

1980

## Characteristics of Iowa public school superintendents

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*University of Northern Iowa*

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CHARACTERISTICS OF IOWA PUBLIC  
SCHOOL SUPERINTENDENTS

A Thesis Abstract  
Submitted  
In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education  
University of Northern Iowa

by  
James R. Woltz

May 1980

## ABSTRACT

The purpose of this study was to examine the personal characteristics and experience profile of the Iowa public school superintendent that could be used to describe that individual.

The method used was a survey instrument mailed to the totality, four hundred forty-seven, of the Iowa public school superintendents during the 1978-1979 school year. Four hundred twenty-six completed replies were received for a response of 95.1 percent. Data was compiled by computer and then analyzed.

The findings for the 1978-1979 school year were:

- 1) The average age of the public school superintendent was forty-seven years;
- 2) Ninety-eight point two percent were married;
- 3) The mean number of children was 2.9;
- 4) Classroom teaching was reported as a background by 94.4 percent of the respondents;
- 5) Social studies, physical education, mathematics, and science were the predominant teaching fields;
- 6) That 70.2 percent had spent an average of 5.1 years in the secondary principalship prior to entering the superintendency;
- 7) By the age of forty, 82.8 percent had entered into their first superintendency;
- 8) The mean number of years spent in the first superintendency was 5.2; and
- 9) The

reporting superintendents had been in their current superintendency an average of 7.2 years.

The major conclusions were:

1. The average age of the public school superintendent has increased from thirty-four in 1924-1925 to forty during the 1978-1979 school year.

2. Social science remains the predominant teaching background, however, science, mathematics, and business education are on the rise.

3. The superintendency has become a less transient and more stable position from 1924-1925 to 1978-1979.

4. The secondary principalship is the most frequent administrative background of the 1978-1979 superintendents.

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This Study by: James R. Woltz

Entitled: CHARACTERISTICS OF IOWA PUBLIC SCHOOL SUPERINTENDENTS

has been approved as meeting the thesis requirement for the Degree of  
Specialist in Education

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## Chapter 1

### INTRODUCTION

The public school superintendent is employed and empowered by the local Board of Education to serve as their executive officer and to provide the leadership essential to the school organization. It is the superintendent's responsibility to staff and to administer the local school district. The magnitude of this position is exemplified by the fact that in many Iowa communities the school system is the largest employer and the largest economic contributor. As the chief executive officer of the local Board of Education, the superintendent is responsible for the education and supervision of the children of the local district. The quality and quantity of that education is highly dependent upon the judgment and expertise of the superintendent. This individual (the superintendent) is the single-most influential person in the local school system.

### STATEMENT OF THE PROBLEM

The primary purpose of this study was to examine the personal characteristics and experience profile of the public school superintendent that could be used to best describe that individual. They had to be easily discernible and accessible to the respondent. Who is this person?

How can this individual be described? How can this person be characterized? The answers to these questions are not only important to the local school boards and the local district patrons, but they are also extremely important to those individuals who are preparing themselves in the universities for the superintendency. It is hoped that through this study a deeper understanding of the individual holding the position of superintendent in Iowa's public schools can be gained.

#### ASSUMPTIONS

The questionnaire used in the study was composed of questions taken from several instruments that had been used in related studies. It was assumed that the questionnaire yielded a relatively complete characterization of the subjects. Secondly it was assumed that the respondents reflected objective attitudes and accurate data when completing the questionnaire.

#### PROCEDURES USED

A questionnaire was developed from researching related materials and professional literature. The investigation was limited to items of a personal and professional nature. The research design for the study was not based upon a sampling technique, but upon a survey of the total public school superintendency population of Iowa. Through

data secured from the Iowa Department of Public Instruction, 447 public school superintendents were identified and questionnaires were mailed to each. Of the 447 superintendents contacted, 426 responded. Therefore, this study is based upon material supplied by 95% of the public school superintendents in Iowa during the 1978-1979 school year.

The questionnaires were mailed for the first time December 8, 1978. A second mailing was made on January 8, 1979, to those superintendents who had not returned the completed questionnaire. The responses were compiled and analyzed by computer. These compilations were used as the basis for the remainder of the study.

#### LIMITATIONS

The study was restricted to the public school superintendents of the State of Iowa. This encompassed a total of 447 public school superintendents. Data were gathered using a questionnaire mailed to the subjects. The questionnaire was limited to items of a personal descriptor and professional profile nature.

#### DEFINITION OF TERMS

For the purposes of this study the following terms are defined as used herein:

##### Superintendent

A Superintendent is the chief executive officer of a school district who, by law, is hired by the board of

directors and serves as the executive officer of the board of directors.

### Superintendency

In this study the term Superintendency is defined as the act of being superintendent and carrying out the duties of that position.

### Characteristics

The Webster definition of Characteristics is a trait, quality, or property distinguishing an individual, group, or type. More specifically, in this study the term will include such items as age; marital status; background including demographical, educational, and occupational data.

## Chapter 2

### REVIEW OF RELATED LITERATURE

#### The Superintendency

The position of superintendent of schools is relatively new when compared to other professionals. The superintendent cannot draw upon centuries of tradition and long established criterion of professional conduct as is the case of some of the professionals in the fields of medicine and law (19:10). The function and nature of the superintendent's work in our society have not yet been clearly defined through the long view of history.

The subject of the background, training and experience of the public school superintendent is very broad. The literature reflects a rather consistent consensus on the part of authors as to the origin and development of the position in our society. The literature covered in this portion of the study will include the history of the public school superintendency and its development to the present time.

The position of the school superintendent has existed for a little over one hundred years in American schools in a small number of the larger cities. During the last half of the nineteenth century centralization of school administration in the office of the superintendent moved into the urban areas (3:3). It was not until the

turn of the century that the position was adopted for leadership of district and county school systems.

Between 1825 and 1850 the desire of school committees or boards to be more effective in handling their duties led them to seek the services of competent school administrators. Board members tried vainly in various other ways to meet their expanding responsibilities by appointing an executive officer, often abandoned the approach, but always returned to it. Personal prestige was paramount in the board's action to be hesitant. Individual consciences bothered board members who delegated responsibilities. Over a century of experience was required before board members were able to see the dividing line between policy making and administration. During these years of transition it was necessary for the superintendent to adjust to larger roles in school administration and to a changing relationship with the board of education.

Burbank (3:3) points out that the professional status of the chief school administrator has gone through several phases so rapidly that it has never been clearly defined. He states that efforts at delineation have usually been outdated almost as soon as they were evolved. The first school superintendent had few qualifications beyond teaching experience and possibly service as a principal. As time passed, school districts grew in size and population. With great rapidity, more rigid require-



ments of experience and training became commonplace for the chief school administrator. Within a few years after the position of superintendent was recognized, boards of education were seeking superintendents with advanced educational degrees.

The position of superintendent of schools has grown to become one of responsibility and authority. There is still some doubt as to the actual amount of power held by the person serving in this capacity. A superintendent of schools is considered to be the administrative head of a local school district. The superintendent reports to the board of education and acts as its chief executive officer.

Griffiths (7:3) describes the position of superintendent of schools as one of the most important positions in American public education. This has not always been the case. American education existed for two hundred years before the first superintendent was appointed. It was nearly sixty years before a significant number of city systems developed the position.

Griffiths (7:2) classified the historical development of the superintendency into three stages:

1. 1837-1910. During this period the superintendent was essentially instruction oriented.

2. 1910-1945. During this time-span the superintendent was essentially a businessman more interested in the budget than in instruction.

3. 1945- . The superintendent has now entered a period wherein his position is viewed as that of a professional school administrator.

#### 1837-1910

The first period, 1837-1910, established the position of the public school superintendent in our society. During this period it developed from a position with responsibilities largely restricted to instruction and to a limited amount of advising the board of education, to a position of executive officer of the board with responsibilities that included all aspects of school activities.

#### 1910-1945

The public school superintendency went through a very definite change during the second period, 1910-1945. The period began with a great deal of interest in a business-superintendent ideology. In a short time the nation was engaged in World War I. Immediately following this was a severe post-war panic. Shortly after the panic the country experienced a period of unprecedented prosperity, only to be followed by the greatest depression in history.

The progressive movement which influenced the political, social, economic, and cultural life of America during this time had a great impact upon the schools and was responsible for a powerful reform movement in education. The public law was disenchanted with business leadership in general due to the depression. Due to the

ill feelings and suspicions people nurtured toward business and government, great pressures were felt by the superintendent.

### 1945-1970

The post World War II years were some of the most exciting and fast-moving in the history of and the development of the superintendency. In order to see the developments in administration during this period an examination must be made of school administration at the beginning of the period.

There were more than 60,000 school districts in the United States in 1945. However, many of these districts were not operating and a number of others were too small to have a superintendent. Most small districts were administered by a county superintendent of a regional official.

Moore (14:11-32) identifies three events which occurred in 1946-1947 that disturbed the status quo in school administration. These were: A) The Kellogg Foundation started a program and policy of support for school administration; B) The American Association of School Administrators (AASA) began 'The initiation of studies and programs looking toward further professionalization of the superintendency', and C) The professors of educational administration formed an organization which was to focus on the scientific study of administration, the elements of leadership, and the dissemination of practices

encountered in the preparation of school administrators. Moore (14:11-32) refers to this period since 1945 as the period of 'Ferment in School Administration'.

### 1970-Present

It is the author's opinion that the superintendency is in another period of drastic change at this time. The many new governmental (both state and federal) regulations, collective bargaining, declining enrollment, inflation, budget cuts, and now the energy crisis have made the superintendency an even more challenging position. Couple the aforementioned crises with the always prevalent problems with the community, parents, principals, teachers, etc., and today's superintendent must be a magician as well as a diplomat, a business leader, and an educator.

### Summary

The literature reviewed to this point revealed the historical progress of the school superintendency from the early period when the duties of the superintendent were instruction-oriented to the period just prior to 1960 when the superintendent was viewed as a professional school administrator. As stated earlier it is the author's opinion that the superintendency is in another era of change. This change is toward a more business executive type position. As time passes the superintendent will become more and more divorced from the classroom and the students.

No matter what the superintendency has been, nor what it is now, nor what it will be, Brown's (2:320) study of fifty retiring school administrators yields some interesting observations of the individual who is the superintendent. The fifty respondents said that the superintendent must:

1. be professional, keeping up with his job.
2. be of general good conduct and character.
3. meet and overcome difficulties.
4. maintain good relationships with people.

They also stressed the importance of keeping up with the job, reading, attending meetings, visiting, experimenting, and participating in workshops. All fifty replies placed emphasis upon an individual whose conduct and character were worthy.

One ability ranked at the top by Monahan (12:5) was that of being able to direct the efforts of others in such a manner as to obtain the result desired. Morphet and Schultz (15:35) used the terminology 'manipulation of fellowmen' in describing the work role of the superintendent. All authors agreed that the superintendent must possess a broad intellectual background, abilities in a varied number of educational skills, and have a vast knowledge and grasp of local and national happenings.

From the review of these authors it is evident that the superintendent has moved from the role of 'head teacher' to that of developer of educational programs to that of businessman.

### The Superintendent

The preceding section reviewed the development of the public school superintendency from the mid-nineteenth century to present. This section will emphasize the individual who was the superintendent. There are several studies available that cover the span of years from 1924 to 1965. Harold E. Ross (17:1-47) investigated 150 consolidated school superintendents during the 1924-1925 school year. During the 1928-1929 school year Lee J. Metzger (10:1-89) surveyed all Iowa public school superintendents. In the 1954-1955 school year Richard Manatt (8:1-112) used the data sent to the State Department of Public Instruction from each school system to analyze some of the characteristics of all public school superintendents at that time. And finally, Wayne Truesdell (20:325-491) compiled data from the personal data sheets submitted by the public school superintendents to the State Department of Public Instruction during the 1964-1965 school year. These studies cover six basic characteristics of Iowa public school superintendents from 1924-1965. These six characteristics are: 1) size of school, 2) age of the incumbent superintendent,

3) highest degree held by the superintendent, 4) undergraduate training, 5) total experience, and 6) tenure in present position.

Prior to the aforementioned studies there was very little information available concerning the school superintendent, his qualifications, characteristics, etc. Since there was no reference in the Iowa code to a superintendent until 1915 there were no standards set for the position nor qualifications (20:419).

### Age

Table I (20:423) compares ages of public school superintendents from the 1924-1925 school year with the 1928-1929, 1954-1955, and 1964-1965 school years. The data relates a drastic increase in the average age of the superintendents from the 1924-1925 school year to the 1954-1955 school year. However, little change in the average age of superintendents was noted from the 1954-1955 school year to the 1964-1965 school year. During the 1924-1925 school year the median age of the 150 surveyed public school superintendents had risen slightly to thirty-four; by the 1954-1955 school year the median age had risen significantly to forty-five; and by the 1964-1965 school year the median age of all public school superintendents in Iowa was forty-seven.

Table I (20:419) shows that in 1964-1965 there were fewer young men holding the position of superintendent

TABLE I  
AGE OF SUPERINTENDENTS

Year of Data	1924-25		1928-29		1954-55		1964-65	
Source	Survey		St. Dept.		St. Dept.		St. Dept.	
Sample	150 Dists.		All Supts.		All Supts.		All Supts.	
Number of Schools	150		911		807		459	
Age	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Under 25	13	8.7	18	2.0	0		0	
25-30	82	54.6	262	28.7	30	3.7	3	.7
31-36	44	29.3	276	30.3	149	18.4	57	12.4
37-45	9	6.0	227	24.9	224	27.8	154	33.6
46-50			58	6.4	183	22.7	63	13.7
51-60	1	.7	58	6.4	180	22.3	136	29.6
61 and up	1	.7	12	1.3	41	5.1	46	10.0

Ref., Truesdell, p. 423, 1965.



than during the 1924-1925 school year, and that the number of superintendents past the age of forty-five was significantly more. In 1924-1925 Ross (17:44) found 63.3 percent of consolidated school superintendents to be thirty years of age or younger, in 1928-1929 for all Iowa public school superintendents, 30.7 percent had not passed the age of thirty, by 1954-1955 the percent had dropped to 3.7; and in 1964-1965 only three of the 459 superintendents in Iowa were thirty years of age or less (8:44). Conversely at the other end of the spectrum the number of older superintendents increased significantly. In 1924-1925 only 2 (1.4 percent) of the 150 consolidated school superintendents surveyed exceeded the forty-five year mark; in 1928-1929 Metzger (11:3) found that 14.1 percent of all Iowa superintendents were over forty-five; in 1954-1955 this percent had jumped to 50.1 percent of the 814 superintendents, and by 1964-1965 53.3 percent of the 459 school superintendents were past forty-five.

#### Size of School

As seen in Table II (20:425) the size of the school district had a relationship to the age of the superintendent. The average age increases as the size of the school increases. In 1928-1929 the median age of the superintendent in the smaller schools was 32 years, in the middle sized schools, forty-one years, and in the larger schools it was forty-five years. This trend changes as evidenced

TABLE II

## AGE OF SUPERINTENDENTS BY HIGH SCHOOL ENROLLMENT, 1964-1965

Age	Percent of Each Enrollment Group					Total
	0-99	100-199	200-499	500-999	1000-up	
30 or less	3.3	.6	.6	--	--	.7
35 or less	13.3	7.3	11.1	--	--	8.1
40 or less	30.0	33.7	35.0	6.3	--	29.4
45 or less	40.0	50.6	52.8	27.1	17.4	46.6
Over 45 years	60.0	49.4	47.2	72.9	82.6	53.4
Over 50 years	50.0	37.6	35.0	50.0	56.5	39.7
Over 55 years	33.3	25.3	25.0	39.6	34.8	27.7
Over 60 years	10.0	7.9	9.4	14.6	21.7	10.0
Over 65 years	--	1.1	1.1	4.2	4.3	1.7
Total Superintendents	30	178	180	48	23	459
Distribution by Age						
Youngest	28	29	30	31	40	28
Oldest	65	67	64	62	60	67

Ref., Truesdell, p. 425, 1965.

by the results of the 1954-1955 and the 1964-1965 surveys. In 1954-1955 the age ranged from a median of fifty-one in the smaller schools to forty-four in the middle schools to fifty-four in the larger schools. In 1964-1965 the median age was fifty in the schools with less than one hundred in high school, forty-four in the schools with from 100-500 in high school, and fifty-one in the schools with high school enrollments of more than 1,000 students (5:424). In the latter two survey years the oldest individuals were in the smallest and the largest schools. The public school superintendents were also older in 1954-1955 and 1964-1965 than they were in 1928-1929.

#### Total Experience

The previous section showed that from 1928-1929 to 1964-1965 the average age of Iowa's public school superintendents increased. Table III (20:427) shows the total experience in public school education from teacher to superintendent for the years 1921-1922, 1924-1925, 1928-1929, and 1964-1965.

The greater amount of experience from 1928-1929 to 1964-1965 is very closely related to the increasing average age of the superintendent. In 1928-1929 50 percent of the superintendents had between six and twelve years experience while in 1964-1965 this middle 50 percent had from fourteen to thirty-two years experience. Therefore, three-fourths of the superintendents in 1964-1965 had more

TABLE III

## TOTAL EXPERIENCE OF SUPERINTENDENTS

Years of Experience	1921-22		1924-25		1928-29		1964-65	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
2 or less	38	12.3	4	2.7	39	4.5	0	
3-5	55	17.4	60	40.0	198	22.9	1	.2
6-10	75	23.7	75	50.0	271	31.4	40	8.8
11-15	64	20.3	5	3.3	152	17.6	114	24.8
16 and over	<u>84</u>	<u>26.6</u>	<u>6</u>	<u>4.0</u>	<u>204</u>	<u>23.6</u>	<u>304</u>	<u>66.2</u>
TOTAL	316	100.0	150	100.0	864	100.0	459	100.0
16-20							83	18.1
21-25							42	9.2
26-30							51	11.1
31-35							64	13.9
36-40							41	8.9
Over 40							23	5.0

Ref., Truesdell, p. 427, 1965.

total experience in public education than the top one-fourth in 1928-1929 (20:428).

#### Tenure in Present Position

There is very little data available regarding tenure of superintendents until the 1964-1965 Truesdell (20:430) study. Of the 459 Iowa superintendents in 1964-1965, 15 percent were new to the respective school systems in the fall of 1964. The school systems having less than 100 students in high school had the greatest number of new superintendents, 10. The 1964-1965 school year had a large amount of turnover in the large city systems with 5 changes. The most stable positions seemed to be in the schools having high school enrollments of from 200 to 1,000.

The percent of superintendents with ten or more years of experience in a particular school system was greatest in the schools with over 1,000 in high school (43.5 percent), and smallest in those schools with less than 200 in high school (16.7 percent), and the years of tenure tends to increase with the size of the school (20:431).

At the time of the 1964-1965 study one could conclude that superintendents in the smaller schools had been in larger systems. The individuals in the smaller systems also tended to be older and had had more experience than the average of all superintendents, but stayed in each school system fewer years than those who served larger systems. At the same time the medium sized and large

systems had superintendents that were older, had more experience and longer tenure in the system when compared to the average of all superintendents.

#### Highest Degree Held

Table IV (20:439) shows data from studies regarding educational levels attained by school superintendents during the 1921-1922, 1924-1925, 1928-1929, 1954-1955, and 1964-1965 studies. As this information is studied, it must be kept in mind that until the 1930's there were few requirements to become a superintendent. Looking at Table IV (20:439) it can be seen that a definite trend from few educational qualifications in 1921-1922 to well educated superintendents in 1964-1965.

TABLE IV  
HIGHEST DEGREE HELD BY SUPERINTENDENTS

	1921-22	1924-25	1928-29	1954-55	1964-65
No Report					
No Degree	15.6%	11.3%	8.1%		
B.A. or Equivalent	70.1%	82.0%	75.1%	26.2%	4.8%
M.A.	13.7%	6.7%	17.6%	73.7%	86.5%
Specialist					6.8%
Ph.D.	.6%		.1%	.1%	1.7%
Total Number	314	150	897	814	459

Ref., Truesdell, p. 439, 1965.

In 1928-1929 (the first study where all superintendents were included), 8.1 percent of the superintendents had no degree, 75.1 percent had a B.A. degree and 17.6 percent held a Master's degree or higher; while in 1964-1965, 95 percent of Iowa's superintendents held a Master's degree or above. It can be seen that as the superintendency became more prevalent and as requirements to become a superintendent were initiated, the individuals have become considerably more professionally prepared.

#### Undergraduate Background

Table V (20:444) shows the breakdown of undergraduate majors of Iowa school superintendents during the 1954-1955 and 1964-1965 school years. In both studies social studies majors were the most prevalent, being 38.8 percent in 1954-1955 and 29.2 percent in 1964-1965. Science was the area of second greatest concentration, though not close to social studies, with 18.4 percent in 1954-55 and 14.8 percent in 1964-1965. Mathematics, business, and physical education were the disciplines showing a gain from 1954-1955 to 1964-1965. Few superintendents in either the 1954-1955 or the 1964-1965 studies had majors in music, foreign language, or vocational education.

There is no record of the undergraduate majors of superintendents in 1928-1929, but if superintendents were teaching in their major fields during that year--and state

TABLE V  
 UNDERGRADUATE MAJORS OF IOWA SUPERINTENDENTS

	1954-55	1964-65
Business Education	6.4%	12.2%
English	4.7%	3.9%
Fine Arts	1.2%	1.5%
Foreign Language	1.9%	.9%
Mathematics	8.4%	11.5%
Physical Education	8.8%	12.9%
Science	18.4%	14.8%
Social Science	38.8%	29.2%
Vocational Education	9.1%	5.0%
Teacher Training		7.2%
Miscellaneous	<u>2.2%</u>	<u>.9%</u>
	100.0%	100.0%
Total Superintendents	814	459

Ref., Truesdell, p. 444, 1965.

certification did not require any college hours in a subject to teach it--then the 1928-1929 superintendents held majors in science 28.7 percent of the cases, in mathematics 22.9 percent, and 22.5 percent had undergraduate majors in social studies (11:Table 29).



The Typical Iowa Superintendent  
of Schools

Table VI (20:446) gives the typical or median qualifications of Iowa school superintendents as derived from the 1928-29, 1954-55, and 1964-65 studies.

TABLE VI  
THE TYPICAL IOWA SUPERINTENDENT

	1928-29	1954-55	1964-65
Median High School Enrollment	75	79	210
Median Age	34	45	47
Median Total Years Experience	9.4	---	20
Tenure in Present School--years			4
Percent with M.A. Degrees	17.7%	73.7%	95.2%
Undergraduate Major	Science	Social Studies	Social Studies
Percent teaching two or more classes	81%	58%	Less than 5%
Total Four Year High Schools	915	814	459

Ref., Truesdell, p. 446, 1965.

The typical Iowa superintendent during the 1928-1929 school year was in a school with 75 students in high school. In 1954-1955 this typical enrollment had grown but to 79, while by the 1964-1965 school year the typical Iowa school superintendent was serving a school with 210 students in high school. In 1928-1929 the typical superintendent was only 34 years of age. By 1954-1955 this age had increased to 45 and by 1964-1965 it had increased to 47.

During the 1964-1965 school year the typical Iowa school superintendent served a school with 210 students in high school, was 47 years of age, had 20 years of experience in public education, was in the fifth year of the current superintendency, had a social studies background, and was a full-time superintendent (20:447). According to these statistics the 1964-1965 superintendent should have been much better prepared and qualified for the position than was his predecessor.

### Summary

As public education developed in scope and magnitude the superintendency did also. The position started with the head-teacher concept and developed to the point that the superintendent is a well trained, full-time professional.

Superintendents of graded schools was exercised by the board of education in early years, through a series of committees, each charged with specific administrative

duties (17:27). As enrollments grew, curriculum increased, teaching staffs increased in size, and education in general became more public, the job of administering the local schools became more than the local boards could handle; thus the professional superintendent.

## Chapter 3

### PERSONAL PROFILE OF THE SUPERINTENDENT

The Iowa public school superintendent during the 1978-1979 school year was multi-faceted and had many distinguishing characteristics. An analysis of data furnished by the study population produced the following profile characteristics.

#### Age

During the 1978-1979 school year the Iowa public school superintendents ranged in age by groups from twenty-five years or under to sixty-six years or older. There was one superintendent responding in each of these two extremes. Table VII shows the entire distribution. The mean age was forty-seven years. Referring to Table VII it can be seen that the majority of the distribution is contained in the mid-ranges of the distribution. To be specific, 72.3 percent of the group was contained between the ages of thirty-six and fifty-five.

#### Marital Status

The marital status of the four hundred twenty-six reporting Iowa public school superintendents followed a very conservative pattern. The vast majority, four hundred nineteen, or 98.4 percent, were married. Only .9

percent were single. One was divorced, one was a widow, and one was a widower.

TABLE VII

## AGE OF THE 1978-1979 SUPERINTENDENTS

Age Group	Frequency
25 or under	1
26-30	4
31-35	38
36-40	52
41-45	83
46-50	89
51-55	84
56-60	52
61-65	22
66 or older	<u>1</u>
	426

Number of Children

Table VIII shows the distribution of children among the four hundred twenty-six reporting superintendents. The range was from zero to eight with seven superintendents not reporting. The mean number of children of the four hundred twenty-six Iowa public school superintendents during the 1978-1979 school year was 2.9. The majority of the superintendents reporting (86.9 percent) was included in a group having from one to four children.

TABLE VIII  
NUMBER OF CHILDREN

Number	Frequency
0	8
1	34
2	121
3	141
4	74
5	22
6	14
7	4
8	1
No Response	<u>7</u>
	426

### Background in Education

A large percentage (94.4) of Iowa public school superintendents had a background in classroom teaching prior to entering school administration. Counseling made up 4.6 percent. The remaining 1.0 percent had been in education, but in other areas. The mean number of years spent in the classroom prior to entering school administration was 5.4 years. Those superintendents having a background in counseling spent a mean of 3.9 years in that field prior to entering school administration.

Those superintendents (94.4 percent) who reported a background in classroom teaching were from varied disciplines. Table IX shows the data regarding the

teaching fields. There were five areas of concentration. Social studies was the leader with 22.6 percent; physical education was second with 16.3 percent; science and mathematics were third and fourth with 14.9 percent and 13.3 percent respectively; and business education was fifth with 9.2 percent. The remaining areas: English, industrial arts, drivers education, music, vocational agriculture, home economics, elementary education, and others, ranged from 0.0 percent to 6.0 percent.

TABLE IX  
TEACHING FIELDS PRIOR TO ENTERING  
SCHOOL ADMINISTRATION

Field	Frequency
Mathematics	100
English	39
Social Studies	174
Science	114
Physical Education	127
Industrial Arts	48
Business Education	73
Driver Education	31
Music	16
Vocational Agriculture	9
Home Economics	0
Elementary Education	27
Other:	19
Foreign Language	(3)
Psychology	(2)
Speech	(2)
Coaching	(5)
Administration	(2)
Reading	(1)
Consultant	(1)
Agriculture	(1)

Total is not significant due to multiple response.

The category listed as 'others' included: administration, agriculture, coaching, consultant, foreign language, psychology, reading, and speech.

#### First Administrative Position

The Iowa public school superintendents were asked to respond to the question, "At what age were you appointed to your first public school administrative position other than the superintendency?" They were to respond according to the following age groupings: twenty-five or under, twenty-six to thirty; thirty-one to thirty-five, thirty-six to forty; forty-one to forty-five, forty-six to fifty, fifty-one to fifty-five, fifty-six to sixty, and sixty-one to sixty-five.

The age at which the responding superintendents entered their first administrative positions ranged from seventy-one entering between the ages of twenty-one and twenty-five to two individuals entering the profession between the ages of forty-six and fifty. The remaining individuals entered school administration at ages between these two extremes. The mean age at which the responding superintendents entered their first administrative position was 29.3 years. Of those superintendents responding to this portion of the questionnaire, 92.0 percent had entered their first administrative position by the age of thirty-five. An even greater percent, 97.9, had entered school administration by the age of



forty, leaving only 2.1 percent who entered the profession for the first time after the age of forty. Table X contains the entire distribution.

TABLE X  
AGE WHEN APPOINTED TO FIRST  
ADMINISTRATIVE POSITION

Age	Frequency
25 or under	71
26-30	193
31-35	100
36-40	23
41-45	6
46-50	2
51-55	0
56-60	0
61-65	0
No response	<u>31</u>
	426

The four hundred twenty-six responding Iowa superintendents began their careers in school administration in various positions. Table XI shows the variety of this distribution. The principalship was where 76.1 percent of the respondents had their administrative beginning. The next largest reporting group, 10.3 percent, went directly to the superintendency from the classroom. The assistant principalship was the starting point for 5.9 percent of the superintendents. The remaining 7.7 percent entered

school administration in the following manner: as an assistant superintendent, 1.9 percent; as a director, 1.2 percent; as a supervisor, .2 percent; and 1.9 percent responded 'other'. Those responding 'other' included three principal-teacher combinations, two acting principals, one principal-superintendent combination, one business manager, and one director of continuing education.

TABLE XI  
FIRST ADMINISTRATIVE POSITION

Position	Frequency
Assistant Principal	25
Principal	324
Supervisor	1
Director	5
Assistant Superintendent	8
Superintendency	44
No Response	10
Other:	8
Acting Principal	(2)
Assistant Director	(1)
Business Manager	(1)
Principal-Teacher	(3)
Principal-Superintendent	(1)
TOTAL	426

The State's public school superintendents had varying amounts of experience in several different administrative positions prior to accepting their first superintendency (Table XII, p. 33). Only 14.8 percent had experience in elementary administration. This experience ranged from one to thirteen years with a mean of 4.8 years.

TABLE XII

## YEARS IN ADMINISTRATIVE POSITIONS PRIOR TO THE SUPERINTENDENCY

Years	Elem. Admin. Freq.	Jr. High Admin. Freq.	Sec. Admin. Freq.	Supervisor Freq.	Director Freq.	Other Freq*
1	8	6	25			8
2	10	14	54		1	8
3	7	10	46	2		7
4	9	11	46		2	2
5	9	9	27			3
6	6	3	22			2
7	3	4	13			4
8	1	1	16			3
9	3	4	17	1		1
10	1	3	5			
11	4	0	10			
12	1	1	3			
13	1	0	3			
14		2	1			1
15		1	4		1	1
16		0	1			
17		0	1			
18		0	4			
19		1	0			
20		0	1			
No Response	1		1			

\*Breakdown - See Appendix B

A few more of the reporting superintendents had experience in Junior High administration (16.4 percent). The mean number of years spent in this area was 4.7 years. By far the greatest number of those responding reported experience in secondary administration (70.2 percent). The mean number of years spent in secondary administration was 5.1. There were only three in the 'supervisors' category. Two reported three years each and the third reported nine years in the profession. A like situation existed in the 'director' category with only four respondents. One reported one year, two reported two years, and the fourth reported fifteen years. In the 'other' category the only significant response was having had experience as an assistant superintendent, 5.2 percent. The mean number of years spent as an assistant superintendent was 3.2. The other categories were too numerous and varied to mention in the text (Table XII, p. 33).

Based on four hundred thirteen of four hundred twenty-six responses, the superintendents had their administrative beginnings in smaller schools (Table XIII, p. 35). The greatest number, 49.4 percent, had their first administrative experience in the under five hundred category. The second most frequent enrollment category was the five hundred to one thousand with 34.6 percent responding. The one thousand one to two thousand, two thousand one to three thousand, and three thousand one to five thousand enrollment categories had 7.5 percent, 2.3

percent, and 2.2 percent respectively. The trend of the more respondents per school from the smaller to the larger schools held until the last enrollment category. There were 3.9 percent of the respondents in the over five thousand category.

TABLE XIII

K-12 ENROLLMENT OF FIRST  
ADMINISTRATIVE POSITION

Enrollment	Frequency
Under 500	204
500-1,000	143
1,001-2,000	31
2,001-3,000	10
3,001-5,000	9
Over 5,000	16
No Response	<u>13</u>
	426

The First Superintendency

The four hundred twenty-six reporting Iowa public school superintendents entered into their first superintendency at various ages (Table XIV, p. 36). By the age of forty, 82.8 percent of those responding were in their first superintendency. Increasing the age level by five years to forty-five, 94.8 percent of those responding were in their first superintendency. No one reported entering the superintendency after the age of fifty-five.

In fact, only twenty-two entered the profession after their forty-fifth birthday. The mean entrance age was 34.8 years.

TABLE XIV  
AGE WHEN APPOINTED TO FIRST  
SUPERINTENDENCY

Age	Frequency
25 or less	11
26-30	95
31-35	152
36-40	95
41-45	51
46-50	18
51-55	4
56-60	0
61-65	0
TOTAL	<u>426</u>

The data in Table XV concerns school size as related to the first superintendency and corresponds very closely with the data regarding the first administrative position other than the superintendency. The trend shown was to start in the smaller schools and to advance to larger schools. The greatest number of beginning superintendents were found in the under five hundred enrollment category, 60.6 percent. The next larger enrollment category, five hundred to one thousand, had 27.2 percent beginners. The one thousand to two thousand, two thousand to three thousand, and the three thousand one to five

thousand enrollment groups had 6.6 percent, 1.9 percent, and 1.2 percent respectively. A surprising fact surfaced when looking at the over five thousand enrollment category. Nine superintendents began their careers in this size school system.

There were no surprises in the data regarding marital status at the time of assuming the duties of the first superintendency. The majority, 98.1 percent, of those responding were married. There were five who were single, two divorced, and one widow.

TABLE XV  
NUMBER OF SUPERINTENDENCIES

Number of Districts	Frequency
1	182
2	114
3	65
4	39
5	18
6	6
7	1
No Response	<u>1</u>
TOTAL	426

### The Superintendency Years

The data regarding the number of districts served in by the Iowa public school superintendents shows a definite stability of the superintendency (Table XVI,

p. 39). Nearly half, 42.8 percent, of the four hundred twenty-five respondents had served in only one district. Reinforcing the earlier observation of stability, an even greater percentage, 69.6, of the reporting superintendents were either in their first or second superintendency. The mean number of schools served was 2.1.

There were four hundred twenty-one reporting about the length of their first superintendency. The range of experience in this first superintendency was from one year to twenty-eight years. The mean number of years served in this position was 5.2. The second superintendency data showed two hundred forty-one reporting with a range of from one to twenty-three years and a mean of 5.4 years. Of those reporting, one hundred twenty-eight, on the third superintendency ranged from one to twenty-three years. The average was 7.4 years experience with a mean of 7.1 years. There were only twenty-four individuals reporting a fifth superintendency. The range in experience was from one year to twenty-four years. The mean was 6.1 years. The sixth superintendency had seven reporting with one, two, five, eight, nine, thirteen, and fifteen years experience respectively. The last reporting category was the seventh superintendency which had one superintendent reporting eight in that position.



TABLE XVI  
NUMBER OF YEARS SERVED IN EACH SUPERINTENDENCY

YEARS	SUPERINTENDENCY						
	1	2	3	4	5	6	7
1	55	27	7	5	3		
2	67	43	13	4	3		
3	76	33	16	5	2		
4	51	25	14	10	2		
5	39	18	7	5	1		
6	28	27	11	4	4		
7	13	11	8	3	2		
8	22	10	7	4	2		1
9	10	12	10	5	1		
10	15	2	9	2	1		
11	11	3	1	4	2		
12	9	6	4	3	0		
13	3	7	3	1	0	1	
14	4	5	5	2	0		
15	2	3	0	1	0	1	
16	3	5	3	0	0		
17	1	1	3	3	0		
18	2	1	0	0	0		
19	1	1	1	0	0		
20	1	1	3	0	0		
21	0	0	1	0	0		
22	2	0	1	1	0		
23	0	1	1	0	0		
24	2	0	0	0	1		
25	0	0	0	0	0		
26	1	0	0	0	0		
27	0	0	0	0	0		
28	3	0	0	0	0		
29	0	0	0	0	0		
30	0	0	0	0	0		
TOTAL	421	242	128	62	24	2	1

There were four hundred twenty-three superintendents reporting on their current superintendency (Table XVII, p. 40). The distribution ranged from one year to twenty-eight years experience in that position. There

were 13.4 percent in their first year. Nearly half, 4.2 percent, reported being in the fifth year or less of their current position. The mean number of years in the current position was 7.2 years.

TABLE XVII  
NUMBER OF YEARS IN CURRENT SUPERINTENDENCY

Years	Frequency	Years	Frequency
1	57	18	2
2	45	19	3
3	37	20	4
4	36	21	1
5	29	22	3
6	30	23	1
7	19	24	3
8	24	25	0
9	23	26	1
10	18	27	0
11	19	28	3
12	15	29	0
13	12	30	0
14	14	No Response	3
15	5	TOTAL	426
16	11		
17	8		

## Chapter 4

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to determine the personal characteristics and experience profile of the Iowa public school superintendents during the 1978-1979 school year. A part of the aim of this study was also to determine the significant factors which seemed to have a bearing upon the growth and professional development of the individuals who have become the chief school administrators in the public schools of the State of Iowa. Another aim of the study was to collect data of an objective nature in order to present factual information about superintendents, their background, their training, and their professional experiences.

### SUMMARY

The position of school superintendent has existed for a relatively short period of time. During the late nineteenth century urban school districts saw the need to centralize the school administration in a central office with a single individual in charge. The professional status of this head school administrator has changed as time has progressed. Griffiths (7:2) lists three different eras of the superintendency:

1) The superintendent was instruction oriented with a limited amount of advising the board of education; 2) Businessman-educator became the role of the superintendent due to the disenchantment the public felt because of the World War I and the depression; 3) The professional educator-superintendent evolved because of the public's realization of the importance and magnitude of education. More recently due to the governmental influence and tightening budgets the superintendent has evolved into more of a business man, diplomat, and educator.

There have been four studies of the Iowa public school superintendent. These were conducted during the 1924-1925, 1928-1929, 1954-1955, and the 1964-1965 school years. There was a large gap between the 1928-1929 and 1954-1955, and 1964-1965 to the present year. However, there seemed to be no other studies available during these periods. These studies included six characteristics: 1) size of school, 2) age of the incumbent superintendent, 3) highest degree held by the superintendent, 4) undergraduate training, 5) total experience, and 6) tenure in present position. The average age, total experience in education, and educational preparation have all increased from the 1924-1925 study to the 1964-1965 study. School size has changed from only the largest school districts having superintendents to all districts having superintendents. Also, the tenure in the current superintendency

has taken on a higher degree of stability as the years have passed.

The Iowa public school superintendents were described according to the results received from four hundred twenty-six respondents to a questionnaire. The description included both personal characteristics as well as professional characteristics. The personal profile characteristics covered the age, marital status and number of children prior to the superintendency, at the time of the first superintendency and the present superintendency. The professional profile characteristics included such items as background in education prior to entering school administration, the first administrative position other than the superintendency years. The category of background in education was broken down into two sub-categories: positions in education prior to entering school administration and teaching fields prior to entering school administration. The first administrative position included the following sub-topics: age when appointed to the first administrative position, the type of administrative position, the number of years experience in school administration other than the superintendency, and the enrollment of the school in which the first administrative position was held. The first superintendency included three sub-topics: age when appointed to the first superintendency, school enrollment of the first superintendency, and marital status at the time of assuming the

first superintendency. The final category, the superintendency years included sub-topics of the number of superintendencies, the number of years served in each superintendency, and the current superintendency.

#### CONCLUSIONS

In 1978-1979 the totality of the Iowa public school superintendency was composed of four hundred forty-seven individuals. Each of these reporting superintendents had individual characteristics. However, a composite of the typical Iowa public school superintendent during the 1978-1979 school year was derived from the preceding sections of this paper.

During the 1978-1979 school year the typical Iowa public school superintendent was forty years old, was married, and had three children. This individual began a career in education by teaching either social science, physical education, mathematics, or science for a period of 5.5 years. At the age of twenty-nine this individual began a career in educational administration as a secondary principal in a school system of less than five hundred students. After approximately five years the typical individual left the principalship for the superintendency in a small Iowa public school. The typical individual spent five years in the first superintendency. During the 1978-1979 school year this typical superintendent was in the fifth or sixth year of a second

superintendency. This was the composite typical Iowa public school superintendent during the 1978-1979 school year.

What follows is a comparative summary of the past and present findings.

1. The average age of the public school superintendent has increased from thirty-four in 1924-1925 to forty-five during the 1954-1955 school year and to forty-seven during the 1964-1965 school year. However, by the 1978-1979 school year the average age of the public school superintendent had decreased to forty.

2. The 1954-1955 and 1964-1965 studies are the only studies that included teaching background prior to entering administration. During the 1954-1955 school year of those superintendents reporting, 38.8 percent had a background in social science and 18.4 percent had a background in science. During the 1964-1965 school year a 29.2 percent reported social science, 14.8 percent science, 12.9 percent physical education, and 12.2 percent business education as their teaching backgrounds. During the 1978-1979 school year the reports were similar with social studies being the most frequently reported. However, physical education, science and mathematics were reported nearly as often.

3. In 1928-1929 the average range of experience in the superintendency was from six to twelve years. By 1964-1965 the majority of the superintendents had from fourteen

to thirty-two years experience. In 1978-1979 the typical superintendent reported from twelve to thirty-three years experience.

4. In 1964-1965 the typical public school superintendent had held the current position for four years while in 1978-1979 this figure had grown to six years.

5. Through the years that studies have been taken, including the 1978-1979 study, almost all of the Iowa public school superintendents have been married.

6. During the 1928-1929 school year the majority of those reporting superintendents had entered the superintendency directly from the classroom. However, by 1978-1979, 70.2 percent entered the superintendency from a secondary school principalship.

Had the 1924-1925, 1928-1929, 1954-1955, 1964-1965, and the 1978-1979 studies all surveyed the same topics, more comparisons and conclusions could have been made. However, the available information was limited. Another problem developed unexpectedly when the data and program were destroyed through a Northeast Iowa Computer Network error. This eliminated the possibility of many comparisons of possible interrelationships in the data.

#### RECOMMENDATIONS

Based on the observed omissions of this and previous studies, and a resultant recognized need for and value of increased data and information, the following recommen-



dations are formulated:

1. Although five major studies of the superintendency in Iowa have been completed in the past half century, many information gaps exist due to the infrequency and relative incompatibility among the studies. The ideal would be to develop a rather standard format and to update the data on an annual basis. The responsibility for this activity could properly reside with the Iowa Association of School Administrators, the state professional organization for superintendents.

2. It is further recommended that future research efforts should amply reflect concern for a) the superintendent (the individual in the job), and b) the superintendency (the responsibilities and processes of the position).

3. The author has been alerted to a number of potential companion studies in areas where hard data is insufficient or unavailable. The most specific concerns emanating from this research are in the following areas:

- A. A historical investigation of the marital and family life of superintendents.
- B. The influence of stress factors on the physical, mental, and emotional health of the superintendent.
- C. Causal factors and rationale involved in superintendent mobility--within the profession and out of the profession.
- D. Selection and appointment criteria and procedures utilized by boards of education.

4. It is assumed that the availability of information and data generated in studies such as those identified above would provide a more realistic basis for professional commitment by potential superintendents. Certainly such could be the case if studies results were readily available to and used by professors in preparatory programs within the Iowa universities.

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APPENDIXES

## APPENDIX A

December 8, 1978

Dear Superintendent:

At present I am pursuing a Specialist Degree at the University of Northern Iowa. The subject of the thesis for this degree concerns the identification and analysis of the personal characteristics of Iowa public school superintendents.

Enclosed you will find a questionnaire and return envelope. I would appreciate it very much if you would take a few minutes and complete the questionnaire and return it to me. Being a practicing school administrator myself, I realize how busy you are, however, your help is most essential for the study.

At no time throughout the project will you or your school district be identified. The number on the questionnaire is for administrative purposes only.

Thank you for your cooperation.

Sincerely,

James R. Woltz  
Principal  
New Hampton Community High School  
New Hampton, Iowa 50659

JRW:ms  
Enclosure

## APPENDIX B

January 8, 1979

Dear Superintendent:

Enclosed is a copy of a cover letter and questionnaire that was sent to you recently. If you have returned the completed questionnaire, thank you for your cooperation and please disregard this letter.

Realizing that this is a busy time of the year, and that you may have laid the questionnaire aside to complete at a later date, this follow-up is being sent as a reminder. Your cooperation in completing the questionnaire is essential for completion of the study. I would be very grateful to you for finding the time to complete and return the questionnaire.

Thank you again for your cooperation.

Sincerely,

James R. Woltz  
Principal  
New Hampton Community High School  
New Hampton, Iowa 50659

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## APPENDIX C

## QUESTIONNAIRE

CHARACTERISTICS OF IOWA PUBLIC SCHOOL SUPERINTENDENTS

DIRECTIONS: Please answer each question and return the completed questionnaire in the self-addressed, stamped envelope. Thank you for providing information that is most important to this study.

1. What is your age? Check one.
 

A. <input type="checkbox"/> 25 or under	D. <input type="checkbox"/> 36-40	G. <input type="checkbox"/> 51-55
B. <input type="checkbox"/> 26-30	E. <input type="checkbox"/> 41-45	H. <input type="checkbox"/> 56-60
C. <input type="checkbox"/> 31-35	F. <input type="checkbox"/> 46-50	I. <input type="checkbox"/> 61-65
		J. <input type="checkbox"/> 66 or older
2. Current marital status: A.  Yes    B.  No    C.  Other  
If Other, please specify: \_\_\_\_\_
3. Number of children: \_\_\_\_\_
4. In what type of community did you spend most of your life prior to enrolling in college?
 

A. <input type="checkbox"/> Farm	B. <input type="checkbox"/> Community under 2,000	C. <input type="checkbox"/> 2,000 - 10,000
D. <input type="checkbox"/> 10,000 - 20,000	E. <input type="checkbox"/> Over 20,000	
5. Prior to accepting your first administrative position, how many years experience in education did you have?
 

A. Classroom teaching _____	B. Counseling _____	C. Other (Specify) _____
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6. Prior to entering school administration, what were your major teaching responsibilities? Check please.
 

A. <input type="checkbox"/> Math	E. <input type="checkbox"/> Physical Education	I. <input type="checkbox"/> Music
B. <input type="checkbox"/> English	F. <input type="checkbox"/> Industrial Arts	J. <input type="checkbox"/> Vocational Agriculture
C. <input type="checkbox"/> Social Studies	G. <input type="checkbox"/> Business Education	K. <input type="checkbox"/> Home Economics
D. <input type="checkbox"/> Science	H. <input type="checkbox"/> Driver Education	L. <input type="checkbox"/> Elementary Education
		M. <input type="checkbox"/> Other (Specify) _____
7. At what age were you appointed to your first public school administrative or supervisory position OTHER than the Superintendency?
 

A. <input type="checkbox"/> 25 or under	D. <input type="checkbox"/> 36-40	G. <input type="checkbox"/> 51-55
B. <input type="checkbox"/> 26-30	E. <input type="checkbox"/> 41-45	H. <input type="checkbox"/> 56-60
C. <input type="checkbox"/> 31-35	F. <input type="checkbox"/> 46-50	I. <input type="checkbox"/> 61-65
8. What was the nature of your first administrative or supervisory position?
 

A. <input type="checkbox"/> Assistant Principal	C. <input type="checkbox"/> Supervisor	E. <input type="checkbox"/> Assistant Superintendent
B. <input type="checkbox"/> Principal	D. <input type="checkbox"/> Director	F. <input type="checkbox"/> Other (Specify) _____
9. What was the K-12 enrollment of the school district in which you had your first administrative or supervisory position?
 

A. <input type="checkbox"/> Under 500	C. <input type="checkbox"/> 1,001-2,000	E. <input type="checkbox"/> 3,001-5,000
B. <input type="checkbox"/> 500-1,000	D. <input type="checkbox"/> 2,001-3,000	F. <input type="checkbox"/> Over 5,000
10. How many years did you spend in the following areas prior to entering your first superintendency?
 

A. Elementary Administration _____	D. Supervisor _____
B. Junior High Administration _____	E. Director _____
C. Secondary Administration _____	F. Other (Specify) _____
11. At what age were you appointed to your first public school Superintendency?
 

A. <input type="checkbox"/> 25 or under	D. <input type="checkbox"/> 36-40	G. <input type="checkbox"/> 51-55
B. <input type="checkbox"/> 26-30	E. <input type="checkbox"/> 41-45	H. <input type="checkbox"/> 56-60
C. <input type="checkbox"/> 31-35	F. <input type="checkbox"/> 46-50	I. <input type="checkbox"/> 61-65
12. What was your marital status at the time of assuming your first Superintendency?
 

A. <input type="checkbox"/> Single	C. <input type="checkbox"/> Separated	E. <input type="checkbox"/> Widower
B. <input type="checkbox"/> Married	D. <input type="checkbox"/> Divorced	

13. What was the K-12 enrollment of the school district of your first Superintendency?
- A.  Under 500                      C.  1,001-2,000                      E.  3,001-5,000  
 B.  500-1,000                      D.  2,001-3,000                      F.  Over 5,000

14. In how many districts have you served as public school Superintendent?
- A. Number of districts ?  
 B. Number of years in each district?  
 1st  2nd  3rd  4th  5th  6th
- If more than 6 superintendencies, continue the above:

15. Have you served as a public school superintendent in any other state than Iowa?
- A.  Yes      B.  No  
 If "yes" please identify the state(s).

1.     2.   
 3.     4.

16. How many years have you held your present Superintendency?
17. At the time of issuance what was the total length of your present contract?

18. If you had to do it all over again, would you choose a career in:
- A.  School Superintendency  
 B.  Another type of School Administration (Specify)   
 C.  Another position in education (Specify)   
 D.  A non-education field (Specify)

19. Please indicate your professional preparation pattern by providing the degrees, dates, majors and institutions:

<u>DEGREE</u>	<u>DATE (REC'D)</u>	<u>MAJORS</u>	<u>INSTITUTION</u>
AA	<input type="text"/>	<input type="text"/>	<input type="text"/>
BA	<input type="text"/>	<input type="text"/>	<input type="text"/>
MA	<input type="text"/>	<input type="text"/>	<input type="text"/>
EdS	<input type="text"/>	<input type="text"/>	<input type="text"/>
DOCTORATE	<input type="text"/>	<input type="text"/>	<input type="text"/>
ADDITIONAL	<input type="text"/>	<input type="text"/>	<input type="text"/>

20. What do you regard as the major problem facing the Superintendency in Iowa today?
21. In the performance of your duties as Superintendent -- what general area demands the most of your time?
22. In the performance of your duties as Superintendent -- what general area do you feel is the most important?
23. To what civic organizations do you belong?
- A.  Rotary                      B.  Lions                      C.  Kiwanis  
 D.  Chamber of Commerce      E.  Others (Specify)
24. To what fraternal organizations do you belong? (Please specify)

## APPENDIX D

THE FOLLOWING ARE THE RESPONSES  
TO THE 'OTHER' CATEGORY

YEARS IN ADMINISTRATIVE POSITIONS  
PRIOR TO THE SUPERINTENDENCY

Years	Asst. Supt. Freq.	Business Manager Freq.	Teacher Freq.	College Teaching Freq.
1	8			
2	5			1
3	3		3	
4	1		1	
5	1		1	1
6	1	1	1	
7	2	1		
8	1		1	1
9	1			
10				
11				
12				
13				
14			1	
15		1		