17	1	4	-	-
Biology	3	8	-	1	-	-
Chemistry	4	3	-	2	-	-
Physical Science	1	2	1	-	-	-
Physics	1	2	1	-	-	-
Natural Science	-	2	-	-	-	-
Geology	-	-	-	1	-	-
Zoology	1	1	-	-	-	-
TOTAL	34	71	7	10	-	-
PHYSICAL EDUCATION	17	14	1	7	-	-
Health	-	1	-	-	-	-
TOTAL	17	15	1	7	-	-

TABLE IV (Cont.)

## DISTRIBUTION OF SUBJECT FIELDS IN DEGREES HELD BY SECONDARY ADMINISTRATORS IN OREGON

Subject Field	Bachelor's Degree		Master's Degree		Doctor's Degree	
	Major	Minor	Major	Minor	Major	Minor
<b>HUMANITIES or ARTS &amp; LETTERS</b>						
German	1	3	-	-	-	-
French	-	-	-	1	-	-
Spanish	-	2	-	-	-	-
Languages	-	1	-	-	-	-
Speech	-	1	-	1	-	-
Drama	-	-	-	-	-	-
English	10	34	1	4	-	-
Music	2	5	1	-	-	-
<b>TOTAL</b>	<b>13</b>	<b>46</b>	<b>2</b>	<b>7</b>	<b>-</b>	<b>-</b>
<b>BUSINESS ADMINIS- TRATION</b>						
Commerce	6	1	1	-	-	-
	4	2	-	-	-	-
<b>TOTAL</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>GENERAL AGRICULTURE</b>						
Horticulture	7	1	-	1	-	-
	-	1	-	-	-	-
<b>TOTAL</b>	<b>7</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>ENGINEERING</b>						
Electrical Engr.	2	1	-	-	-	-
Mechanical Engr.	1	-	-	-	-	-
	1	-	-	-	-	-
<b>TOTAL</b>	<b>4</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>JOURNALISM</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>INDUSTRIAL ARTS</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>NAVAL SCIENCE &amp; TACTICS</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

education subjects are far ahead in providing the major field at the master's level. Education was the only subject reported as the major in a doctorate while social science subjects were the only ones outside the education field listed as included in the minor fields of the doctor's degree. Education was second as a major for the bachelor's.

The science field was third in providing the background for the major in the bachelor's degree, while it led both education and social science as the minor for that degree. That field also rated third in providing the subject courses in both the major and minor of the master's degree.

Physical education and health hold a poor fourth place, being followed closely by the humanities in providing the courses for the major in the bachelor's degree. Subjects showing in the minor for the bachelor's degree place the humanities far above the physical education and health courses.

Business administration, agriculture, and engineering provided the background for a few of the bachelor's degrees. One master's degree was taken in business administration while agriculture provided the minor for one degree at that level.

Journalism formed the major for two bachelor's degrees and one minor for the master's degree.

One administrator had majored in the industrial arts while three indicated they had taken minors in that field for their bachelor's degree. Two had minored in that field for their master's

degree.

Naval science and tactics was the major field for the bachelor's degree of one administrator who answered the questionnaire.

It would appear that neither physical education nor industrial arts has provided Oregon with many administrators. However, a study of Table V, page 33, may shed some light upon the popular idea that the coaching field has produced many of our administrators.

One hundred per cent of the superintendent-principals and principals, 65 per cent of city superintendents, 100 per cent of the county-unit superintendents, and 47 per cent of the county superintendents reported having had coaching experience. It is possible that many of them were called upon to coach without a strong formal preparation in the field of physical education and health. This closely parallels the findings of Nelson and Rogers, whose papers were reviewed in Chapter II of this paper.

TABLE V  
INCIDENCE OF COACHING EXPERIENCE AMONG SECONDARY SCHOOL  
ADMINISTRATORS IN OREGON

Types of Administrator	Number	Percent of Total
Superintendent-Principals of Union High Schools, Principals of High Schools, and Principals of Junior High Schools	178	100.00
City Superintendents administering Secondary Schools and Elementary Schools	26	65.00
County-Unit Superintendents	5	100.00
County Superintendents	8	47.05
TOTALS	217	90.41



## PART II. EDUCATIONAL EXPERIENCE

TEACHING EXPERIENCE OF SECONDARY SCHOOL ADMINISTRATORS  
IN OREGON. The greater percentage of the teaching experience of public school administrators has been in the senior high schools. More than 84 per cent of the total number reporting show experience in senior high school teaching. Over 40 per cent have elementary school experience, and more than 25 per cent indicated teaching experience in the junior high schools. (Table VI, page 35)

Four of the superintendent-principals and principals show experience in the vocational education field. This constitutes a little over 2 per cent of the group and more than 1 per cent of the total number of administrators who returned the questionnaire.

Twenty-one or nearly 12 per cent of the superintendent-principals and principals have had college teaching experience. Eight of the city superintendents also have taught at the college level. That constitutes 20 per cent of this group. One of the five county-unit superintendents has taught in college. Six county superintendents or over 35 per cent reported college teaching experience. In the totals we see that 15 per cent of the group reporting have taught above the high school level.



TABLE VI

## INCIDENCE OF TEACHING EXPERIENCE AMONG SECONDARY SCHOOL ADMINISTRATORS IN OREGON

Type of Administrator	Elementary		Junior High		Senior High		Vocational		College	
	No.	%	No.	%	No.	%	No.	%	No.	%
Supt.-Prin. of Union High Schools, Prin. of High Schools & Prin. of Junior High Schools	70	39.32	48	26.96	158	88.76	4	2.24	21	11.79
City Supt. Administering Sec. & Elementary Schools	10	26.31	9	22.50	31	77.50	-	--	8	20.00
County-Unit Supt.	3	60.00	-	--	4	80.00	-	--	1	20.00
County Supt.	14	82.35	4	23.53	10	58.82	-	--	6	35.23
TOTALS	97	40.41	61	25.41	203	84.58	4	1.66	36	15.00

ADMINISTRATIVE EXPERIENCE OF SECONDARY SCHOOL ADMINISTRATORS  
IN OREGON. We can assume that persons holding administrative positions can report administrative experience. The variety of experience must then be studied.

Of the larger group, the superintendent-principals and principals, almost 45 per cent have elementary administrative experience. In the same group 34 per cent have administered junior high schools while 81 per cent have held administrative positions in senior high schools. (Table VII, page 37)

The city superintendents show 62 per cent with administrative experience in the elementary grades; 70 per cent indicated junior high school administrative experience, and 97 per cent have administered senior high schools. Within the entire reporting group only one of the city superintendents indicated having held a college administrative position.

County-unit superintendents reported 60 per cent elementary school administrative experience, and 80 per cent have held senior high school administrative positions. None of this group shows either teaching or administrative experience in the junior high school.

County superintendents show 64 per cent have experienced administrative work in the elementary schools, 23 per cent in the junior high schools, and 76 per cent in the senior high schools.

It is interesting to note that in each group a larger number have shown senior high school administrative experience. Eighty-

three per cent of the total indicated senior high school administrative work, while only 49 per cent have administered elementary schools and 39 per cent held administrative positions in the junior high schools.

TABLE VII

INCIDENCE OF ADMINISTRATIVE EXPERIENCE AMONG SECONDARY  
SCHOOL ADMINISTRATORS IN OREGON

Type of Administrator	Elementary		Junior High		Senior High		Voc.		College	
	No.	%	No.	%	No.	%	No.	%	No.	%
Supt. Prin. of Union High Schools, Prin. of High Schools, & Prin. of Junior High Schools	80	44.94	63	34.26	145	81.46	-	-	-	-
City Supt. Ad- ministering Sec. & Elementary Schools	25	62.50	28	70.00	39	97.50	-	-	1	2.50
County-Unit Supt.	3	60.00	-	-	4	80.00	-	-	-	-
County Supt.	<u>11</u>	<u>64.58</u>	<u>4</u>	<u>23.52</u>	<u>13</u>	<u>76.47</u>	-	-	-	-
TOTALS	119	49.58	94	39.16	200	83.33	-	-	1	.004

### PART III. EDUCATIONAL PREPARATION FOR CERTIFICATION.

#### INCIDENCE OF STUDY IN SUBJECTS REQUIRED FOR CERTIFICATION.

(11, pp.40-43) More administrators in Oregon have studied the field of Public School Administration than any others listed in the study. Table VIII, pages 39 - 41, shows that 90 per cent of the administrators returning the questionnaire reported work in that field. Eighty-eight per cent have taken work in Secondary School Curriculum, 84 per cent reported having completed satisfactory work in Educational Measurement and Adolescent Psychology. Eighty per cent have taken Philosophy of Education, and Supervision and Improvement of Instruction in Secondary Schools. Guidance in the Secondary School was included in the program of 78.75 per cent, while 77 per cent indicated work in Public School Finance. Educational Sociology showed in the program of 76 per cent, and Problems in Modern Methods in 67.5 per cent. Psychological Development of the Child was indicated in the program of 64.5 per cent, and Supervision and Improvement of Instruction in the Elementary School showed in the program of 62.9 per cent. School Buildings had been studied by 50.2 per cent, while 47.5 per cent had studied Physical Development of the Child and Personnel Procedures. Only 30 per cent had studied Junior High School.

TABLE VIII  
INCIDENCE OF STUDY IN SUBJECTS REQUIRED FOR CERTIFICATION

Subject	Supt.-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.		Per cent of Total
	No.	%	No.	%	No.	%	No.	%	
Pub. School Admin.	160	89.88	39	97.5	5	100	12	70.58	90
Sec. School Curriculum	158	88.76	37	92.5	5	100	12	70.58	88
Educational Measurement	156	87.64	37	92.5	5	100	14	82.35	84
Adolescent Psychology	156	87.64	36	90	5	100	13	76.47	84
Philosophy of Education	148	80.3	34	85	4	80	13	76.47	80
Supervision & Impr. of Instr. in Sec. Schools	142	79.77	37	92.5	5	100	8	47.05	80

TABLE VIII (cont.)

## INCIDENCE OF STUDY IN SUBJECTS REQUIRED FOR CERTIFICATION

Subject	Supt.-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.		Per cent of Total
	No.	%	No.	%	No.	%	No.	%	
Guidance									
Sec. School	139	78.08	35	87.5	5	100	10	58.82	78.75
Pub. Sch. Finance	131	73.59	37	92.5	5	100	12	70.58	77
Educational Sociology	136	76.4	32	80	5	100	10	58.82	76
Problems in Modern Methods	120	67.41	29	72.5	3	60	10	58.82	67.5
Psychological Development of the Child	118	66.29	26	65	3	60	8	47.05	64.5
Supervision & Impr. of Instr. in El. School	104	58.42	33	82.5	5	100	10	58.82	62.9



TABLE VIII (cont.)

## INCIDENCE OF STUDY IN SUBJECTS REQUIRED FOR CERTIFICATION

Subject	Supt.-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.		Per cent of Total
	No.	%	No.	%	No.	%	No.	%	
School Buildings	92	51.68	27	67.5	5	100	3	17.64	50.2
Physical Develop- ment of the Child	85	47.75	18	45.0	2	40	9	52.94	47.5
Personnel Procedures	89	50.0	16	40.0	3	60	6	35.23	47.5
Junior High School	52	29.21	16	40.0	2	40.0	5	29.41	30.0

#### PART IV. THE NON-TEACHING REMUNERATIVE EXPERIENCE OF SECONDARY SCHOOL ADMINISTRATORS IN OREGON

The author, having a more than nominal interest in industrial education, was curious to know the extent of experience of school administrators in Oregon outside the fields of school teaching and administration. These work experiences, whether industrial or otherwise, could influence the philosophy and educational practice of these leaders who exert a strong influence on the curricular offerings of the various school systems which they help to administer. They should at least aid in developing an appreciation and understanding of the community needs in the districts in which they administer the schools.

As might be expected, the greater portion of these work experiences were indicated as summer-time employment. Farming and ranching, selling, construction work, clerking, sawmill and logging, forest service and recreational work, all well up on the list, are types that would be well adapted to part-time summer experiences.

A study of Table IX (pages 43 - 47) shows the nature and variety of work experiences reported. Many administrators indicated experience in more than one field. While a complete study of these experiences would be interesting it is not feasible in this report.

TABLE IX

THE NON-TEACHING REMUNERATIVE EXPERIENCE OF SECONDARY  
SCHOOL ADMINISTRATORS IN OREGON

Field of Experience	Supt-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.	
	No.	%	No.	%	No.	%	No.	%
Farming, Ranching	28	15.73	7	17.50	-	-	3	17.64
Selling	20	11.35	16	40.00	-	-	2	11.76
Construction	20	11.35	6	15.00	-	-	2	11.76
Army	22	12.35	3	7.50	-	-	2	11.76
Clerking	22	12.35	4	10.00	-	-	1	5.88
Sawmill & Logging	17	9.55	3	7.50	-	-	-	-
Forest Service	14	7.86	3	7.50	-	-	-	-
Bkkeeping, Banking Acc. & Auditing	10	5.61	2	5.00	1	20.00	2	11.76
Navy	13	7.30	1	2.50	-	-	-	-
Shipyard Work	14	7.86	-	-	-	-	-	-
Recreational	10	5.61	2	5.00	-	-	1	5.88
Managerial	7	3.93	4	10.00	-	-	-	-
Truck Driving	7	3.93	1	2.50	-	-	-	-
Railroad	6	3.30	1	2.50	-	-	-	-
Cannery Work	5	2.80	1	2.50	-	-	1	5.99
Surveying & Civil Engineering	2	1.12	3	7.50	1	20.00	-	-
Asst. & Co. Supt., St. Dept. Super- visor Sec. Educ.	-	-	-	-	2	40.00	4	23.52

TABLE IX (Cont'd)

Field of Experience	Supt-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.	
	No.	%	No.	%	No.	%	No.	%
Employment Service	4	2.24	1	2.50	-	-	-	-
Civil Service	5	2.80	-	-	-	-	-	-
Service Station & Garage Attendant	4	2.24	1	2.50	-	-	-	-
Hdw. Store, Owner & Operator	2	1.12	2	5.00	-	-	-	-
Restaurant Cook & Mgr.	1	0.56	1	2.50	1	20.00	1	5.88
Mechanic	2	1.12	2	5.00	-	-	-	-
News Reporter	1	0.56	3	7.50	-	-	-	-
Gov't Service	2	1.12	2	5.00	-	-	-	-
Laborer	3	1.68	-	-	-	-	-	-
Co. & Rural Supervisor & 4-H Agent	1	0.50	-	-	-	-	2	11.76
Tire & Rubber Co.	2	1.12	-	-	-	-	-	-
Placer Mining	2	1.12	-	-	-	-	-	-
Grain Whrse & Cleaning Plant	2	1.12	-	-	-	-	-	-
Machine Shop	2	1.12	-	-	-	-	-	-
Office Work - Gen. & Doctor's	2	1.12	-	-	-	-	-	-
Engr. & Stevedore Oil Barge	2	1.12	-	-	-	-	-	-

TABLE IX (Cont'd)

Field of Experience	Supt-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.	
	No.	%	No.	%	No.	%	No.	%
Meat Cutting & Packing	2	1.12	-	-	-	-	-	-
Athletic Official	1	0.56	1	2.50	-	-	-	-
Sheet Metal Shop	1	0.56	1	2.50	-	-	-	-
Pastor	1	0.56	1	2.50	-	-	-	-
Bill Collector	1	0.56	1	2.50	-	-	-	-
Power & Light Co.	1	0.56	1	2.50	-	-	-	-
State Police	1	0.56	-	-	-	-	-	-
Collector-City Water	1	0.56	-	-	-	-	-	-
Clerk-Circuit Crt.	1	0.56	-	-	-	-	-	-
Co. Juvenile Off.	1	0.56	-	-	-	-	-	-
Waitress-Tea Room	1	0.56	-	-	-	-	-	-
Range Rider	1	0.56	-	-	-	-	-	-
Buyer-Fresh Fruit	1	0.56	-	-	-	-	-	-
War Relief Regional Director	1	0.56	-	-	-	-	-	-
Merchant Marine	1	0.56	-	-	-	-	-	-
Personnel Director	1	0.56	-	-	-	-	-	-
Religious Education	1	0.56	-	-	-	-	-	-
Worker-Wagon Factory	-	-	1	2.50	-	-	-	-

TABLE IX (Cont'd)

Field of Experience	Supt-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.	
	No.	%	No.	%	No.	%	No.	%
Ex. Sec. Athletic Association	1	0.56	-	-	-	-	-	-
Sec. Chamber Commrc.	1	0.56	-	-	-	-	-	-
Linotype Operator	1	0.56	-	-	-	-	-	-
Library Asst.	1	0.56	-	-	-	-	-	-
Labor Recruiting	1	0.56	-	-	-	-	-	-
Greenhouse Work	1	0.56	-	-	-	-	-	-
Assembling Farm Equipment	1	0.56	-	-	-	-	-	-
Operator, Ice Equipment-Storage Plant	1	0.56	-	-	-	-	-	-
U.S. Weather Bur.	1	0.56	-	-	-	-	-	-
Postal Employee	1	0.56	-	-	-	-	-	-
Apple Spray Analyst	1	0.56	-	-	-	-	-	-
Asst. Chemist	1	0.56	-	-	-	-	-	-
Bus Driver	1	0.56	-	-	-	-	-	-
Seed Certification	1	0.56	-	-	-	-	-	-
State Highway	1	0.56	-	-	-	-	-	-
Tool Rm. Inspector	1	0.56	-	-	-	-	-	-
Patternmaker	1	0.56	-	-	-	-	-	-

TABLE IX (Cont'd)

Field of Experience	Supt-Prin. of U H Schools, Prin. of High Sch. & of Jr. High Schools		City Supt.		County-Unit Supt.		County Supt.	
	No.	%	No.	%	No.	%	No.	%
Coil Mfr. & Steel Mills	1	0.56	-	-	-	-	-	-
Pugilist	1	0.56	-	-	-	-	-	-
Night Club Pianist	1	0.56	-	-	-	-	-	-
Ordnance Depot	1	0.56	-	-	-	-	-	-
Investments & Property	-	-	1	2.50	-	-	-	-
Oilfield Roustabout	-	-	1	2.50	-	-	-	-
Science in Munitions Plant	-	-	1	2.50	-	-	-	-
Ore. State Hosp.	-	-	1	2.50	-	-	-	-
Printing	-	-	1	2.50	-	-	-	-
U.S. Fish & Wildlife	-	-	-	-	1	20.00	-	-
Communications-Western Electric	-	-	-	-	-	-	1	5.88
Oil Co. Employee	-	-	-	-	-	-	1	5.88
Photography-Maintenance of Equip.	-	-	-	-	-	-	1	5.88
CCC Camp Ed. Advisor	-	-	-	-	-	-	1	5.88
Professional Scout	-	-	-	-	-	-	1	5.88



Much of the work can be called war-time experience. Such activities classified as Army, Navy, shipyard work, War Relief Regional Director, Labor Recruiting, Ordnance Depot, and Science in Munitions Plant might be indicated as such. However, it all adds up to relations with people outside the educational field.

Many of the experiences listed could be classified as of a managerial, directive type. This can very well be expected of people who are leaders in the educational field.

The variety of experiences indicated is of interest. They range, from pastor to pugilist, pianist in a night club to professional scout, range-rider to bookkeeper, and so on through the list to worker in a wagon factory! In fact, the variety is so great that about the only conclusion which can be drawn is that collectively secondary school administrators in Oregon have had a little experience in a great many work areas. This would lead to the conviction that Oregon's public school administrators as a group are experienced in a wide enough variety of work areas to appreciate the world of work areas into which graduates of the public schools will move.

## PART V. SUMMARY AND CONCLUSIONS

In the first chapter the author listed seven questions for consideration as follows:

1. What has been the formal educational background of Oregon's administrators?
2. What administrative credentials are held by teachers in administrative positions?
3. Do some major subject fields provide a background for more administrators than do others?
4. How much actual teaching experience has been acquired by these administrators?
5. What type, and how much experience do Oregon's administrators have in remunerative non-teaching fields?
6. How well prepared professionally for their office are Oregon's County Superintendents?
7. Are County-Unit Superintendents better qualified by professional training than are County Superintendents selected by popular vote?

The study was limited to administrators concerned with secondary education.

EDUCATION. It was found that 93.7 per cent of Oregon's secondary school administrators hold a bachelor's degree, while 57 per cent have a master's degree, and 1.6 per cent have earned

the doctorate. The superintendent-principals and principals show 96.6 per cent with bachelors' degrees. The city superintendents reported 90 per cent having a bachelor's degree and 75 per cent with the master's degree. This is the only group reporting possession of the doctor's degree with 10 per cent indicating they had received it. County-unit superintendents with a complete return indicated they all have the bachelor's degree and 40 per cent reported having received the master's. County superintendents with the poorest return showed 70.5 per cent with the bachelor's and 47 per cent with the master's. The writer believes the 54.8 per cent return from county superintendents does not give a true basis for comparison.

The Superintendent's Certificate is held by 32.5 per cent of the administrators while 22.9 per cent have the Administrative Principal's Certificate, 12.5 per cent the Supervisor's Certificate, and 6 per cent qualified for their office through a Life Certificate. Divided into groups, the Superintendent's Certificate is held by 20 per cent of the superintendent-principals and principals, 72.5 per cent of the city superintendents, 80 per cent of the county-unit superintendents, and 23.5 per cent of the county superintendents. The Administrative Principal's Certificate has been acquired by 27.5 per cent of the superintendent-principals and principals, 5 per cent of the city superintendents, and 11.7 per cent of the county superintendents. County-unit superintendents reported holding only the Superintendent's Certificate. Fifteen

per cent of the superintendent-principals and principals, 5 per cent of the city superintendents, and over 5 per cent of the county superintendents have the Supervisor's Certificate. Twenty-nine per cent of the county superintendents have a Life Certificate while only 5 per cent of the superintendent-principals and principals, and 2.5 per cent of the city superintendents report having this certificate.

The social sciences lead as the major in the bachelor's degree and education leads as the major for the master's. Education was listed as the major for the doctorate, and social science teamed with education as the minors for that degree. Education is in second place as a major for the bachelor's. The field of science holds third place in the background for the bachelor's, yet it is ahead of education and social sciences as the minor for that degree. The sciences also placed third as the subjects forming both the major and minor for the master's degree. Physical education and health rated fourth place and the humanities fifth for the major courses in the bachelor's. The subjects selected as the minor in the bachelor's place the humanities far above the physical education and health.

Ten administrators had chosen business administration as their major for the bachelor's, seven chose agriculture, and four engineering as their majors for that degree. Two had majored in journalism, one in industrial arts, and one in naval science and tactics for their bachelor's.

Education courses seem to be the most important ones in the background of those who are in administrative positions in Oregon, especially in the advanced studies. It would appear that studies in the field of social science and the sciences for the initial degree and for fields of teaching experience are good. The humanities and business administration rate fairly high as a background for advanced study in educational administration. The more specialized fields of agriculture, engineering, journalism, and industrial arts do not furnish an appreciable number of administrators in Oregon.

EXPERIENCE. More than ninety per cent of the administrators indicate experience in coaching athletics. However, only seventeen report a major and fifteen a minor in the field of physical education and health in the bachelor's degree programs. One reported a major in that field and seven a minor for the master's degree.

More than 84 per cent of the administrators have teaching experience in the senior high school. Elementary school teaching experience has been gained by more than 40 per cent, and 25 per cent have taught in the junior high school. Four of the school leaders reported vocational school teaching experience. Fifteen per cent of the entire group reported college teaching experience.

Nearly 50 per cent of the administrators have had experience in elementary administration. Thirty-nine per cent have administered junior high schools, 83.33 per cent have senior high school

administrative experience. One administrator indicated having held an administrative position at the college level. None have administered vocational schools. In each group more have administered senior high schools than any other type of school.

The majority of the administrators returning the questionnaire indicated they have a valid certificate for the position they hold. Most of those who were not properly certificated reported participating in a program which would qualify them before the deadline in 1956, although the questionnaire did not ask for this information.

The variety of non-teaching remunerative work experiences of Oregon's public school administrators is so great that it would be venturesome for the writer to try to draw any conclusions. While much of the work was indicated as summer vacation experience, it does show the versatility of the group as a whole.

COUNTY SUPERINTENDENTS. There are five county-unit systems in Oregon. Complete returns from these were received. From the remaining thirty-one counties, seventeen questionnaires were returned. This constituted a return of 54.8 per cent.

The five county-unit superintendents have the bachelor's degree and two of them have acquired the master's. Twelve of the seventeen county superintendents indicated possession of the bachelor's degree, and eight have earned the master's. One reported holding the master's without a bachelor's degree.



One county-unit superintendent did not have an administrative certificate while the other four have a Superintendent's Certificate. Four county superintendents hold the Superintendent's Certificate, two the Administrative Principal's Certificate, one the Supervisor's Certificate and five have Life Certificates.

Three county-unit superintendents have taught in the elementary school, four in the senior high school, and one in college. None of the five has taught in the junior high school. Fourteen of the seventeen county superintendents have teaching experience in the elementary school, four in the junior high school, ten in the senior high school, and six have taught in colleges.

Administrative experience in the elementary school had been acquired by three county-unit superintendents. Four had administered senior high schools. Eleven county superintendents indicated administrative experience at the elementary level, four in the junior high school, and thirteen in a senior high school.

A larger percentage of the county-unit superintendents show study in each of the subjects listed as required for certification than do the county superintendents. The percentage of county-unit superintendents who are certified is larger than that of the county superintendents. A wider variety of teaching experience is indicated in the reports of the county superintendents, and slightly more variety is shown in the administrative experience of the same group than is reported by the county-unit superintendents.

There appears to be little difference between the professional



background and experience of Oregon's "county-unit" and "county" superintendents who responded to the questionnaire. The writer will not presume to conjecture what the picture might be had there been a more complete return from the county superintendents. Those reporting are for the greater part well qualified professionally for the important office they hold.

In general, Oregon's secondary public school administrators are well qualified for their work. They are meeting the challenge of more professional study to qualify for higher standards of certification required by the educational needs of the youth of our State as reflected in recent legislative action and State Board regulations.

RECOMMENDATIONS

As a result of this study, the writer wishes to make the following recommendations:

1. That a system of periodic review be set up by the State Department of Education to determine that administrative credential requirements are functional in terms of what able administrators believe and use.
2. Since administrators must deal with all school functions and subjects, it is recommended that provision be made for an overview of all subject areas, and their contributions to the objectives of elementary and secondary education.
3. Since various circumstances have caused 90 per cent of the administrators to coach athletics or teach physical education subjects, it is recommended that basic work in health and physical education be required for certification of administrators.

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**APPENDIX**

RESPONSE FORMA STUDY OF THE BACKGROUND AND EXPERIENCE OF PUBLIC  
SCHOOL ADMINISTRATORS IN OREGON

Present Administrative Position \_\_\_\_\_

Address \_\_\_\_\_

Class of District \_\_\_\_\_

Degrees now held:

BA \_\_\_\_\_ BS \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

MA \_\_\_\_\_ MS \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

PhD \_\_\_\_\_ EdD \_\_\_\_\_ Major \_\_\_\_\_ 1st Minor \_\_\_\_\_ 2nd Minor \_\_\_\_\_

Teaching experience: Major or principal subject taught. List one  
or more.

Elementary \_\_\_\_\_ years. Grades \_\_\_\_\_

Jr. High School \_\_\_\_\_ years. Subjects \_\_\_\_\_

High School \_\_\_\_\_ years. Subjects \_\_\_\_\_

College \_\_\_\_\_ years. Subjects taught \_\_\_\_\_

Vocational School \_\_\_\_\_ years. Subjects \_\_\_\_\_

Coaching experience \_\_\_\_\_ years.

Administrative experience:

Elementary \_\_\_\_\_ yrs. Jr. High School \_\_\_\_\_ yrs. Sr. High School

\_\_\_\_\_ yrs. College \_\_\_\_\_ yrs. Vocational School \_\_\_\_\_ yrs.

Other \_\_\_\_\_ yrs.

Non-teaching remunerative experiences. (Indicate nature and years  
of time at each ) \_\_\_\_\_

Please check type of certificate you now hold:

1. Supervisory Principal's Credential (secondary school) \_\_\_\_\_
2. Administrative Principal's Credential (secondary school) \_\_\_\_\_
3. Superintendent's Credential \_\_\_\_\_

Please give the approximate number of term hours earned in the following fields:

- \_\_\_\_\_ Adolescent Psychology.
- \_\_\_\_\_ Educational Measurements.
- \_\_\_\_\_ Educational Sociology or Social Aspects of Education.
- \_\_\_\_\_ Guidance in the Secondary School.
- \_\_\_\_\_ Junior High School.
- \_\_\_\_\_ Physical Development of the Child.
- \_\_\_\_\_ Psychological Development of the Child.
- \_\_\_\_\_ Secondary School Curriculum.
- \_\_\_\_\_ Personnel Procedures.
- \_\_\_\_\_ Philosophy of Education.
- \_\_\_\_\_ Problems in Modern Methods.
- \_\_\_\_\_ Public School Administration.
- \_\_\_\_\_ Public School Finance.
- \_\_\_\_\_ School Buildings.
- \_\_\_\_\_ Supervision and Improvement of Instruction in the Elementary School.
- \_\_\_\_\_ Supervision and Improvement of Instruction in the Secondary School.

Please return in the stamped, addressed envelope enclosed to,

V. D. McCauley, Coordinator  
Industrial Education Dept.  
Oregon State College  
Corvallis, Oregon