1953

Study of the administrative activities of district superintendents in Ravalli County Montana

Ronald Boyd Mattson

The University of Montana

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A STUDY OF THE ADMINISTRATIVE ACTIVITIES
OF DISTRICT SUPERINTENDENTS IN
RAVALLI COUNTY, MONTANA

by

RONALD BOYD MATTSON
B. S., Dickinson State Teachers College, 1950

Presented in partial fulfillment of the
requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
1953

Approved by:

[Signatures]

Chairman, Board of Examiners
Dean, Graduate School

May 29, 1953
Date

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CHAPTER I

INTRODUCTION

In June, 1952, a Montana State University committee for the Northwest Cooperative Program in Educational Administration and the school administrators of Ravalli County began a study of ways and means to improve educational administration. Several meetings were held to discuss the project. At a meeting held in September, 1952, the school administrators expressed a desire to study that phase of administration pertaining to the functions and duties of a public school superintendent. The consensus of the group was that this was a phase of major importance and worthy of an intensive study.

Purpose of the Study. The purpose of this study is to discover and analyze what the district school administrator actually does with respect to each of the following administrative areas:
1. Policy determination and other relations with public officials
2. Staff personnel
3. Pupil personnel
4. Program, materials, and services
5. Plant and facilities

-1-
6. Community relations
Within these areas the activities of the superintendent will be analyzed to determine functions and time concentrations.

**Importance of the Study.** Prospective superintendents have little information about the specific activities that are required of a superintendent in the field. The administration, supervision, and finance courses they take in preparation for an administrative job, give little or no information about the time involved in the various activities of a superintendent or about the "extra-curricular" work that may be expected of him.

Due to lack of information and training, school trustees are often unaware of the administrative problems involved in administering a school system. The information collected should give them a better understanding of the work of their school executive.

Pittinger defines school administration as:

the selection, appointment, and assignment of the school's employed personnel, and the coordination and leadership of all school-associated personnel—employees, pupils, boardmembers, and members of the community in creating, executing, and improving policies which make for sound and efficient education.¹

Too often superintendents lose sight of administrative objectives, or, due to lack of professional or clerical assistance are required to do unimportant activities not in accordance with the preceding definition. The information gathered

¹Benjamin Floyd Pittinger, *Local Public School Administration*, p. 7.
will assist them in making a self-analysis of their administrative activities to increase the efficiency of their work.

Limitations of the Study. This study was confined to those administrators who are responsible for the administration of one high school and one or more elementary schools in Ravalli County, Montana.

The data gathered by weekly interviews was dependent upon how well the superintendents remembered their activities of the previous week. Some of the activities, such as minor questions by teachers and students, incidental telephone calls by parents or members of the community, and duties that take place in conjunction with other activities were difficult or impossible to remember, and as a result were left out of the data.

The schools of Ravalli County vary in enrollment, size of teaching staff, number of professional assistants, number of clerical assistants, superintendent's teaching load, and in facilities. These variations were reflected in the activities of the superintendents of the different schools. However, the data have been developed to represent the activities of all the school administrators in the county both as to the nature of the activity and the time spent in each administrative function. The data does not apply to any one school administrator.

The time allowed for each interview was limited by the superintendent's available time. Therefore, some of the
recorded data were not specific enough to be classified according to function. These data were listed as unclassified or omitted from the study.

The daily activities used in this study cannot be construed to be entirely representative of the school year or of the same period of every school year. The activities vary from one period of the school year to the next period and from one year to the next for the same period. This study includes the period from January 12, 1953 to April 2, 1953.

Definition of Terms. The various terms used in this study are defined as follows:

1. Superintendence: the person who is directly responsible to a school board or comparable authority and has jurisdiction over a high school and elementary school. He is sometimes referred to in this study as the school administrator.

2. Elementary school: that part of the school system which is composed of grades one through eight.

3. High school or secondary school: that part of the school system that follows the usual elementary school or junior high school and is composed of grades nine through twelve.

4. Policy determination and relations with public officials: those activities that pertain to the formation of policies for the school and to those in which officials from public
agencies are involved.

5. **Staff personnel:** members of the teaching staff who teach at least one subject and employees who maintain the school buildings and its facilities.

6. **Pupil personnel:** members of the student body who are enrolled in one or more classes in the grades one through twelve.

7. **Program, materials, and services:** that phase of school administration that deals with the prescribed course of study in the elementary and high school, the facilitating of instruction of students enrolled in school and the providing of the materials necessary to good instruction. Services are those activities that may not be carried on in all school systems, such as: transportation, health services, guidance, music lessons, remedial reading, library, etc.

8. **Plant and facilities:** those activities that deal with the maintenance of the school buildings, grounds, furniture, and heating plant.

9. **Community relations:** those activities that deal with the promotion of desirable public relations between the school and the community.

10. **Administering first aid:** the giving of first aid to pupils that have been injured or have become sick on the school grounds or while coming to school.

11. **Advising:** recommending a course of conduct or a
decision. In the case of pupil personnel, it does not include the giving of advice to the pupil, but to someone who is dealing with the pupil.

12. **Budgeting**: the compiling of necessary data and the actual construction of the budget.

13. **Clerking**: conducting correspondence, keeping books and transacting business generally.

14. **Directing**: the instructing of personnel to follow a course of action.

15. **Disciplining**: dealing with student misbehavior.

16. **Discussing**: the consideration of problems or projects with a person or a group of persons, such as a teacher or a group of teachers.

17. **Guiding**: the assisting of students with the solution of problems that arise in school, home or community, and the promotion of the growth of the individual in self-direction.

18. **Hiring**: the employing of staff personnel.

19. **Informing**: giving information to the student body, community, board of education or public officials on the policies and activities of the school.

20. **Inspecting**: to view closely and critically the school plant facilities, materials, and equipment.

21. **Leading**: to take the director's role in an activity.

22. **Observing**: surveillance of any of the school activities.

If necessary, the superintendent might advise, discipline,
or assume any action that would facilitate that activity.

23. Participating: sharing in activities of a group, that is, contributing, but not in the capacity of a leader.


25. Preparation: the process of making ready for use all equipment, records and supplies necessary to an activity.

26. Purchasing: the buying of instructional materials, and materials for the maintenance of the plant and facilities.

27. Reading mail: the reading of mail addressed to the school and the distribution of mail addressed to the various departments of the school.

28. Reporting: the preparation and presentation of official data pertaining to the administration of the school.

29. Scheduling: establishing and allocating time for classes and extra-curricular activities.

30. Studying: the acquiring of information about policies and directives through publications issued by public officials.

31. Teaching: the act of instructing pupils in the classroom.

32. Visiting: the entertaining of guests of the school.
CHAPTER II

REVIEW OF RELATED RESEARCH

In June, 1950, the American Association of School Administrators made an extensive study on the status of the rural school superintendents which was published as Chapter 12 in the Thirtieth Yearbook of the association.\(^1\) Parts of that study cannot be too closely compared to this study because of a different method used in classifying the administrative areas. The material gathered by the American Association of School Administrators was obtained by an extensive questionnaire sent to "approximately 3,435 rural superintendents listed in the 1949-1950 Educational Directory of the U. S. Office of Education and to 1,711 in districts below 2,500 in population."\(^2\) The returns for the study were 1,560 or slightly more than thirty per cent of the questionnaires sent to the superintendents.

The superintendents included in the American Association of School Superintendents study, were asked to indicate on the questionnaire the actual and ideal distribution of time to certain major functions. Following is the table prepared from those questionnaires:

\(^2\)Ibid., p. 304.
TABLE I

ACTUAL AND IDEAL DISTRIBUTIONS OF TIME BY
RURAL SUPERINTENDENTS OF SCHOOLS

<table>
<thead>
<tr>
<th>Functions</th>
<th>Distribution of time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
</tr>
<tr>
<td>Instructional leadership</td>
<td>25.6%</td>
</tr>
<tr>
<td>General planning</td>
<td>15.5</td>
</tr>
<tr>
<td>Personnel Administration</td>
<td>12.4</td>
</tr>
<tr>
<td>Financial Administration</td>
<td>18.1</td>
</tr>
<tr>
<td>Public relations</td>
<td>9.5</td>
</tr>
<tr>
<td>Pupil services</td>
<td>10.0</td>
</tr>
<tr>
<td>School plant management</td>
<td>8.6</td>
</tr>
<tr>
<td>Teaching</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Other conclusions were reached by the American Association of School Administrators, these will be used as references in later chapters of this study.

Jesse Claude White's study, made in 1952, was found to be the most recent research on the qualifications of Montana school administrators. Much of the data proved useful in the presentation of this study. The material gathered by White from the state of Montana was obtained by an extensive questionnaire concerning the experience, age, and certification

Ibid., p. 325.

of the chief administrators of high schools in Montana. Of the 193 questionnaires sent to the superintendents, 192 were returned, or a return of 99.4 per cent.

In addition to White's work, Michael A. Tovey\(^5\) made a study of the qualifications of Montana school superintendents in 1934. His work was not the most recent and was not closely related to the main text of this work.

During the summer of 1939, George D. Strayer, Jr., Professor of Education, George Peabody College, gathered data concerning seasonal administrative problems suggested by graduate students in education. He arranged and presented the data he had collected as a "Calendar for School Executives."\(^6\) A "calendar" similar to Strayer's is presented in Chapter V of this work. Strayer's "calendar" is different in that his study was made in another section of the United States. Consequently, there was a difference in some of the types of activities and the month in which they occurred.

Fred C. Ayer, while a professor of Educational Administration at the University of Texas, made a study of school administration. His objectives in making this study were:

1. To ascertain the various unit duties which are actually performed by representative school administrators.

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\(^6\)George D. Strayer, Jr., "A Calendar for School Executives," The School Executive, 59:8-9, June, 1940.
2. To set up a practical curriculum for training school administrators.
3. To prepare a duty checking list which will serve:
   a. As a basis for planning and scheduling an administrative program.
   b. As a basis for assignment of administrative duties to subordinate staff officers.
   c. As an instrument for surveying administrative programs.\(^7\)

Over a five year period, information was collected from practicing superintendents and principals who were attending Ayer's summer classes in public school administration. By this means, a list of 29,000 overlapping and frequently repeated duties was reduced to 759. This list was subsequently checked and revised by fifty high school principals and 140 superintendents in the states of Oregon and Washington. The list was then reorganized, checked again, and titled as "A Checking List of One Thousand Duties of School Administrators."\(^8\) On the following page is an outline of the distribution of duties with respect to nine administrative areas.


\(^8\)Ibid., p. 39.
<table>
<thead>
<tr>
<th></th>
<th>DISTRIBUTION OF DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>General Control .......... 101 duties</td>
</tr>
<tr>
<td>II.</td>
<td>Executive Management .... 169 duties</td>
</tr>
<tr>
<td>III.</td>
<td>Business Management ...... 153 duties</td>
</tr>
<tr>
<td>IV.</td>
<td>The Teaching Staff ....... 86 duties</td>
</tr>
<tr>
<td>V.</td>
<td>The Pupils ............... 120 duties</td>
</tr>
<tr>
<td>VI.</td>
<td>The Curriculum ........... 70 duties</td>
</tr>
<tr>
<td>VII.</td>
<td>Special Activities ....... 79 duties</td>
</tr>
<tr>
<td>VIII.</td>
<td>Instruction ............. 106 duties</td>
</tr>
<tr>
<td>IX.</td>
<td>Special Services .......... 116 duties</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 duties</td>
</tr>
</tbody>
</table>
CHAPTER III

STUDY PROCEDURES

An interview schedule was prepared at a meeting of the Ravalli County School administrators held in January of 1953 for the purpose of collecting data concerning their administrative activities. The schedule was so arranged that two administrators would be interviewed each week and so that the data collected would cover the same period of time for the two administrators. In all, each administrator was interviewed four times over the twelve week period allocated to the study. The data collected during the interviews was recorded on filing cards according to activity, and to the time spent in each activity.

Seven administrative areas were chosen as a possible classification for the various duties of the superintendents. A number of the filing cards with their recorded data were then classified according to these areas. None of the recorded information could be assigned exclusively to finance, one of the seven areas. Finance was then eliminated as a separate administrative area for this study. All the filing cards were then classified according to the remaining six administrative areas, which was listed in the introduction of this work.
The next step in the classifying of the filing cards was to determine the functions within each of the six areas. In order to obtain this classification, a number of cards were studied to determine the main functions of the administrators. These functions were then listed under their respective areas. After the area and a list of functions for each area had been determined, the cards were then arranged accordingly and the results recorded on work sheets by area, function, average number of activities, average time spent in each activity, and percentage of the total time of each area. A number of activities which were too general to be classified by function, were listed as unclassified or omitted from the data.

The number of superintendents involved in this study is small, therefore, the age, preparation and experience of the superintendents are presented individually in Table III. Letters were substituted for the names of each superintendent so that they might remain anonymous.

Table IV shows the classification of the schools of each superintendent according to district, enrollment, number of teachers, principals and clerical assistants. The data from Tables III and IV and the remaining data from the questionnaire are dealt with further in a later chapter.

The schools are identified by the superintendent whose name is represented by the same letter of the alphabet as in Table III.
In order to give a more complete picture of the superintendents' activities, each was asked to list those activities that occurred periodically by the month and by the year. The activities were then compiled into one list. Those activities that occurred in the administrative lists in different months were placed in the month in which that activity occurred the greatest number of times. The final list was arranged in calendar form.

In addition to the interview method of gathering data, a questionnaire was prepared to obtain information concerning the qualifications of the administrators, the enrollment, the classification of their schools, the number of professional and clerical assistants, and the usual hours spent in school. The questionnaire was given to each superintendent to be completed. A one hundred per cent return was obtained.
CHAPTER IV

RAVALLI COUNTY DISTRICT SUPERINTENDENTS' AGE,
PREPARATION, EXPERIENCE AND SCHOOLS

Table III shows the age, preparation, and experience of each of the six individual superintendents in Ravalli County. Of all the superintendents listed in the table, C and F are older than the ideal age, between twenty-five and fifty which is suggested by White.\(^1\) However, the median age, 43.6 years,\(^2\) for Montana school administrators, found by White, closely agrees with the median age, 43.6 years, of the group of administrators listed in Table III. The study made by the American Association of School Administrators determined a median age of 47 years for administrators on a national scale.\(^3\)

All the superintendents of Ravalli County hold undergraduate degrees from three different universities and two different teachers' colleges. Three have undergraduate majors in education, while the others have undergraduate

---


2White, Ibid., p. 62.

TABLE III

PREPARATION, AGE, AND EXPERIENCE OF THE DISTRICT SUPERINTENDENTS
IN RAVALLI COUNTY, MONTANA

<table>
<thead>
<tr>
<th>SUPERINTENDENT</th>
<th>Age</th>
<th>Degree</th>
<th>UNDERGRADUATE WORK: Quarter hours beyond</th>
<th>GRADUATE WORK: Quarter hours beyond</th>
<th>NUMBER YEARS OF EXPERIENCE AS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>43</td>
<td>B. A.</td>
<td>45</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>38</td>
<td>B. A.</td>
<td>45</td>
<td>M. E.</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>58</td>
<td>B. A.</td>
<td>72</td>
<td>M. A.</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>50</td>
<td>B. A.</td>
<td>45</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>38</td>
<td>B. S.</td>
<td>57</td>
<td>M. A.</td>
<td>9</td>
</tr>
<tr>
<td>F</td>
<td>60</td>
<td>B. A.</td>
<td>10</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
majors in French, Social Science, Physical Education and Science. The undergraduate minors listed for the six superintendents were: German, English, Commerce, Education, Mathematics, History, and Physical Education.

White found that the mean number of graduate hours earned was 47.5 quarter hours.1 The mean number of graduate hours for the superintendents of Ravalli County is 45.7 quarter hours. Three, or fifty per cent, of the administrators included in this study hold Master's degrees. Superintendents A and D have completed the requirements necessary to the Master's degree with the exception of their professional papers, which they had begun at the time of the writing of this paper. Superintendents B and C have graduate majors in Education with graduate minors in Guidance and French respectively. E has a graduate major in Physical Education and a graduate minor in Education. Those two superintendents, A and D, who have not completed their work for the Master's degree are both working for graduate majors in Education with graduate minors in Biology and Social Science respectively. Superintendent F did not list a graduate major or minor.

The mean number of years as a teacher for the superintendents in Table III was 3.3 years and as a principal--7.2 years, or a mean of 10.5 years experience in education prior

1White, op. cit., p. 62.
to assuming the duties of a superintendent. White's conclusions were that an administrator should have had at least three to five years experience in the profession before becoming a superintendent. White found that 49.7 per cent of the Montana Administrators have had experience as high school principals while the American Association of School Administrators study indicated that 31.6 per cent of the superintendents had had experience as high school principals. Fifty per cent of the Ravalli County superintendents indicated a minimum of ten years experience as a high school principal. Superintendent D indicated one year of experience as an elementary principal. The mean number of years as superintendent for the group was 12.2 years with a minimum of three years and a maximum of twenty-one years.

The school districts listed in Table IV are classified as second and third class. The State Department of Public Instruction classifies:

All districts having a population of one thousand (1,000) or more, and less than eight thousand (8,000) shall be districts of the second class, and all districts having a population of less than one thousand (1,000) shall be districts of the third class. In districts of the second class the number of trustees shall be five (5), and in districts of the third class the number of trustees shall be three (3).

---

5 White, op. cit., p. 64.
6 American Association of School Administrators, op. cit., p. 310.
### TABLE IV
CLASS OF DISTRICT, ENROLLMENTS, NUMBER OF TEACHERS AND PROFESSIONAL AND CLERICAL ASSISTANTS IN SIX RAVALLI COUNTY SCHOOL DISTRICTS

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Class school district</th>
<th>Enrollment:</th>
<th>ASSISTANTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Elementary</td>
<td>High school</td>
</tr>
<tr>
<td>A</td>
<td>2nd</td>
<td>167</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>2nd</td>
<td>314</td>
<td>136</td>
</tr>
<tr>
<td>C</td>
<td>2nd</td>
<td>622</td>
<td>271</td>
</tr>
<tr>
<td>D</td>
<td>2nd</td>
<td>321</td>
<td>146</td>
</tr>
<tr>
<td>E</td>
<td>3rd</td>
<td>87</td>
<td>35</td>
</tr>
<tr>
<td>F</td>
<td>2nd</td>
<td>320</td>
<td>102</td>
</tr>
</tbody>
</table>
The mean enrollment for the six schools was 431 pupils, the minimum 122 pupils and the maximum 893 pupils. The largest school district with an enrollment of 893 pupils has three separate elementary schools under the jurisdiction of the superintendent.

The mean number of teachers for six schools is nineteen teachers, with a minimum of eight teachers and a maximum of thirty-six teachers. Three superintendents indicated that they had an elementary principal as a professional assistant. One superintendent has a high school principal. No superintendent in the group had both an elementary and high school principal.

As indicated in Table IV, only one administrator had a full time clerical assistant, and one other a part time assistant. The other administrators in the group had no clerical assistants. The data collected in the study made by the American Association of School Administrators indicated that:

More than 6 in 10 (65.4 percent) of the rural superintendents reported lack of administrative and supervisory assistants as one of the three most influential factors in preventing them from attaining an ideal time distribution; 57.2 percent blamed the lack of clerical and business employees.8

The superintendents were asked to indicate in the

8American Association of School Administrators, op. cit., p. 325.
questionnaire whether or not they worked on Saturday and Sunday. They all indicated that they often worked one-half day on Saturday. Three indicated that they frequently did some work on Sunday; the other three seldom worked on Sunday. The study made by the American Association of School Administrators indicated that 63.5 per cent of the superintendents included in the study usually worked on Saturday morning.9

The usual time of arrival at school for administrators varied from 7:30 A.M. to 8:15 A.M.; four arrived in school at 8:00 A.M., one at 7:30 A.M., and one at 8:15 A.M. Three superintendents indicated the usual time of leaving school was 5:30 P.M.; two indicated 5:00 P.M., and one indicated 8:00 P.M. with an hour off for dinner. All the superintendents stayed at school during the lunch period to supervise the lunch program. Two superintendents indicated that they held one year contracts, two superintendents held two year contracts, and two held three year contracts.

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9Ibid., p. 326.
CHAPTER V

PERIODICAL ACTIVITIES OF SUPERINTENDENTS

Annual Activities. The administrative activities of Ravalli County superintendents that are seasonal in nature and the month in which they should be given attention are shown in the following "calendar". Some variation was found among these schools as to the month in which these activities were predominant, but generally they were similar for all six of the Ravalli County schools included in this study.

SEPTEMBER

First faculty meeting.
Supervise enrollment of pupils
Readjustment of class schedules and student programs.
Adjustment in teacher placement and teaching loads.
Check rooms for overcrowding.
Supervise re-opening of school lunch program.
Inspection of school buses, adjustment of routes and schedules.
Order any needed supplies.
Prepare duty rosters of teachers.
Plan extra-curricular activities schedule.
Obtain records of new high school students from former schools.
Prepare annual accrediting reports.

OCTOBER

Supervise taking of school census.
Complete and forward reports to state and accrediting associations.
Montana Educational Association district convention.

NOVEMBER

Plans for Christmas programs.

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Check on pupils doing failing work during first report period.  
Conferences with parents and teachers.

DECEMBER

Northwest Accrediting Association meeting.  
Plan building repair for Christmas vacation period.  
Summary of finances to determine relationship between expenditures and budget estimates to date.

JANUARY

Scheduling of semester examinations.  
Recording of grades and credit.  
Check changes in student schedules, and standing of seniors with reference to graduation.  
Order needed supplies for second semester.  
Study school legislative activities.  
Mid-term transportation reports.  
Meeting of state school administrators.

FEBRUARY

Submit application for federal aid.  
Arrange for participation and attendance of division basketball tournament.  
Begin plans for commencement.  
Check on consumption of fuel, electricity, water, etc.  
Discussion of budget with school board.  
Advertise for bids for transportation.

MARCH

Recommend teachers for re-election.  
Budget conference with board.  
Check salary increments for following year.  
Preparation for school-election.  
Prepare track for track meets.  
Re-election of teachers.

APRIL

Election of school-board members.  
Preparation of teachers' contracts.  
Administer achievement tests.  
State conference of school administrators.  
Prepare annual report to Montana High School Association  
Plan Career Day for high school Juniors and Seniors.  
Plan Graduation activities.  
Inventory supplies and equipment.
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Prepare for track meets.

MAY

Survey and plan repairs and improvements of buildings and grounds.
Receive bids and order supplies.
Select teachers for existing vacancies.
Check teachers registers, inventories and reports.
Record credits and grades for year.
Supervise details of high school commencement.
Complete state reports and audits.
Prepare annual budget.
Start summer repair program on plant.
Prepare lists of needed supplies and textbooks.
Prepare superintendent's annual report and high school report.
Prepare reports of extra-curricular funds.
Compile state and local reports.
Instruct custodians as to duties for summer months.

JULY

Order janitor's supplies, instructional supplies, and textbooks.
Supervise repairs and improvements of buildings and grounds.
Annual fiscal reports.
Inventory supplies.

AUGUST

Check shipments of supplies and textbooks.
Survey buildings, grounds, and equipment for readiness.
Prepare class schedules.
Plan first teacher meeting.
Prepare school calendar for the year.
Announce opening date of school.
Contact all teachers.

Monthly Activities. The monthly activities of the school administrators of Ravalli County as listed by them are:

Meetings of board of trustees.
Audit bills for board action.
Parent Teacher Association meetings.
Submit school lunch report to State Department of Education.
Submit Veteran's training report to State Department of Education.
Audit extra-curricular activities bills and accounts.
CHAPTER VI

ANALYSIS OF THE DAILY ACTIVITIES OF SUPERINTENDENTS
WITHIN SIX ADMINISTRATIVE AREAS

In this chapter the activities that constitute the greatest portion of the time with respect to a given function of each of the six administrative areas are discussed individually. All the different activities are listed in Appendix C according to function and administrative area.

Policy Determination and Other Relations with Public Officials. Table V shows that the average number of activities per week, in this area, for the six superintendents was 3.3. The average total time spent in these was six hours and twenty-two minutes. The greatest proportion of this time, 31.6 per cent, was spent in participating in different activities. A large portion of this time was spent at various meetings, such as board meetings, annual meetings of the Montana High School Association, and the Montana Association of School Administrators. One school administrator spent three hours at a board meeting, twelve hours at the Montana High School Association meeting and fifteen at the administrators' meeting, or a total of thirty hours for the twelve weeks covered by this study.

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TABLE V

ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY
RELATING TO POLICY DETERMINATION AND RELATIONS
WITH PUBLIC OFFICIALS

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting</td>
<td>.6</td>
<td>44</td>
<td>15.0</td>
</tr>
<tr>
<td>Planning</td>
<td>.3</td>
<td>14</td>
<td>4.3</td>
</tr>
<tr>
<td>Advising</td>
<td>.1</td>
<td>11</td>
<td>4.2</td>
</tr>
<tr>
<td>Informing</td>
<td>.2</td>
<td>12</td>
<td>5.3</td>
</tr>
<tr>
<td>Participating</td>
<td>.6</td>
<td>197</td>
<td>31.6</td>
</tr>
<tr>
<td>Reporting</td>
<td>.3</td>
<td>47</td>
<td>12.1</td>
</tr>
<tr>
<td>Studying</td>
<td>.6</td>
<td>31</td>
<td>14.1</td>
</tr>
<tr>
<td>Discussing</td>
<td>.2</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td>Unclassified</td>
<td>.1</td>
<td>18</td>
<td>8.3</td>
</tr>
<tr>
<td>Totals</td>
<td>3.3</td>
<td>382</td>
<td>100.2</td>
</tr>
</tbody>
</table>
The next greatest concentration of time indicated by the table is budgeting, with fifteen per cent of the total time. This is explained by noting the period covered by this study. Activities necessary to the making of a budget are begun in March and continued into June of every year.

The study of school legislation accounts for the greatest portion of the thirty-one minutes per week listed under studying.

**Staff Personnel.** Table VI shows that the average number of activities in this area for the six superintendents for one week was 2.6. The average total time spent in these activities was three hours and thirty-one minutes. The greatest portion of the total time shown in Table VI was spent in the following activities: advising—18.7 per cent, participating—20.9 per cent; clerking—15.1 per cent, and hiring with 18.8 per cent. Within the function of advising were three types of activities. Those activities were: advising teachers how to improve their teaching, advising teachers in methods of handling various student problems and advising substitute teachers as to their duties. The activities classified as participating consisted of teachers' meeting. Examples of the activities dealing with clerking are checking sick leave time for each teacher and preparation of salary withholding statements for each employee. Under hiring, the main activities were locating and hiring substitute
## TABLE VI

ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY RELATING TO STAFF PERSONNEL

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.1</td>
<td>3</td>
<td>.7</td>
</tr>
<tr>
<td>Preparing</td>
<td>.2</td>
<td>12</td>
<td>5.0</td>
</tr>
<tr>
<td>Advising</td>
<td>.8</td>
<td>30</td>
<td>18.8</td>
</tr>
<tr>
<td>Informing</td>
<td>.2</td>
<td>12</td>
<td>8.7</td>
</tr>
<tr>
<td>Participating</td>
<td>.4</td>
<td>62</td>
<td>20.9</td>
</tr>
<tr>
<td>Discussing</td>
<td>.2</td>
<td>24</td>
<td>9.6</td>
</tr>
<tr>
<td>Clerking</td>
<td>.2</td>
<td>22</td>
<td>15.1</td>
</tr>
<tr>
<td>Hiring</td>
<td>.4</td>
<td>44</td>
<td>18.8</td>
</tr>
<tr>
<td>Unclassified</td>
<td>.0</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>2.6</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
teachers, checking on available teachers for the coming year, conferences with prospective teachers, and hiring them.

**Pupil Personnel.** Table VII shows that the average number of activities dealing with pupil personnel was 5.9 with an average total time of three hours and thirty-six minutes. The greatest concentration of time and activities is in that function pertaining to guiding with an average time of seventy-four minutes per week and an average of 1.9 activities. The superintendents stated in their interviews that a number of the minor guidance problems were impossible to remember, therefore, the time and number of activities shown in Table VII is somewhat less than the actual time spent.

**Program, Materials and Services.** The average number of activities per week devoted to program, materials and services was 33.6 as shown in Table VIII. The average time for these activities was twenty-four hours and thirty-seven minutes. The largest portion of this time, 70.6 per cent, was devoted to teaching, clerking, and observing.

An average of six hours and six minutes, 27.8 per cent of the total time for this area, was devoted to teaching. Frequently, superintendent's classes were dismissed, or taught by a substitute teacher, so that the superintendent might attend meetings necessary to the administration of the
TABLE VII
ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY
RELATING TO PUPIL PERSONNEL

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.1</td>
<td>9</td>
<td>2.9</td>
</tr>
<tr>
<td>Advising</td>
<td>.6</td>
<td>17</td>
<td>10.2</td>
</tr>
<tr>
<td>Observing</td>
<td>.2</td>
<td>18</td>
<td>7.5</td>
</tr>
<tr>
<td>Guiding</td>
<td>1.9</td>
<td>74</td>
<td>37.9</td>
</tr>
<tr>
<td>Disciplining</td>
<td>1.2</td>
<td>42</td>
<td>17.0</td>
</tr>
<tr>
<td>Clerking</td>
<td>.8</td>
<td>32</td>
<td>15.3</td>
</tr>
<tr>
<td>Informing</td>
<td>.1</td>
<td>4</td>
<td>1.1</td>
</tr>
<tr>
<td>Purchasing</td>
<td>.0</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Admin. (First-aid)</td>
<td>.3</td>
<td>18</td>
<td>6.3</td>
</tr>
<tr>
<td>Unclassified</td>
<td>.0</td>
<td>0</td>
<td>.2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>5.9</strong></td>
<td><strong>215</strong></td>
<td><strong>99.0</strong></td>
</tr>
</tbody>
</table>
school system. If each superintendent had actually taught his regularly scheduled classes and supervised his scheduled study halls, the time actually spent teaching would have exceeded the time entered in Table VIII, which includes preparation for classes, substitute teaching, non-scheduled classes, and assisting students with class work.

Table VIII shows that clerking, with 22.8 per cent of the total time, involved an average of 8.0 activities per week, which took an average of six hours and thirty-one minutes per week. These activities dealt with checking and recording pupil attendance, selling lunch tickets, auditing and banking student activity and lunch funds, collecting and auditing music rental money, preparing music rental statements, preparing transcripts, checking credits, maintaining permanent records, unpacking and distributing supplies, checking Average Number Belonging, preparing transportation and lunch reports to the State Department of Education, and collecting and auditing student insurance money.

Observing, taking 20.0 per cent of the total time, was the next in order in concentration of time. There was an average of 3.8 per cent activities, with five hours and forty-six minutes spent in those activities. Approximately 42.0 per cent of these activities dealt with the lunch program. The superintendents were usually present at the lunch period to see that lunch tickets were collected, and
### TABLE VIII

**ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY RELATING TO PROGRAM, MATERIALS, AND SERVICES**

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.5</td>
<td>34</td>
<td>2.4</td>
</tr>
<tr>
<td>Preparing</td>
<td>.5</td>
<td>30</td>
<td>1.4</td>
</tr>
<tr>
<td>Advising</td>
<td>.6</td>
<td>18</td>
<td>1.0</td>
</tr>
<tr>
<td>Informing</td>
<td>.8</td>
<td>19</td>
<td>1.2</td>
</tr>
<tr>
<td>Discussing</td>
<td>.7</td>
<td>32</td>
<td>2.3</td>
</tr>
<tr>
<td>Participating</td>
<td>.0</td>
<td>10</td>
<td>.5</td>
</tr>
<tr>
<td>Clerking</td>
<td>8.0</td>
<td>391</td>
<td>23.0</td>
</tr>
<tr>
<td>Scheduling</td>
<td>.5</td>
<td>15</td>
<td>.8</td>
</tr>
<tr>
<td>Inspecting</td>
<td>.4</td>
<td>26</td>
<td>1.5</td>
</tr>
<tr>
<td>Purchasing</td>
<td>.4</td>
<td>57</td>
<td>3.7</td>
</tr>
<tr>
<td>Observing</td>
<td>3.9</td>
<td>346</td>
<td>20.0</td>
</tr>
<tr>
<td>Teaching</td>
<td>10.4</td>
<td>486</td>
<td>27.8</td>
</tr>
<tr>
<td>Reading mail</td>
<td>5.1</td>
<td>127</td>
<td>8.1</td>
</tr>
<tr>
<td>Directing</td>
<td>.0</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Unclassified</td>
<td>.9</td>
<td>125</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>33.6</strong></td>
<td><strong>1717</strong></td>
<td><strong>99.9</strong></td>
</tr>
</tbody>
</table>

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that there was a minimum of disciplinary problems. The data collected indicated that classroom visitation accounted for approximately 25 per cent of the total number of activities. The remaining activities included observation of student assemblies, basketball games, loading of buses, school plays and the vaccination of school children.

**Plant and Facilities.** The average number of activities dealing with the plant and facilities in Table IX was 2.5. The time spent in these activities was one hour and thirty-two minutes. Thirty-three minutes, or 43.3 per cent, were spent each week in inspecting buildings, grounds and facilities to determine whether any repairs or improvements were needed. Purchasing of supplies necessary to the maintenance of the plant accounted for 19.2 per cent of all the time for this area. Another 12.8 per cent was spent with the custodian in discussing needed repairs and materials for the maintenance of the plant.

**Community Relations.** Table X indicates that an average of two hours and fifty-four minutes per week was spent in community relations and that the average number of activities for the week was 2.4. Participating accounted for 45.6 per cent of the total time. The activities included under participation were: Attending Parent Teacher Association Meetings, attending meetings of various community organizations, and the attending of church functions. One
TABLE IX

ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY
RELATING TO PLANT AND FACILITIES

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.1</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Discussing</td>
<td>.7</td>
<td>12</td>
<td>12.8</td>
</tr>
<tr>
<td>Directing</td>
<td>.2</td>
<td>5</td>
<td>8.0</td>
</tr>
<tr>
<td>Inspecting</td>
<td>1.0</td>
<td>33</td>
<td>43.3</td>
</tr>
<tr>
<td>Purchasing</td>
<td>.2</td>
<td>22</td>
<td>19.2</td>
</tr>
<tr>
<td>Clerking</td>
<td>.2</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Unclassified</td>
<td>.1</td>
<td>12</td>
<td>8.4</td>
</tr>
<tr>
<td>Totals</td>
<td>2.5</td>
<td>91</td>
<td>100.0</td>
</tr>
</tbody>
</table>
superintendent was asked to instruct a night class in first-aid, which accounts for presence of teaching within the area of Community Relations.
# TABLE X

ACTIVITIES OF DISTRICT SUPERINTENDENTS IN RAVALLI COUNTY RELATING TO COMMUNITY RELATIONS

<table>
<thead>
<tr>
<th>Function</th>
<th>Average no. activities</th>
<th>Total min. time spent</th>
<th>Per cent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting</td>
<td>.4</td>
<td>20</td>
<td>11.5</td>
</tr>
<tr>
<td>Participating</td>
<td>.7</td>
<td>79</td>
<td>45.6</td>
</tr>
<tr>
<td>Advising</td>
<td>.5</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td>Discussing</td>
<td>.1</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>Leading</td>
<td>.1</td>
<td>8</td>
<td>4.7</td>
</tr>
<tr>
<td>Reporting</td>
<td>.5</td>
<td>48</td>
<td>27.5</td>
</tr>
<tr>
<td>Teaching</td>
<td>.0</td>
<td>9</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Totals 2.3 174 100.1

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CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. The findings of this study concerning the distribution of the time of the Ravalli County District Superintendents are presented in Table XI and Figure 1.

Figure 1 shows that the percentage distribution of the superintendents' time spent with respect to six different administrative areas was:

1. In the area dealing with policy determination and relations with public officials, 13.7 per cent.
2. In the area dealing with staff personnel, 7.6 per cent.
3. In the area dealing with pupil personnel, 7.7 per cent.
4. In the area dealing with program materials and services, 61.5 per cent.
5. In the area dealing with plant and facilities, 3.3 per cent.
6. In the area dealing with community relations, 6.2 per cent.

Table XI indicates that the total time for all activities for one week was 2,791 minutes, or 46.5 hours. Of this time 17.7 per cent (approximately one-sixth) was spent in teaching, 16.8 per cent was spent in clerical work. Another 13.0 per cent was spent in observing. The conclusions obtained from the data presented in Table XI are: 

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FIGURE 1

DISTRIBUTION OF THE REPORTED TIME FOR RAVALLI COUNTY DISTRICT
SUPERINTENDENTS ACCORDING TO SIX ADMINISTRATIVE AREAS

<table>
<thead>
<tr>
<th>Administrative Area</th>
<th>Time Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy determination and relations with public officials</td>
<td>13.7%</td>
</tr>
<tr>
<td>Staff personnel</td>
<td>7.6%</td>
</tr>
<tr>
<td>Pupil personnel</td>
<td>7.7%</td>
</tr>
<tr>
<td>Program, materials, and services</td>
<td>61.5%</td>
</tr>
<tr>
<td>Plant and facilities</td>
<td>3.3%</td>
</tr>
<tr>
<td>Community Relations</td>
<td>6.2%</td>
</tr>
</tbody>
</table>
### TABLE XI

DISTRIBUTION OF TIME ACCORDING TO FUNCTION OF
RAVALLI COUNTY DISTRICT SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Function</th>
<th>Average number of minutes</th>
<th>Percent of total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>62</td>
<td>2.2</td>
</tr>
<tr>
<td>Preparing</td>
<td>42</td>
<td>1.5</td>
</tr>
<tr>
<td>Advising</td>
<td>82</td>
<td>2.9</td>
</tr>
<tr>
<td>Informing</td>
<td>47</td>
<td>1.7</td>
</tr>
<tr>
<td>Discussing</td>
<td>78</td>
<td>2.8</td>
</tr>
<tr>
<td>Participating</td>
<td>348</td>
<td>12.5</td>
</tr>
<tr>
<td>Clerking</td>
<td>449</td>
<td>16.1</td>
</tr>
<tr>
<td>Scheduling</td>
<td>15</td>
<td>0.5</td>
</tr>
<tr>
<td>Inspecting</td>
<td>59</td>
<td>2.1</td>
</tr>
<tr>
<td>Purchasing</td>
<td>81</td>
<td>2.9</td>
</tr>
<tr>
<td>Observing</td>
<td>364</td>
<td>13.0</td>
</tr>
<tr>
<td>Teaching</td>
<td>495</td>
<td>17.7</td>
</tr>
<tr>
<td>Reading mail</td>
<td>127</td>
<td>4.6</td>
</tr>
<tr>
<td>Directing</td>
<td>7</td>
<td>0.2</td>
</tr>
<tr>
<td>Guiding</td>
<td>74</td>
<td>2.7</td>
</tr>
<tr>
<td>Disciplining</td>
<td>42</td>
<td>1.5</td>
</tr>
<tr>
<td>Administering first aid</td>
<td>18</td>
<td>0.6</td>
</tr>
<tr>
<td>Studying</td>
<td>31</td>
<td>1.1</td>
</tr>
<tr>
<td>Hiring</td>
<td>44</td>
<td>1.6</td>
</tr>
<tr>
<td>Reporting</td>
<td>96</td>
<td>3.4</td>
</tr>
<tr>
<td>Visiting</td>
<td>20</td>
<td>0.7</td>
</tr>
<tr>
<td>Leading</td>
<td>8</td>
<td>0.3</td>
</tr>
<tr>
<td>Budgeting</td>
<td>44</td>
<td>1.6</td>
</tr>
<tr>
<td>Unclassified</td>
<td>156</td>
<td>5.6</td>
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</table>

**Totals** 2,789 99.8
1. That the superintendents should be relieved of most, if not all, of their teaching duties.

2. That the superintendents should be given more clerical assistance to relieve them of minor clerical duties.

Recommendations for Further Study. If a follow-up study is made, the author of that study could:

1. Include superintendents from schools of approximately equal enrollment, approximately equal number of teachers, and an equal number of assistants.

2. Prepare a simplified form of record sheets to be kept by the superintendents to eliminate the need for interviews and the recalling of activities that have taken place over a period of time. Ayer's "Checking List of One Thousand Duties of Public School Administrators"¹ would be helpful in the preparation of record sheets.

3. Arrange the study so that it would cover an entire school year, or if this were impossible, choose periods that were representative of the school year.

4. Classify those activities that take place outside of school hours, so that they could be analyzed separately.

BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


Strayer, George D., Jr., "A Calendar for School Executives," The School Executive, 59:8-9, June, 1940.

C. UNPUBLISHED MATERIALS


## APPENDIX A

### INTERVIEW SCHEDULE

<table>
<thead>
<tr>
<th>Schools</th>
<th>First Interview</th>
<th>Second Interview</th>
<th>Third Interview</th>
<th>Fourth Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Carleton</td>
<td>1-20-53, a.m.</td>
<td>2-6-53, p.m.</td>
<td>2-27-53, a.m.</td>
<td>3-20-53, p.m.</td>
</tr>
<tr>
<td>Stevensville</td>
<td>1-20-53, p.m.</td>
<td>2-6-53, a.m.</td>
<td>2-27-53, p.m.</td>
<td>3-20-53, a.m.</td>
</tr>
<tr>
<td>Victor</td>
<td>1-23-53, a.m.</td>
<td>2-13-53, a.m.</td>
<td>3-6-53, a.m.</td>
<td>3-27-53, a.m.</td>
</tr>
<tr>
<td>Corvallis</td>
<td>1-23-53, p.m.</td>
<td>2-13-53, p.m.</td>
<td>3-6-53, p.m.</td>
<td>3-27-53, p.m.</td>
</tr>
<tr>
<td>Hamilton</td>
<td>2-2-53, a.m.</td>
<td>2-20-53, a.m.</td>
<td>3-13-53, a.m.</td>
<td>4-3-53, a.m.</td>
</tr>
<tr>
<td>Darby</td>
<td>2-2-53, p.m.</td>
<td>2-20-53, p.m.</td>
<td>3-13-53, p.m.</td>
<td>4-3-53, p.m.</td>
</tr>
</tbody>
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APPENDIX B

INTERVIEW GUIDE

List of possible questions to assist superintendents to recall activities.

Did you:

1. Prepare any news articles?
2. Prepare or maintain any records?
3. Answer any requests for assistance from teachers or pupils?
4. Attend any miscellaneous community meetings?
5. Consult any salesmen or select any textbooks or materials?
6. Hold any teachers meetings?
7. Appraise any textbooks or materials now in use?
8. Make any surveys of plant and facilities?
9. Consult any of the patrons from the community?
10. Make or receive any telephone calls? If so, what was the nature of each?
11. Write or dictate any letters? If so, what was the nature of each?
12. Attend any board meetings?
13. What are some of the things you think you should have done, but did not find time to do?
APPENDIX C

QUESTIONNAIRE

Qualifications of Superintendents:

1. Age________

2. Preparation for present position:
   a. Undergraduate work: Years_____Degree___________
      1. Major_____________________
      2. Minors_____________________________________
      3. Field (elementary or secondary)_______________
      4. Type of undergraduate degree_________________
      5. Type of school attended (Normal, Teachers
         College, or University)_____________________
   b. Graduate Study:
      1. Quarter hours of graduate credit______________
      2. Graduate major___________________________
      3. Graduate minors___________________________
      4. Type of graduate degree_____________________
      5. Field (elementary or secondary)_______________
      6. Quarter hours of graduate credit beyond Master's
         Degree______________________________
   c. Experience:
      List all your experience in education in Chronologi­
      cal order:

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<table>
<thead>
<tr>
<th>Position</th>
<th>Years of expr.</th>
<th>State</th>
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<tbody>
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School Analysis:

1. Professional and clerical assistants:
   a. Elementary principal (yes) (no)
   b. High school principal (yes) (no)
   c. Clerical assistance (part time) (full time) (none)

2. Number on school board________________

3. Type of school district______________

4. Number of teachers_______________

5. Elementary enrollment___________

6. Secondary enrollment___________

Job Requirements:

1. Do you work on Saturday?__________
   a. One-half day_________
   b. All day__________

2. Do you work on Sunday?___________
   a. Frequently________
   b. Seldom__________
   c. Never__________

3. Usual time of arrival at school______
4. Usual time of leaving school

5. Do you stay at school during noon hour?
   a. Never
   b. As scheduled
   c. Frequently
   d. Seldom
   e. Usually

6. Contract:
   Type of contract
   a. None
   b. 1 year
   c. 2 years
   d. 3 years
   e. Continuing contract
APPENDIX C

A list of the different activities of the district superintendents of Ravalli County, Montana, for a twelve week period, January 20 to April 3, 1953.

I. Policy determination and relations with public officials.

A. Budgeting:
   1. Surveyed plant and facilities preparing for budget.
   2. Examined bus bids.
   3. Worked on budget
   5. Telephoned clerk of board about budget estimates.

B. Planning:
   1. Conference with chairman of board on plans for termination of school.
   2. Planned board meeting.
   3. Assisted clerk in planning for school election.

C. Advising:
   1. Advised members of welfare board with respect to a delinquent pupil.
   2. Advised with guidance department of University on approach to use in setting up guidance program.

D. Informing:
   1. County superintendent visited school. Gave her information of elementary school problems.

E. Participating:
   1. Member of film advisory committee for state film library.
   2. Attended meeting of Ravalli County Narcotics Association.
3. Attended annual meeting of Montana High School Association.
4. Attended Ravalli County Athletic Association meeting.
5. Attended board meetings.
6. Attended County transportation committee meeting.
7. Attended County M.E.A. meeting.

F. Reporting:
1. Prepared school bills for school board meeting.
2. Prepared and gave report at M.E.A. meeting on proposed legislation.
3. Reported to Ravalli County M.E.A. members on school finance.

G. Studying:
1. Studied publication on foundation program.
2. Studied new school legislation.

H. Discussing:
1. Discussed proposed school legislation with county superintendent.
2. Discussed legislative program with P.T.A. representative.

II. Staff personnel:

A. Planning:
1. Planned teachers meeting.

B. Preparing:
1. Located transportation for teachers to County M.E.A. meeting.
2. Prepared material for teacher discussion group.

C. Advising:
1. Teachers conference on improving methods of instruction.
2. Advised substitute teacher on instruction of pupils.

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D. Informing:
1. Informed teachers on salary increments for coming year.
2. Informed teachers about teacher meeting.
3. Gave information at a teacher meeting on rehiring for coming year.
4. Answered a questionnaire from placement bureau pertaining to a teacher.
5. Wrote a letter of recommendation for former teacher.

E. Participating:
1. Teacher meeting.

F. Discussing:
1. Special teacher meeting to discuss problems pertaining to policies.

G. Clerking:
1. Prepared withholding statements for school employees.
2. Checked teachers cumulative sick leave records.

H. Hiring:
1. Contacted teacher placement bureau at University on available teachers for coming year.
2. Located substitute teacher.
3. Located kitchen help for hot lunch program.

III. Pupil Personnel.
A. Planning:
1. Planned guidance program for school.
2. Planned new policies with regard to discipline.

B. Advising:
1. Teacher conference with respect to pupil delinquency.
2. Advised parent with respect to pupil delinquency.
3. Attended student council meeting (advisor).
4. Attended senior class meeting (advisor).
5. Advised senior class with respect to graduation exercises.
C. Observing:
   1. Attended student body banquet.
   2. Attended school dance.
   3. Attended school party.
   4. Attended high school basketball victory party.

D. Guiding:
   1. Counseled student with respect to attendance problems.
   2. Conference with student on part time work.
   3. Advised student on college entrance and scholarship.
   4. Conference with student on quitting school.
   5. Administered guidance tests.
   6. Student conference on studies.
   7. Conference with freshman class concerning study habits.

E. Disciplining:
   1. Disciplined student.

F. Clerking:
   1. Wrote letters checking on opportunities for nurses training.
   2. Worked on student insurance records.
   3. Prepared transcript for former student.
   4. Compared grade records for scholarships.

G. Administering First Aid:
   1. Administered First Aid to a student.
   2. Took a sick pupil home.

IV. Program, Materials and Services.

A. Planning:
   1. Faculty meeting--planned fair projects.
   2. Planned new bus route.
   3. Planned Junior-Senior prom.
   4. Planned testing program.

B. Preparing:
   1. Prepared fire-drill procedure.
   2. Planned for "tick" inoculations (Rocky Mountain Spotted Fever).

C. Advising:

1. Advised teacher on instructional problems.
2. Advised teacher on Junior-Senior prom.
3. Conference with elementary principal--gave advice on instructional and pupil problems.

D. Informing:

1. Made announcements to student assembly with regard to "tick" inoculations.
2. Wrote letters to parents on special instruction.
3. Made announcements at daily student assembly.
4. Gave report to students on basketball tournament.
5. Made announcements to music students assembly concerning music instrument rentals.

E. Discussing:

1. Discussed fair projects at teachers meeting.
2. Discussed problems pertaining to instruction at teachers meeting.
3. Conference with elementary principal--discussed supervision in elementary school.

F. Participating:

1. Teacher meeting.

G. Clerking:

1. Checked ANB (Average Number Belonging).
2. Prepared transportation reports.
4. Unpacked instructional equipment.
5. Wrote letters requesting transcripts for two new students.
6. Audited and banked lunch and student activity fund.
7. Typed summary of music account.
8. Collected and recorded lunch money.

H. Scheduling:

1. Rearranged class schedule.
2. Prepared schedule for basketball games.
3. Prepared schedule for substitute teacher.

I. Inspecting:
1. Checked movie projector.
2. Inspected school annual.
3. Inspected lunch room supplies.
4. Inspected buses.

J. Purchasing:
1. Purchased lunch supplies.
2. Ordered supplies for graduation.
3. Ordered class supplies for Home Economics.
4. Purchased bus tires.
5. Salesman for instructional supplies called--no sale.
6. Purchased instructional supplies from a salesman.
7. Ordered instructional supplies by letter.

K. Observing:
1. Observed student assembly.
2. Observed loading of buses.
3. Attended basketball tournament.
4. Observed lunch period.
5. Observed and assisted giving of "tick" inoculations.
6. Observed class for special student.
7. Visited teachers' classrooms.
8. Attended school play.

L. Teaching:
1. Taught classes.
2. Supervised study halls.
3. Assisted student with class problems.
4. Taught a class as a substitute teacher.
5. Prepared lesson for class.

M. Reading mail:
1. Read the mail.
2. Distributed teachers' mail.

V. Plant and Facilities.
A. Planning:
1. Planned maintenance program for the janitor.

B. Discussing:
1. Conference with janitor on maintenance problems.

C. Directing:
1. Directed students on the care and use of washrooms.
2. Directed janitor on maintenance of washrooms.

D. Inspecting:
1. Inspected sewage disposal system.
2. Inspected building and facilities.

E. Purchasing:
1. Purchased janitor's supplies from salesman.
2. Checked catalogue for cost of maintenance supplies.
3. Ordered fuel for heating plant.

F. Clerking:
1. Made inventory of chairs and desks.
2. Audited bills for janitor's supplies and fuel.

VI. Community Relations.

A. Visiting:
1. Patron visited school.
2. Former student visited school.

B. Participating:
1. Attended Grange meeting.
2. Attended Lions Club meeting.
3. Attended Church Board meeting.
4. Attended P.T.A. meeting.
5. Attended Ravalli County Improvement Association meeting.

C. Advising:
1. Advised P.T.A. group on procedures for pupil insurance.
2. Advised religious group on news article for school paper.
3. Advised welfare representative in respect to a local case.

D. Discussing:
1. Conference with Sportsman Club member on a scholarship.
2. Conference with the P.T.A. president on a P.T.A. meeting.
3. Discussed poster contest with American Legion Auxiliary member.

E. Leading:
1. Attended Cub Scout meeting—Scout Master.

F. Reporting:
1. Prepared news article for newspaper.
2. Wrote letters to parents explaining closing of school due to flu epidemic.
3. Gave report to Ravalli County School Association on school finance.

G. Teaching:
1. Taught adult class in First Aid.