

CONSULTATIVE SERVICES IN SOME KANSAS SCHOOLS

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CHAPTER I
INTRODUCTION

Related Studies

A search of the literature pertaining to the use of consultative services revealed that relatively few such studies had been made. Even though the work of consultants is considered an important activity in many fields, it seems that very little is known about consultative services in the areas of school administration. Most writers of educational literature merely mentioned the fact that consultants were used to assist the administration and teaching personnel with their problems.

Savage, Assistant Director of CPEA, Midwest Administration Center, University of Chicago, conducted a study in 1952, in an effort to point to several suggestions that would enable administrators to gain the maximum help from consultants.¹ The Administration Center joined with administrators, state departments of education, colleges, and universities to seek answers to the questions listed below:

1. Specifically, what is consultative service in educational administration?

1 Savage, William W., and Others, "Educational Consultants and Their Work in Midwestern State Departments of Education," Midwest Administration Center, University of Chicago, 1952.

2. What is the proper role of state departments of education, colleges, universities, and county superintendents in the provision of consultative service?
3. What specific consultative services do administrators need?
4. How well are administrators' needs for service being met?
5. What services are available to administrators about which they are ignorant or which they fail to utilize? Why do such situations exist?
6. What must administrators and their staffs know about consultative service to use it effectively?
7. What must consultants know about consultative service in order to provide it more effectively?
8. What are the causes of effective and ineffective consultations?

This study placed most of its emphasis on those services rendered by state departments of education and institutions of higher learning, due to the fact that these agencies were the major sources of help from outside the local school systems.

The study conducted by Savage and others suggested that administrators be certain that they are ready for help before they seek it. Administrators are urged not to seek the assistance of a consultant until they have a sense of direction and an understanding of why they need help. The study showed that the consultants in twelve midwestern state

departments of education placed great emphasis on this point. Seventy-three per cent of them said that an administrator should review with his staff the development of his program before calling in a consultant. Seventy per cent said that a necessary part of the administrator's planning for the use of consultative service was that of determining "objectives and purposes of programs or problems to be discussed before the consultant was selected."

A consultant qualified to help the administrator and his staff should be sought. The problem or plan on which the administrator is working will often determine the consultant. In order to do this it is very necessary to become acquainted with the specific types of consultative services provided by the state department of education and colleges and universities. In this study mentioned, 200 consultants in the twelve state departments of education listed twenty-six areas of education in which they had been called upon to give assistance. This study also indicated that in some state departments of education and universities, consultants were assigned to give assistance to school systems by a superior who made such assignments after requests were received.

This study also indicated that the administrator and his staff should allow time for the consultant to be present and prepared when needed. They should prepare their

work sufficiently in advance so a consultant might be engaged several weeks prior to the time he was needed. In addition to sufficient time for the consultant's visit, the administrator should avoid generalities in requesting the help of a consultant. Prior to his visit, the consultant needs specific information about the school system seeking help, the plan or problem to be attacked, a description of what has been done so far, and the service which he is to render. The consultant should be informed about what the administrator wants and how such services are to be used. The consultant could then determine whether or not he might meet the needs of a school system. Seventy per cent of the consultants who participated in the study conducted by the Midwest Research Center said that the above step was a necessary part of an administrator's planning. In planning with the consultant, the administrator should give information about the activities he believes should be carried on and then should set aside sufficient time for his visit.

Savage, in his study, stressed the fact that the services of the consultant should be evaluated by the administrator and his staff in an effort to make future services more valuable. It was also pointed out by this same study that the administrator and his staff should move forward after the consultant's visit and should ask himself,

"What did the consultant's work with my school system indicate should be done next?" and "How will I do this?"

Savage's study also gave these precautions for using consultants:

1. Speeches alone are not consultative services.
2. When the basic problem of a school system is friction between the superintendent and the school board, or between the superintendent and the principals or teaching staff, consultative service is likely to be ineffective in dealing with most aspects of the school program.

Fifty-four per cent of the state departments of education consultants cited in this Midwestern Research Center study reported that the reasons for their failure and ineffectiveness in their visits to school systems were in the field of human relations. Nearly a third of these same consultants listed "a stable, informed, unprejudiced local administrative leadership" as a factor that made their work in schools easier.

Ferneau, in 1953, conducted a study to determine the effectiveness of the services of consultants.² This study was designed to determine the three different types of staff members of state departments of education working

2 Ferneau, Elmer I., "Role-Expectation in Consultation," Unpublished Doctor's Dissertation, Department of Education, University of Chicago, 1954.

with local school administrators. In this study one hundred ninety-two case studies, collected by the Midwest Research Center in an earlier survey of consultative services rendered by state departments of education, were analyzed to see if the attitudes and behavior reported in them exhibited patterns. Three patterns were isolated and found to be representative of the types of staff members of state departments of education who worked with local school administrators. The types of consultants located through this procedure were:

1. The "expert": He directs his efforts at arriving at the "right" answer for the particular problem in the specific situation. He sees the "right" answers as those based on absolute principles. He believes that when the "right" answer is known by one or more parties, the best use of resources is to make the answer explicit. He then implements action to achieve the desired solution at the earliest possible moment.
2. The "resource person": He directs his efforts toward providing an abundance of information so that persons in the situation can have a choice of a wide range of alternate solutions to the problem. He encourages the persons to make whatever selection they wish to make. This necessitates that he possess a wide range of experiences upon which to draw.
3. The "process person": He directs his efforts toward developing a method of working with all persons concerned which will bring about behavior changes, and these changes will enable persons to solve their own problems. At the same time he hopes to establish the behavioral

changes firmly enough so that all persons will be more competent to handle similar situations in the future.

Once these three types were located, the case studies mentioned in this study were examined again to determine whether or not there was any difference in the success of the consultation in which they were involved. None was found; one type appeared to have been as successful as the other. With this fact established, it was possible in this same study to proceed with a test of the hypothesis that consultative service is ineffective if the administrator and the consultant involved in a consultation fail to perform their functions in a manner that each expects of the other.

Ferneau's study³ offered the following suggestions and guidance for administrators:

1. In seeking the services of consultants to assist them with curricular problems, administrators should attempt to obtain the help of consultants who operate in a manner in which they expect consultants to operate.
2. Before accepting an invitation to provide service, a consultant should attempt to determine whether or not he tends to operate in the manner that the administrator requesting the help expects him to operate.

3 Ferneau, op. cit.

3. The consultant and the administrator both need to realize that any of the three approaches used by the consultant can be effective, provided it is in accord with what the administrator expects. There was no evidence found in the study that any one of the three types of consultants found was more successful than the other.

During 1951, a study was made by the Midwest Research Center, under the direction of Earl E. Mosier, regarding consultative services rendered to local school districts by faculty members of nine major colleges and universities.⁴ These faculty members were interviewed concerning the services rendered by them to local school districts.

A general finding of this study revealed that there was usually little or no coordination of such services within or among the institutions which provided assistance to schools. Furthermore, little or no formal coordination existed between these institutions and other agencies serving local school systems.

The Colorado Statewide Commission on Teacher Education, in its Final Report to the Colorado Education Association in 1945, submitted the following suggestions for the ways a consultant could best serve the schools of the

⁴ Mosier, Earl E., "Survey of Consultative Service of the Faculty Members of Nine Midwest Colleges and Universities," Midwest Research Center, 1951.

state after studying their problem thoroughly.⁵

1. Acting as a resource leader for a day's conference of representatives of the region on ways of promoting school-community relationships.
2. Addressing faculties of colleges and universities concerning the need for a vital and significant social education for teachers.
3. Discussing with faculties of individual schools or school systems the place of community-school projects in the curriculum.
4. Sitting down with the planning group of the center and making suggestions relative to the improvement of activities already underway.
5. Sharing with a group, large or small, his own experiences.
6. Suggesting the general direction which a given school might follow in future planning.

A part of Faunce's study of the core program in certain Michigan secondary schools from 1937 to 1946 was devoted to the evaluation of the consultative services used in the eight schools studied over an eight-year period.⁶ Even though a great number of consultants worked in the

5 "Final Report, Colorado Statewide Commission on Teacher Education to Colorado Education Association." (Mimeographed Bulletin), Ch. 3, 1945.

6 Faunce, Roland C., "An Examination and Analysis of Core Programs in Certain Michigan Secondary Schools from 1937 to 1946," Unpublished Doctoral Dissertation, East Lansing, Michigan State College, 1947, p. 112.

eight schools over the eight-year period, only twelve of them were rated by teachers as being exceptionally helpful. In making an analysis of the functions that the consultants performed, the teachers listed the following types of consultant service in order of frequency:⁷

1. Planning with teachers at local pre-school conferences.
2. Planning with one or more teachers during the school year.
3. Planning with teachers during summer workshops and week-end conferences.
4. Conferring with administrators.
5. Conferring with parents in the community.
6. Aiding in extending knowledge of new materials and teaching aids.
7. Publishing materials produced by local teachers.
8. Leading conferences of teachers and administrators.
9. Informal contacts with one or more teachers in planning situations.
10. Administering testing services.

The Michigan Consultants' Conference in 1944 arrived at the following conclusions regarding the role of a consultant:⁸

7 Ibid.

8 "Summary of the Michigan Consultants' Conference," Michigan Secondary Curriculum Study at St. Mary's Lake Camp, 1944.

1. The consultant should start with a faculty, school, and community where they are; he should know the local problems, personal and professional; he should establish and maintain friendly personal relationships.
2. Continued contact and follow-up are important.
3. The consultant should help teachers become aware of community resources, exploring opportunities for participation by lay individuals and organizations such as community councils, and developing techniques for teacher participation in community life.
4. The consultant can stimulate realization of need; he can help local faculties become aware of other resources for consultant aid and of methods of securing their services.

The Michigan study⁹ also revealed these certain barriers to effective consultative services:

1. The consultant may become a scapegoat for factions in local faculties.
2. There may be a lack of school financial ability to secure consultative services.
3. The consultant may become typed as a "checker," an appraiser, or a specialist.
4. The consultant may try to move a faculty more rapidly than its state of readiness permits.
5. The consultant may be unaware of need and of local problems.

The Kansas Council for the Improvement of School Administration in 1953 conducted a study of Consultative

9 Ibid.

Services for Kansas School Administrators. This study evolved around consultative services available in six participating colleges in the State of Kansas who offered programs in educational administration leading at least to a master's degree in this same field.¹⁰ No attempt was made to list the consultative services from the Kansas State Department of Public Instruction, The League of Kansas Municipalities, the County Superintendent, and other similar organizations.

A committee of the Council sent a letter to the head of the education department in each of the colleges studied asking him to outline the consultative services available through his institution. All expressed a willingness to help in all of the areas suggested by the committee.

The bulletin (See Appendix, page 128), published by the Council and sent to all Kansas school superintendents, outlined a limited list of services with suggestions as to the effective use of these services after a consultant was engaged. Available services listed were:

1. Building and grounds: planning, construction, or improving school buildings or grounds.
2. Curriculum planning or revision, and instruction.

¹⁰ The Kansas Council for the Improvement of School Administration, "Consultative Services for Kansas School Administrators," The Council, Topeka, 1953, pp. 1-12.

- a. Curriculum patterns
 - b. Summer school programs
 - c. Adult education
 - d. Art
 - e. Business or commercial
 - f. Distributive education
 - g. Diversified occupations
 - h. English
 - i. Health, physical education, and recreation
 - j. Home economics
 - k. Industrial arts
 - l. Language arts
 - m. Mathematics
 - n. Music
 - o. Reading
 - p. Social studies
 - q. Science
 - r. Trades
 - s. Vocational agriculture
3. Evaluation of total school program.
 4. Evaluation of pupil progress.
 5. Exceptional children.
 6. Finance.
 7. Financial aid.
 8. Guidance and testing.
 9. Instructional materials.
 10. Legal.
 11. Library services.
 12. Motivation of staff: How the administrator can stimulate his staff to study its problems and take action.
 13. Personnel problems other than certification, recruitment, and selection of teachers.
 14. Public relations.
 15. Pupil organization.
 16. Records and record keeping.

17. Use of community resources.
18. School boards: Their organization, responsibilities, activities; the administrator's relationship to them.
19. School district reorganization.
20. School lunch program.
21. Teacher certification.
22. Teacher recruitment.
23. Teacher selection and placement.
24. Transportation.

The Council also devoted a portion of its bulletin to some suggestions for gaining the maximum help from consultants as outlined by the Midwest Administration Center under the direction of Dr. William Savage.¹¹

It has been stated previously in this chapter that too little is known about the effective use of consultative services. Administrators of school systems have not yet begun to make the most use of the consultative help that exists for them. The state department of education, colleges and universities, and other sources of assistance have not been used to their utmost. They can render the administrator and his staff, along with the board of education, a great deal of help. It is hoped that the following pages of this study may point out such possibilities.

¹¹ Savage, op. cit., pp. 1-5.

Importance of Consultative Services

The school administrator in schools today is charged with innumerable tasks. He has numerous problems to solve and many plans to make. These problems may cut across many areas of specialization making it necessary for the school administrator to seek help with them. This does not mean that the administrator is trying to find others to do his work for him. It does mean, however, that he is trying to do a more thorough job by using every consultative resource available to him. The successful administrator must realize that he cannot maintain a high level of educational leadership if he places himself above all others by believing that he has all of the answers to all of the problems.

The use of consultative services by school systems has been given too little attention. This is particularly true since so many services of "outside" consultants are available but are not being utilized fully by present day school administrators. The whole matter of use of experts from outside the school awaits extensive development.¹²

Several agencies within the State of Kansas are prepared and willing to render consultative help to schools.

¹² Miel, Alice, Changing the Curriculum, D. Appleton-Century Company, New York, 1946, p. 130.

Some of the agencies which can be called upon for help are: (1) State Department of Public Instruction, (2) State colleges and universities, (3) Private and municipal colleges or universities, (4) State governmental agencies, (5) County Superintendents of Schools, and (6) Publishing companies.

In addition to outside consultative help, the administrator should not overlook the source of help which is available within his own school staff and among lay citizens within the school community.

Toy¹³ stated that team work was more effective than individual work. Individuals working together were more effective than isolated groups working alone. A larger number of individuals brings to a group not only different points of view but diverse talents and a variety of expert knowledge. The basis of effective action must be study. A group can collect and disseminate more information than could an equal number of individuals, each covering the same ground. Since the school staff is certain to be an important source of information, a well organized group can save the teachers and administrators a great deal of time by asking the same question just once.

Every community includes an infinite variety of talents, skills, abilities, and expert knowledge.

13 Toy, Henry, Jr., "Planning Curriculum with Citizens," The School Executive, November, 1954, pp. 19-21.

Experience shows that if sound principles are followed in utilizing these resources, results will be constructive. The door to citizen participation in planning the whole school program must remain open. In no other way can schools become what they should be--a true community enterprise.¹⁴

Miel¹⁵ states that schools have not begun to make use of the expertness that resides in various members of the community.

The role of an educational consultant is changing as more and more is learned about his services to schools. He is beginning to assume the role of a resource person for giving help to schools rather than an authoritative and a dominating person with all of the answers to a particular problem. He is rapidly becoming a participating member of discussion groups.

It was noted in making the present study that much educational literature refers to the consultant as an "expert" with definite answers to questions. It is the opinion of the writer that this idea is erroneous as no one person possesses all there is to know about a particular field. The so called "expert" may not always make the greatest contribution to a school system. The writer also

14 Ibid., Toy, p. 21.

15 Op. cit., Miel, p. 130.

feels that if a consultant comes to a school system with the idea of dictating or imposing his ideas upon others, the only result can be failure for the endeavors of all concerned. Successful consultants are good listeners and do not assume the role of an "expert."

Shane and Yauch,¹⁶ in their discussion of consultative service, state, "when an entire staff accepts responsibility for determining and directing children's educational experiences, anyone who can help the group or individuals in meeting this responsibility is considered a consultant pro tem and takes on the authority of merit. "Help," as used in the preceding sentence, does not imply dictation, and the entire group continuously retains the authority for deciding when tendered assistance is or is not helpful. They further state that consultative service may be performed by any individual in the educational family: supervisors, principals, teachers, lay citizens, and outside "experts" within a given field.

It has been stated previously that many problems are encountered by the superintendent in an effort to improve the administration of his school system and that a consultant can often assist him in dealing with these

¹⁶ Shane, Harold G., and Yauch, Wilbur A., Creative School Administration, New York, Henry Holt and Company, 1954, pp. 111-112.

problems. It is to be noted in the present study, however, that often the administrator felt the need for the services of a consultant, but rarely ever called upon one for help. (See Table XI, page 63.)

If consultative help is to become an integral part of the educational program of the school, the administrator and his staff should determine the most effective ways to utilize such help. The city of Battle Creek, Michigan, has developed some guiding principles regarding the effective use of consultants.¹⁷

1. It is believed that in general, speeches to large groups are effective only when the speaker is acquainted with local problems and able to present a point of view and proposals which apply locally.
2. Consultants, if wisely chosen, may be used effectively with respect to any administrative or instructional problem, but in general are individually most helpful in terms of a specific problem which they as specialists in the area are particularly fitted to solve.
3. Consultants are most helpful in two kinds of situations: (a) with an individual department, building, faculty, or other relatively homogeneous group with whose members the consultant can work in both individual and group conferences for several consecutive days, and (b) with a systemwide committee or other planning group with which the consultant can confer periodically.

¹⁷ Caswell, Hollis L. and Associates, Curriculum Improvement in Public School Systems, New York, Bureau of Publications, Teachers College, Columbia University, 1950, p. 142.

The administrator and his staff must determine when and how a consultant can be used. This question is often difficult to answer. Blaha, in his discussion of when and how a consultant can be used most effectively, makes the following suggestions.¹⁸

A consultant can be used most effectively:

1. When there is a need to evaluate a program to determine what the real problems are.
2. When the group wishes help in defining and limiting the problem.
3. When a problem might be better introduced by someone from outside.
4. When the group has exhausted its own resources.
5. When there is a need for progress evaluation.
6. When the group finds a need for specific and/or technical information.
7. When the group needs a "shot-in-the-arm" to maintain confidence in the value of further efforts.
8. When the group needs assistance in summing up and evaluating the work that has been accomplished.
9. When there is a need for assistance in determining the next steps to follow.

Consultative services can be used most effectively if:

¹⁸ Blaha, Marion J., "When and How a Consultant can be Used Most Effectively," Educational Leadership, Vol. X, (November, 1952), pp. 96-101.

1. There is a definite understanding and agreement by the group that a consultant is needed.
2. There is a definite understanding and agreement by the group as to why they need a consultant.
3. There is a definite recognition and statement of what is wanted.
4. There is agreement as to the framework and limitation within which the group must work.
5. There is agreement by the group as to the criteria for the selection of a consultant.
6. There has been proper clearance with all who may be concerned.
7. There is a resume prepared of all that has transpired to date.
8. There have been suggested procedures developed for consideration.
9. The consultant is given suggestions as to how the group feels he might function most effectively.
10. The consultant is given a complete review of the status of the group.
11. The consultant is provided with an orientation including all data concerning the school.
12. The consultant is provided with some suggestions as to a tentative schedule of meetings.
13. The group has made definite provision for his reception upon arrival and plans for his stay.
14. There has been adequate provision made for hospitality involving the consultant. Social courtesies add to his work.

15. The consultant is provided with some time between his arrival and the meetings scheduled to explore the situation.
16. The consultant is so treated that he has a feeling of really being wanted.
17. The consultant is used in such a manner that he feels he is a member of the group.

Since it is an accepted fact that consultative help is often needed by the administrator and his staff to assist them in providing a better educational program for all children, school districts must be willing to finance such services. Some consultants may come to a school system without charge, while others have set an established fee plus expenses, and still others may come to a school for their expenses only. Often it is advantageous for school districts to combine with other area schools in order to provide more consultative help. This may not be an ideal situation, but it may introduce the idea to some local school systems and in turn it may help such a community to recognize the benefits to be derived from consultative help.¹⁹

19 Northway, Ruth M., "The Rural Administrator Faces a Challenge," School Executive, Vol. 74, (April, 1955), pp. 52-53.

CHAPTER II

STATEMENT OF THE PROBLEM

The problem with which this study is concerned may be outlined as follows:

1. It is obvious that some type of consultative service is often needed by administrators to assist them in dealing with their many problems in such areas as (a) Curriculum, (b) Personnel problems, (c) Building needs, (d) Public relations--school-home-community, and (e) Finance. An attempt is made in this study to ascertain the extent which administrators in some Kansas schools felt the need for consultative help, and the extent to which such services have been used.
2. The administrator and his staff must effectively administer the services of a consultant when one has been called upon for help. As a result of this study, certain techniques and suggestions shall be developed to assist schools in administering consultative services.

The term "consultant" as applied to this study shall be considered as the resource person or persons called upon by a school system to render help of a general or specific nature by assisting the school personnel in solving various problems which may arise. The consultant is the person called upon from outside the school system and is not to be confused with the individual who is a full-time employee of the school district serving in a supervisory capacity and who assists the administrator and his staff directly with instructional or curricular problems.

Method of Procedure

Three types of public school systems are in operation in Kansas, namely, (1) First class city districts; (2) Second class city districts; and (3) Common school districts, which may comprise a third class city. A rural high school or a community high school may also be situated in a third class city.

Since this study was designed to examine consultative services in representative schools for the State of Kansas, the writer decided to include the first class city districts, the second class city districts, and the third class city or common school districts whose enrollment was at least one hundred. In addition to these districts it was felt that the County Superintendents of Schools should also be included in the study as they were responsible for administering the schools within their respective counties. (It is noted, however, in Table I, page 26, that only 13% of the county superintendents agreed to participate in the study.)

The procedure used to solicit participation in this study was to send mimeographed double postal cards¹ during the month of August, 1954, to all county superintendents of schools, all superintendents of schools in first and second class cities, and to selected superintendents or

1 See Appendix, p. 124.

principals of schools in third class cities asking them if they would agree to complete a check sheet pertaining to the use of consultative services in their school. The Kansas Educational Directory² furnished the names of the superintendents and their school systems.

The chief administrative officer of the school district or county shall be known as the "superintendent" and shall be used throughout this study.

Space was provided on the request card for the superintendent to indicate if he would be willing to participate in the study. Requests for schools to participate in this study were sent to one hundred five county superintendents, twelve first class city superintendents, eighty-one second class city superintendents, and two hundred fifty third class or common school district superintendents.

The superintendents returning the request card which indicated their willingness to participate in the study were sent a printed check sheet³ along with a mimeographed letter pertaining to it.⁴ About seventy-five per cent of the check sheets were mailed during the week of

2 Kansas Educational Directory, 1953-54, State Department of Public Instruction, Adel F. Throckmorton, State Superintendent of Public Instruction, Topeka, Kansas.

3 See Appendix, p. 125.

4 See Appendix, p. 126.

September 5th to 11th, 1954. The remainder were sent as the request cards were received from the superintendents.

Table I shows an analysis of the request cards sent and received.

TABLE I
ANALYSIS OF REQUEST CARDS SENT AND RECEIVED

Respondent	No. of Request Cards Sent	No. Agreeing to Complete the Check Sheet	Per Cent Agreeing to Complete the Check Sheet
County Supt.	105	14	13
First Class City Supt.	12	8	67
Second Class City Supt.	81	45	56
Third Class City Supt.	250	164	66

It is noted that a small percentage of the county superintendents agreed to complete the check sheet. This is probably due to the poor timing in mailing the request card asking them to participate. No doubt many of these superintendents were busy with county institutes during this period. On the other hand, it may be that the feelings expressed by the remarks of the county superintendents quoted below may apply to many offices of the county superintendent.

Consultants as a whole--and we have seen quite a few during the last few years--are quite arrogant. Being from a big institution they are out in the "sticks" here and use very little diplomacy. Others deal in doubles--sweet words to your face, but what they put on paper is a horse of another color. They never try to reach unanimity like a group of doctors on a consultative case. Each one wants to be the "big it." We have to use consultants occasionally for front for our programs--that is if they agree. Consultants do not have much faith in the public. We need 'em, but I reserve the right to cuss 'em.

Another county superintendent expressed, "The problems of the county superintendent are of such a nature that he does not need the services of a consultant."

Still another county superintendent remarked, "I am unable to fill out the 'check sheet' as nothing is being done in the way of consultative services in my county."

The completed check sheets seemed to be very slow in being returned to the writer. It was his presumption that this is often the case for check sheets and questionnaires. A second mimeographed letter⁵ was mailed to the superintendents who had agreed to fill out the check sheet, asking them to complete and return it before October 15, 1954. The check sheets received after this date were not included in this study.

⁵ See Appendix, p. 127.

The check sheet which was sent to the superintendents was printed on nine by twelve paper and folded into an eight-page booklet. The booklets were numbered consecutively in order that identification would be easier. The number of the booklet was placed in the educational directory beside the name of the superintendent to whom it was sent. This procedure made it easier to determine which superintendents did not return the completed check sheets.

The check sheet was composed of three parts. Part I asked for descriptive data on each school system being studied. In addition to listing the types of school organization, enrollment, and number of teachers employed, space was provided for the superintendent to check the number of administrative assistants employed and to state whether or not they had any teaching responsibilities.

It is noted in Table II that the 8-4 plan of organization prevailed in most of the second and third class cities which responded in the study. The 6-3-3 plan, commonly known as the junior high school plan, existed in the first class cities. Although more than one type of school may be under the jurisdiction of the county superintendent, he reported only as maintaining the 8-4 plan of organization.

TABLE II
 TYPES OF SCHOOL ORGANIZATIONAL PLANS
 INCLUDED IN THE STUDY

Type of School District	Types of School Organizations			
	8-4	6-6	6-3-3	6-2-4
First Class Cities	1	2	5	0
Second Class Cities	22	8	12	3
Third Class Cities	145	17	2	0
County Supt.	14	0	0	0
Total	182	27	17	3

Part II of the check sheet contained a partial list of problems encountered by school superintendents in an effort to improve the administration of their school systems. These five administrative areas were included:

1. Curriculum problems
2. Personnel problems
3. Building needs
4. Public relations - school-home-community
5. Finance

Each of these areas was divided into several problems which often confront the superintendent. Space was provided in this part of the check sheet for the superintendent to indicate if he felt the need for some

type of consultative service and whether or not a consultant had been used in his school system.

Most superintendents indicated that they had often felt the need for the services of a consultant but had seldom called upon one for consultation. (See Table XI, page 63.)

Part III dealt with the administration of consultative services. Each participating school was asked to indicate the number of times such service had been used during a three year period. (See Table XII, page 65.) This part also contained twenty-four pertinent questions dealing with the use and administration of consultative services.

These questions listed three or four techniques which could be used by the superintendent. In turn, the superintendent was asked to check the techniques which most nearly fit his present practices and those he felt should be valuable to him. Space was also left for the superintendent to list any other practices used by him. Very few additional practices were listed by the superintendents.

The mimeographed letter⁶ which was mailed to the superintendent with the check sheet thanked him for helping with the study and assured him that neither his name nor the name of his school system would appear in the published report of this study. He was also given the opportunity to

⁶ See Appendix, p. 126.

indicate if he desired a copy of a summary of the study, and to make any remarks pertaining to any part of the check sheet. (See page 111 for a listing of these remarks.)

Another part of the letter explained that the study was being done to partially meet the requirements for the degree of Doctor of Education at the University of Kansas. A self-addressed stamped envelope was enclosed for the superintendent's convenience in returning the check sheet.

A tabulation of responses to items in the check sheet was made and the results are presented in Chapter III of this study.

Sources of Data

In general the superintendent, his staff, and the board of education for his school district, can make good use of consultative services when they need advice and guidance in the solution to a problem. It is indicated throughout this study that the superintendents were aware that such services were needed but many had not engaged a consultant to help with their problem. The superintendent, in many cases, is qualified to organize and analyze facts for problem solving, but his board of education should not expect him to spend unnecessary long hours in such work. If he does this, his regular administrative duties would likely suffer.

Sources of data for this study included information received from eight first class city superintendents, forty-five second class city superintendents, one hundred sixty-four third class city superintendents, and fourteen county superintendents, in the State of Kansas. It is hoped that this sampling of Kansas schools will provide adequate information for determining the status of consultative service in this state, whereby consultants themselves will profit and that administrators will receive some suggestions for administering these services.

It is noted in Table I, page 26, that the percentage of check sheets returned by the various superintendents was small. It is the opinion of the writer that the data procured may or may not represent the true status of consultative services used in Kansas schools. It also may or may not be the case that the schools which did return the check sheets were the ones that utilized consultative services, and the ones which did not return them had never used a consultant enough to warrant the completion of the check sheet sent to them.

CHAPTER III
PRESENTATION OF DATA

The data presented in this chapter were obtained from the check sheets returned by fourteen county superintendents, eight first class city superintendents, forty-five second class city superintendents, and one hundred sixty-four superintendents of third class cities. These data will appear in the order in which the various items appeared on the check sheet.

Part I of the Check Sheet

The superintendent of schools has many responsibilities other than merely being the executive officer for his board of education. It is impossible in the realm of this study to outline all of these innumerable duties and responsibilities.

Marchus, Sando, and DeFraga, in their bulletin, "Mr. Superintendent, How Do You Do?", outline fully the job analysis of the superintendent of schools.¹ Basically, this bulletin is a listing of the responsibilities associated with the position and offers suggested ways to meet these responsibilities. It also places emphasis upon the

¹ Marchus, Floyd I., Rudolph F. Sando, and Harold J. DeFraga, "Mr. Superintendent, How Do You Do?", Sandemark Enterprises, Martinez, California, 1954.

techniques and the procedures by which the superintendent may build an administrative organization for the operation of the schools under his jurisdiction.

It is important that the superintendent be provided with adequate administrative assistants to help him further the educational program of his school system. Since he is the professional head of his school system, he is responsible for the development and maintenance of an educational program and an organization necessary to efficiently carry it out. In order to do this he must delegate to his assistants, duties and responsibilities which they are capable of assuming.

Table III, page 35, gives a picture of the administrative assistants utilized by the superintendents who reported in this study.

All of the eight first class cities which reported had a principal for each elementary school building, and for each high school building. All except three cities of the second class had a principal for each elementary building. More than two-thirds of these same second class cities had a principal for each high school building. A little more than one-half of the third class city school systems had a principal for each elementary building, and less than one-fourth of these same schools had a principal for each high school. It was also noted in Table III that

TABLE III

NUMBER OF ADMINISTRATIVE ASSISTANTS FOR SUPERINTENDENTS
OF FIRST, SECOND, AND THIRD CLASS CITIES

Administrative Assistants	First Class Cities (18)	Second Class Cities (45)	Third Class Cities (164)
A principal for each elementary school building.	8	42	89
A principal for each high school building.	8	33	37
A principal who jointly administers the high school and the elementary school.	0	0	9
A superintendent who performs the duties of a principal in addition to his other duties	0	10	92
A supervisor for the elementary schools.	5	7	3
A supervisor for the secondary schools.	1	0	1
A supervisor for department or subject fields.	5	4	0

more than one-half of the third class city superintendents and approximately one-fourth of the second class city superintendents performed the duties of the principal in addition to their other duties. This practice did not prevail at all in the first class city school systems.

It was found that there were no cases where the principal jointly administered the elementary school and the

high school in the first and second class cities and only nine of the third class cities employed this practice.

The responsibilities of the principal have been emphasized by Kyte.² He stated that the principal serves as executive head of the particular school building within a school system. As such, he is supervisor, coordinator, and educational appraiser. Since his most important work is the improvement of teaching in his school, his dominant function is supervision. He makes his major contribution to the efficient growth of the pupils enrolled in his school where he devotes most of his time, thought, and energy to the supervisory activities which aid the teachers in increasing their professional efficiency. He also develops a sound educational program, serves as the professional leader of the personnel, maintains a constructive program of public relations, and evaluates scientifically his own work and that of all others in his school.

The "supervisor" has an important function to perform acting in an advisory capacity to teachers, principals, and the superintendent. As noted in Table III, page 35, such a person was engaged most frequently in the first class city systems.

² Kyte, George C., The Principal at Work, Ginn and Company, New York, 1952, pp. 3-14.

It has been stated in the preceding paragraphs that the principal is a key person in any school system and that he has a definite role to perform in the improvement of instruction. Even though this is the case, he often teaches classes in addition to his administrative duties.

Table IV indicated that the high school principals of schools in first and second class cities did not have full-time teaching duties; however, twenty-five principals in the 164 third class cities reporting, taught full time. It is also noted in Table IV that it was quite a common practice for principals of high schools to teach part time, particularly in second and third class cities. All except one of the first class cities reported that their high-school principals were not assigned any teaching duties. Approximately one-half of the second class city high school principals were not assigned any teaching duties. On the other hand, relatively few of the third class city high school principals were not assigned any teaching duties.

Table V, page 38, showed that the teaching duties of the elementary school principals are greater than those of the high school principals. It was noted that it was quite common for the elementary school principal to be assigned either part or full-time teaching duties.

TABLE IV
TEACHING DUTIES OF HIGH SCHOOL PRINCIPALS OF
FIRST, SECOND, AND THIRD CLASS CITY DISTRICTS

Teaching Duties	First Class Cities	Second Class Cities	Third Class Cities
Full-time teaching duties	0	0	25
Part-time teaching duties	1	24	130
No teaching assignment	7	21	9

TABLE V
TEACHING DUTIES OF ELEMENTARY SCHOOL PRINCIPALS
OF FIRST, SECOND, AND THIRD CLASS CITY DISTRICTS

Teaching Duties	First Class Cities	Second Class Cities	Third Class Cities
Full-time teaching duties	1	20	80
Part-time teaching duties	6	22	69
No teaching assignment	1	3	15

None of the administrative personnel should be burdened with routine clerical duties which a school secretary can perform.

Table VI, page 39, shows the extent of secretarial help provided in the first, second, and third class city school systems.

TABLE VI
SECRETARIAL ASSISTANTS FOR ADMINISTRATIVE OFFICES

Secretarial Assistants	First Class Cities	Second Class Cities	Third Class Cities
Central Administrative office	8	42	74
Elementary school office	4	7	11
High School office	8	25	31

All of the first class city school systems employed secretarial help for the central administrative office, and all except three of the second class cities followed the same practice. Less than one-half of the third class city schools provided secretarial help for the central administrative office. It was noted in this same table that very few of the elementary schools were provided with secretarial help, while the high schools, in all the first class cities, did have secretarial help, and more than half of the second class city schools provided the same service. Very little secretarial assistance was utilized in the third class city schools.

It should be noted that items 2 through 8 of Part I of the check sheet sent to superintendents were not completed in enough detail by the fourteen county superintendents to be included in this study.

Part II of the Check Sheet

Part II of the check sheet used in this study dealt with a list of problems encountered by school superintendents in an effort to improve the administration of their school systems. The participants were asked to indicate whether or not they had felt a need for using a consultant in the administrative areas listed below and appearing on the check sheet:

1. Curriculum Problems:
 - a. Making a study of the present curriculum
 - b. Planning a curriculum revision program
 - c. Providing for education of exceptional children
 - d. Developing a testing program
 - e. Improving child progress reports to parents
2. Personnel Problems:
 - a. Recruitment, selection, and placement of teachers
 - b. In-service training programs
 - c. Staff organization and morale
 - d. Salary schedule and sick-leave policies
3. Building Needs:
 - a. Determining the adequacy of existing school facilities
 - b. Planning future building needs
 - c. Conducting a bond election
 - d. Securing Federal assistance for a building program
 - e. Maintenance and operation of the school plant
4. Public Relations - School-Home-Community:
 - a. Interpreting the school program through the press, radio, etc.

- b. Making annual reports to the community
- c. Publishing handbooks for teachers, students, and parents

5. Finance:

- a. Obtaining and using State and Federal aid
- b. Planning and establishing an effective insurance program
- c. Setting up a system of financial records to be kept
- d. Making preliminary budget estimates and recommendations
- e. Purchasing practices

Table VII, page 42, showed the number of responses by the county superintendents as to whether they had felt a need for some type of consultative services and whether or not they had used consultants to assist them with their problems.

Although the items listed under "Curriculum Problems" were not all-inclusive, no others were listed by the county superintendents. These superintendents reporting felt that they needed consultative services most with (a) making a study of the present curriculum, (b) providing for education of exceptional children, and (c) improving child progress reports to parents. It is interesting to note that although they had felt the need for a consultant to assist them in these areas, only about one-third had ever used consultative help.

In the area of "Building Needs" more than one-half of the county superintendents felt the greatest need for

TABLE VII

Number of County Superintendents Who Checked "Yes" or "No" as to Whether They Had a Felt Need for the Services of a Consultant or if They Had Used Such Services

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
1. Curriculum Problems					
(a) Making a study of the present curriculum	14	10	4	5	9
(b) Planning a curriculum revision program	14	8	6	4	10
(c) Providing for education of exceptional children	14	12	2	3	11
(d) Developing a testing program	14	8	6	5	9
(e) Improving child progress reports to parents	14	10	4	3	11
2. Personnel Problems					
(a) Recruitment, selection, and placement of teachers	14	7	7	0	14
(b) In-service training programs	14	11	3	5	9
(c) Staff organization and morale	14	8	6	4	10
(d) Salary schedule and sick-leave policies	14	10	4	3	11

TABLE VII (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
3. Building Needs					
(a) Determining the adequacy of existing school facilities	14	8	6	8	6
(b) Planning future building needs	14	9	5	2	12
(c) Conducting a bond election	14	8	6	6	8
(d) Securing Federal assistance for a building program	14	7	7	3	11
(e) Maintenance and operation of the school plant	14	7	7	4	10
4. Public Relations--School - Home - Community					
(a) Interpreting the school program through the press, radio, etc.	14	10	4	2	12
(b) Making annual reports to the community	14	12	2	1	13
(c) Publishing handbooks for teachers, students, and parents	14	8	6	2	12

TABLE VII (Cont'd.)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
5. Finance					
(a) Obtaining and using State and Federal Aid	14	9	5	5	9
(b) Planning and establishing an effective insurance program	14	7	7	5	9
(c) Setting up a system of financial records to be kept	14	6	8	2	12
(d) Making preliminary budget estimates and recommendations	14	9	5	3	11
(e) Purchasing practices	14	8	6	3	11

consultative help with problems involving (a) determining the adequacy of existing building facilities, along with planning future building needs, and (b) conducting a bond election. One-half of them also felt that they needed help with (a) securing Federal assistance for a building program, and (b) maintenance and operation of the school plant. It is indicated that consultative help was used most with the problem of determining the adequacy of existing school facilities.

The administrative area of "Public Relations" seemed to be of great importance to county superintendents, as most of them expressed a felt need for consultative help with this area. These superintendents indicated that they had felt a need for consultative help on thirty occasions, but had only used a consultant five times.

The county superintendents felt that they needed help the most times with such financial problems as (a) obtaining and using State and Federal aid, (b) making preliminary budget estimates and recommendations, and (c) purchasing practices. About one-fourth of them expressed that they had used a consultant to help them with these problems.

It is easy for the reader of this report to see that the county superintendents had felt the need for a consultant to assist them and their teachers with many

problems, but had used consultative services only a relatively few times.

Table VIII, page 47, shows the number of times that first class city superintendents had felt the need for consultative help and the number of times that they had used this assistance. A majority of these superintendents had used consultative services in all of the areas listed under "Curriculum Problems," except the area of "Developing a testing program."

It is shown by Section 2, of Table VIII, that first class city superintendents had felt little need for consultative assistance with personnel problems except with in-service training programs for their staffs; consequently, consultants were used only a few times to assist them with personnel problems. In the administrative area of "Building Needs," first class city superintendents felt the greatest need for a consultant's help with the problems of (a) determining the adequacy of existing building facilities, along with planning future building needs, and (b) conducting a bond election. If the need was felt, a consultant had been used in most of the cases except with the problem of conducting a bond election.

Sixteen first class city superintendents indicated they had felt a need for some type of help in the area of "Public Relations." A consultant was used only three times with these problems.

TABLE VIII

Number of First Class City Superintendents Who Checked "Yes" or "No" as to Whether They Had a Felt Need for the Services of a Consultant or if They Had Used Such Services

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
1. Curriculum Problems					
(a) Making a study of the present curriculum	8	7	1	7	1
(b) Planning a curriculum revision program	8	5	3	6	2
(c) Providing for education of exceptional children	8	6	2	6	2
(d) Developing a testing program	8	6	2	4	4
(e) Improving child progress reports to parents	8	6	2	7	1
2. Personnel Problems					
(a) Recruitment, selection, and placement of teachers	8	3	5	3	5
(b) In-service training program	8	5	3	5	3
(c) Staff organization and morale	8	2	6	3	5
(d) Salary schedule and sick-leave policies	8	3	5	2	6

TABLE VIII (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
3. Building Needs					
(a) Determining the adequacy of existing school facilities	8	7	1	6	2
(b) Planning future building needs	8	7	1	5	3
(c) Conducting a bond election	8	6	2	3	5
(d) Securing Federal Assistance for a building program	8	4	4	5	3
(e) Maintenance and operation of the school plant	8	4	4	2	6
4. Public Relations—School - Home - Community					
(a) Interpreting the school program through the press, radio, etc.	8	7	1	2	6
(b) Making annual reports to the community	8	4	4	0	8
(c) Publishing handbooks for teachers, students, and parents	8	5	3	1	7

TABLE VIII (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
5. Finance					
(a) Obtaining and using State and Federal aid	8	4	4	2	6
(b) Planning and establishing an effective insurance program	8	4	4	4	4
(c) Setting up a system of financial records to be kept	8	4	4	4	4
(d) Making preliminary budget estimates and recommendations	8	1	7	2	6
(e) Purchasing practices	8	1	7	1	7

One-half of the first class city respondents expressed they had felt the need for a consultant's help in dealing with such financial problems as (a) obtaining and using State and Federal aid, (b) planning and establishing an effective insurance program, and (c) setting up a system of financial records to be kept. The same superintendents had used a consultant an equal number of times excepting in the area of "Obtaining and using State and Federal aid." The first class city superintendents indicated that little, if any, help was needed with making budget estimates and recommendations, and with the development of purchasing practices.

A study of Table IX, page 51, will show the number of times second class city superintendents felt the need for consultative help and how many times they had used a consultant. These superintendents expressed that most help was needed with such "Curriculum Problems" as (a) making a study of the present curriculum, (b) planning a curriculum revision program, and (c) providing for education of exceptional children. A study of Section 1, of this same table, will also show that the second class city superintendents had felt a need for help with curriculum problems a total of 158 times, yet they had only used a consultant on 61 occasions.

TABLE IX

Number of Second Class City Superintendents Who Checked "Yes" or "No" as to Whether They Had a Felt Need for the Services of a Consultant or if They Had Used Such Services

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
1. Curriculum Problems					
(a) Making a study of the present curriculum	45	36	9	9	36
(b) Planning a curriculum revision program	45	31	14	9	36
(c) Providing for education of exceptional children	45	33	12	20	25
(d) Developing a testing program	45	30	15	10	35
(e) Improving child progress reports to parents	45	28	17	13	32
2. Personnel Problems					
(a) Recruitment, selection, and placement of teachers	45	20	25	6	39
(b) In-service training program	45	32	13	13	32
(c) Staff organization and morale	45	12	33	4	41
(d) Salary schedule and sick-leave policies	45	21	24	6	39

TABLE IX (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
3. Building Needs					
(a) Determining the adequacy of existing school facilities	45	30	15	24	21
(b) Planning future building needs	45	34	11	24	21
(c) Conducting a bond election	45	26	19	22	23
(d) Securing Federal assistance for a building program	45	12	33	2	43
(e) Maintenance and operation of the school plant	45	19	26	10	35
4. Public Relations—School — Home — Community					
(a) Interpreting the school program through the press, radio, etc.	45	29	16	6	39
(b) Making annual reports to the community	45	22	23	5	40
(c) Publishing handbooks for teachers, students, and parents	45	25	20	4	41

TABLE IX (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
5. Finance					
(a) Obtaining and using State and Federal aid	45	17	28	4	41
(b) Planning and establishing an effective insurance program	45	31	14	15	30
(c) Setting up a system of financial records to be kept	45	23	22	12	33
(d) Making preliminary budget estimates and recommendations	45	16	29	3	42
(e) Purchasing practices	45	17	28	7	38

Evidently "Personnel Problems" created little difficulty for second class city superintendents except in the area of "In-service training programs for teachers," where thirty-two out of forty-five respondents indicated they had felt a need for consultative help. Even though this number of superintendents had indicated a need for help, a consultant had only been used thirteen times.

One great problem facing many school systems at the present time is the need for additional school buildings to accommodate the steadily increasing enrollments. It is evident that the second class cities which reported in this study also were concerned with building needs. Approximately two-thirds of these schools expressed that they had felt a need for consultative help with such problems as (a) determining the adequacy of existing school facilities, along with planning future building needs, and (b) conducting a bond election. A consultant had been used to assist in each of the above areas in approximately one-half of the second class city schools.

It is indicated in Section 4, Table IX, that about one-half of the superintendents of second class cities were concerned with and had a felt need for the help of a consultant with such "Public Relations" problems as (a) interpreting the school program through the press, radio, etc., (b) making annual reports to the community,

and (c) publishing handbooks for teachers, students, and parents. These same superintendents expressed the need for consultative help seventy-six times, yet had used such only fifteen times. This would indicate that much help could be rendered to schools in the area of "Public Relations."

Table IX, page 53, Section 5, "Finance," shows that about two-thirds of second class city superintendents felt the need for help with "Planning and establishing an effective insurance program," yet only one-third had ever used the help of a consultant. This same section also indicated that approximately one-half had felt a need for help with "Setting up a system of financial records to be kept," yet less than one-third had utilized a consultant to assist them with this problem.

Table X, pages 56-58, showed the number of times that third class city superintendents had felt the need for consultative help and whether or not they had used this service. It is indicated by this table that most help was needed in the administrative area of "Curriculum Problems." (See Section 1, Table X.) All of the problems included in this section were checked by a majority of third class city superintendents as problems with which they needed most help. Even though the superintendents had indicated they needed consultative help with this entire area of curriculum problems, they had used such help in less than 20% of the cases when the need was felt.

TABLE X

Number of Third Class City Superintendents Who Checked "Yes" or "No" as to Whether They Had a Felt Need for the Services of a Consultant or if They Had Used Such Services

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
1. Curriculum Problems					
(a) Making a study of the present curriculum	164	120	44	27	137
(b) Planning a curriculum revision program	164	105	59	24	140
(c) Providing for education of exceptional children	164	102	62	30	134
(d) Developing a testing program	164	116	48	36	128
(e) Improving child progress reports to parents	164	90	74	30	144
2. Personnel Problems					
(a) Recruitment, selection, and placement of teachers	164	70	94	30	134
(b) In-service training program	164	104	60	26	138
(c) Staff organization and morale	164	62	102	12	152
(d) Salary schedule and sick-leave policies	164	90	74	20	144

TABLE X (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
3. Building Needs					
(a) Determining the adequacy of existing school facilities	164	90	74	40	124
(b) Planning future building needs	164	92	72	44	120
(c) Conducting a bond election	164	60	104	34	130
(d) Securing Federal assistance for building program	164	38	126	16	148
(e) Maintenance and operation of the school plant	164	44	120	20	144
4. Public Relations—School - Home - Community					
(a) Interpreting the school program through the press, radio, etc.	164	80	84	17	147
(b) Making annual reports to the community	164	78	86	12	152
(c) Publishing handbooks for teachers, students, and parents	164	84	80	20	144

TABLE X (Cont'd)

Administrative Problems	Number Reporting	Felt Need		Used Consultant	
		Yes	No	Yes	No
5. Finance					
(a) Obtaining and using State and Federal aid	164	76	88	36	128
(b) Planning and establishing an effective insurance program	164	90	74	43	121
(c) Setting up a system of financial records to be kept	164	70	94	24	140
(d) Making preliminary budget estimates and recommendations	164	66	98	20	144
(e) Purchasing practices	164	62	102	8	156

In the area of "Personnel Problems," the third class city superintendents reported that the most need for help was with "In-service training programs," and more than one-half had a need for help with "Salary schedule and sick-leave policies." Very few of these same superintendents had ever used a consultant to assist them.

In the area of "Building Needs," the third class city superintendents indicated that most consultative help was needed with "Determining the adequacy of existing school facilities along with planning future building needs," yet a small percentage of them had never used a consultant to help with these problems. It is interesting to note that this whole area of "Building Needs" did not present such a great problem for third class city superintendents as it did for the superintendents in the first and second class cities. It is the conviction of the writer that this is evidently due to the fact that more residential construction is being carried on in cities of the first and second class.

Approximately one-half of the third class city superintendents expressed that they felt a need for the help of a consultant in all of the "Public Relations" problems listed, but very few had ever used one. (See Section 4, Table X.)

In the area of "Finance" the third class city respondents indicated they had felt the most need for

assistance with "Planning and establishing an effective insurance program," but only about one-fourth of them had ever used a consultant.

The following summary of Tables VII, VIII, IX, and X gives the reader a list of the administrative problems with which at least one-half or more of the county superintendents and superintendents of first, second, and third class cities indicated that they needed the help of a consultant:

County Superintendents

1. Curriculum Problems:
 - a. Making a study of the present curriculum
 - b. Planning a curriculum revision program
 - c. Providing for education of exceptional children
 - d. Developing a testing program
 - e. Improving child progress reports to parents
2. Personnel Problems:
 - a. In-service training programs
 - b. Staff organization and morale
 - c. Salary schedule and sick leave policies
3. Building Needs:
 - a. Determining the adequacy of existing school facilities
 - b. Planning future building needs
 - c. Conducting a bond election
4. Public Relations - School-Home-Community:
 - a. Interpreting the school program through press, radio, etc.
 - b. Making annual reports to the community
 - c. Publishing handbooks for teachers, students, and parents.

5. Finance:

- a. Obtaining and using State and Federal aid
- b. Making preliminary budget estimates and recommendations
- c. Purchasing practices

First Class City Superintendents

1. Curriculum Problems:

- a. Making a study of the present curriculum
- b. Planning a curriculum revision program
- c. Providing for education of exceptional children
- d. Developing a testing program
- e. Improving child progress reports to parents

2. Personnel Problems:

- a. In-service training programs

3. Building Needs:

- a. Determining the adequacy of existing school facilities
- b. Planning future building needs
- c. Conducting a bond election
- d. Securing Federal assistance for a building program
- e. Maintenance and operation of the school plant

4. Public Relations - School-Home-Community:

- a. Interpreting the school program through the press, radio, etc.
- b. Making annual reports to the community
- c. Publishing handbooks for teachers, students, and parents

5. Finance:

- a. Obtaining and using State and Federal aid
- b. Planning and establishing an effective insurance program
- c. Setting up a system of financial records to be kept

Second Class City Superintendents

1. Curriculum Problems:
 - a. Making a study of the present curriculum
 - b. Planning a curriculum revision program
 - c. Providing for education of exceptional children
 - d. Developing a testing program
 - e. Improving child progress reports to parents
2. Personnel Problems:
 - a. In-service training programs
3. Building Needs:
 - a. Determining the adequacy of the existing school facilities
 - b. Planning future building needs
 - c. Conducting a bond election
4. Public Relations - School-Home-Community:
 - a. Interpreting the school program through the press, radio, etc.
 - b. Publishing handbooks for teachers, students, and parents
5. Finance:
 - a. Planning and establishing an effective insurance program
 - b. Setting up a system of financial records to be kept

Third Class City Superintendents

1. Curriculum Problems:
 - a. Making a study of the present curriculum
 - b. Planning a curriculum revision program
 - c. Providing for education of exceptional children
 - d. Developing a testing program
 - e. Improving child progress reports to parents
2. Personnel Problems:
 - a. In-service training programs
 - b. Salary schedule and sick-leave policies

3. Building Needs:
 - a. Determining the adequacy of existing building facilities
 - b. Planning future building needs
4. Public Relations - School-Home-Community:
 - a. Publishing handbooks for teachers, students, and parents
5. Finance:
 - a. Planning and establishing an effective insurance program

Table XI showed the total number of times that the need for consultants was felt and the number of times that one was used by all superintendents.

TABLE XI

TOTAL NUMBER OF TIMES THAT ALL SUPERINTENDENTS HAS A "FELT NEED" FOR CONSULTATIVE SERVICES, AND THE TOTAL NUMBER OF TIMES A CONSULTANT HAD BEEN USED WITH THE VARIOUS ADMINISTRATIVE AREAS

Administrative Problem	"Felt Need"	"Used Consultant"
Curriculum Problems	770	248
Personnel Problems	460	142
Building Needs	492	280
Public Relations - School-Home-Community	364	72
Finance	<u>522</u>	<u>203</u>
Total	2,608	945

Part III of the Check Sheet

The reader of this report should note that the consultative practices utilized by the participating school systems vary a great deal. This is quite natural, however, as the same technique will not always fit every local situation. One superintendent may experience success by following and using one practice, while another superintendent may experience complete failure.

Table XII, page 65, indicated the range in the number of times an outside consultant was used by the schools which participated in this study. The various schools were divided into classes according to enrollment and a tabulation was made of the number of times consultative services were used during the three-year period preceding this study.

In the 115 schools which had an enrollment of 100 to 300, the number of times that an outside consultant was used ranged from 0 times to 12 times, the median being 1.0. Fifty-three of these one hundred fifteen schools had not used the services of a consultant. Although the sampling of schools included in this study did not reflect the practices for all schools of this size, it can be said that little use of consultative services was made by them. Some of the reasons for this might be:

TABLE XII

Number of Times Outside Consultative Services Were Used During a Three Year Period by the Schools Participating in Study According to Enrollment

Size of School	Number of Schools	Range of Consultants Visits During Three Year Period	Median
100-300	115	0 to 12 Times	1.0
301-600	46	0 to 12 Times	2.5
601-900	19	0 to 10 Times	3.0
901-1200	13	0 to 11 Times	3.0
Over 1200	24	0 to 40 Times	6.0
Co. Supt.	14	0 to 20 Times	3.0

- a. The superintendent and his staff feels that they can deal with local problems themselves.
- b. There is a lack of financial ability to engage such services.
- c. Some schools are located remotely, making it difficult for a consultant to visit them during his limited time.
- d. Some smaller communities are not acceptable to consultative services.
- e. The superintendent has not informed his board of education and community on the value of consultative services.

The author feels that the smaller school systems might profit a great deal by utilizing the services of an outside consultant, as the superintendent of these school systems usually performs a multitude of tasks. In many instances he may serve as superintendent, supervisor, principal, teacher, clerk, coach, or he may even be the traditional "keeper of the keys." A consultant could very definitely assist him with many problems; thus, he would be afforded more time to devote to the task of providing the best instruction possible for the boys and girls of his school district.

In school districts which had an enrollment of 301 to 600, the number of times that an outside consultant was used ranged also from 0 times to 12 times; however, the median increased to 2.5. A total of ten of these schools had not used consultative services during the three-year

period, while nine of the schools used consultative services three times during this same period.

School districts with an enrollment of 601 to 900 had made use of consultative services from 0 times to 10 times. The median for this group of nineteen schools increased from 2.5 for the preceding listing of schools to 3.0. Only four of these schools had not used a consultant, while five had used one three times during the three-year period.

School districts with an enrollment of 901 to 1200 had used consultative services from 0 times to 11 times. There was a total of thirteen schools included in this classification. The median for these schools remained the same, 3.0. This indicated that there was no significant gain in the number of times consultative services were used during the three-year period over the schools which had an enrollment of 601 to 900.

In the twenty schools which had an enrollment of over 1200, the number of times that an outside consultant was used ranged from 0 times to 40 times. Only one of this group of schools had not used an outside consultant. The median for these schools increased from 3.0 for the preceding group to 6.0. This median gain of 3.0 indicated that the larger school systems, which were mainly first and second class city systems, made considerably more use of consultative services than any of the schools having an

enrollment of 100 to 1200.

The number of consultants visits ranged from 0 times to 20 times for the fourteen county superintendents who reported. The median for the consultants visits to the county superintendents was 3.0. Five of the county superintendents reporting had not used consultative services in any way.

It has been stated previously that superintendents have numerous problems to solve and many plans to make for their school system. Part II of this study indicated that many superintendents felt the need for consultative help but had not used such services. Some superintendents, however, have used consultants on many occasions.

Savage³ states that consultative services represent a tremendous potential source of assistance in solving problems confronting education today. As we learn more about its effective uses, and apply this knowledge, we can expect greater results from it than many have suspected were possible.

Smith, Stanley, and Shores⁴ state that few school systems can boast of enough persons sufficiently trained in

3 Savage, W. W., "Improved Consultative Services," The School Executive, (March, 1954), p. 105.

4 Smith, B. O., W. O. Stanley, and J. H. Shores, Fundamentals of Curriculum Development, World Book Company, 1950, pp. 671-672.

research procedures and techniques to carry on phases of administration and instruction without the aid of consultative services. But no matter how much help the local staff may receive on technical questions, it will be of little avail unless the staff becomes proficient in the research techniques and procedures by which changes in the school-community situation can be brought about and sustained. The administrator and his staff as well as the consultant should be concerned not only with what to do, but equally with how and what is to be done.

It is indicated by Table XIII, page 70, that the most frequently used sources of consultative services were the institutions of higher learning and the State Department of Public Instruction, although more than one-half of the third class city superintendents had used the county superintendent as a consultant.

The extent to which institutions of higher learning are able to provide consultative help to public school systems, as outlined by Reavis, is obviously conditioned by the factors listed below:⁵

- a. The number of qualified staff members in the field of public education and administration employed by these institutions.

⁵ Reavis, William C., "The Place of the Consultant: The School Administrator Needs the Expert for Special Problems," Nation's Schools, Vol. 41, (April, 1948).

- b. The objectives of each institution with respect to field services of a consultative nature.
- c. The time of staff members that can be devoted to consultative services in the field.

TABLE XIII

SOURCES OF CONSULTATIVE SERVICES USED BY THE COUNTY SUPERINTENDENTS, AND FIRST, SECOND, AND THIRD CLASS CITY SUPERINTENDENTS.

- a. Used local consultants or the County Superintendent
- b. Used consultants from institutions of higher learning
- c. Secured a consultant from the State Department of Public Instruction
- d. Secured a consultant through the State Teachers' Association

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendent	14	4	10	14	10
First Class City	8	4	8	7	4
Second Class City	45	12	34	28	9
Third Class City	164	68	58	61	18
Totals		89	110	110	41

The consultative assistance which public school systems have been able to obtain from institutions has depended largely upon the inclination of staff members to

render off-campus services. Departmental loads are generally heavy. Instruction, student counseling, and research generally consume full time of most professors.⁶

The practice of calling a consultant to a school system without any local preparation on the part of the administrator and his staff will likely curtail such services. Table XIV, page 72, illustrated what has been done by the respondents in this present study to implement and facilitate the services of a consultant. It is noted in this same table that many superintendents worked with their boards of education to develop an understanding of why and how to use consultative services.

The chief executive and his board must decide as to what decisions need to be made regarding their problems, and then they can outline the data they should have in order that a consultant can render the most help. This consultant help should strengthen the position of the school authorities if one is called in to make an impartial objective study of the problems. The community may place more confidence in a report that is free from local pressure and bias, and in decisions of the board of education based upon such report.⁷

6 Reavis, Ibid.

7 De La Fleur, F. J., "What Can You Expect From Consultant's Services?" American School Board Journal, Vol. 130, (March, 1955), pp. 31-33.

TABLE XIV

WHAT HAS BEEN DONE BY COUNTY SUPERINTENDENTS, AND FIRST, SECOND, AND THIRD CLASS CITY SUPERINTENDENTS TO IMPLEMENT AND FACILITATE CONSULTATIVE SERVICES.

- (a) Worked with the board of education to develop an understanding of why and how to use consultative services.
- (b) Recommended that the board of education set aside a specific amount in the operating budget for such services.
- (c) Worked with a committee of teachers in planning the effective use of consultative services.
- (d) Worked with parents and laymen in planning the consultative service program.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendent	14	7	1	8	6
First Class City	8	8	5	8	4
Second Class City	45	25	15	25	14
Third Class City	164	<u>52</u>	<u>11</u>	<u>57</u>	<u>17</u>
Totals		92	32	98	41

Ninety-eight out of a total of two hundred thirty-one superintendents indicated that they had worked with a committee of teachers in planning the effective use of consultative services. Caswell⁸ reports that Kingsport,

⁸ Caswell, Hollis L. and Associates, Curriculum Improvement in Public School Systems, Bureau of Publications, Teachers College, Columbia University, New York, 1950, p. 205.

Tennessee, set up a committee to plan such a program, and that teachers from each building within the district were represented on the committees. The advice of the building principals was always sought when planning with the committees.

Table XV, page 74, indicated that one hundred ten superintendents reported that they had used the consultant to meet with individuals and committees, as compared to only fifty who indicated that the consultant had delivered a speech to the entire faculty.

Savage⁹ stresses the fact that speeches are not consultative services. Speeches cannot replace the hard work of committees and discussion groups in the development of any aspect of the school's program.

Smith, Stanley, and Shores, advise that the consultant needs general and specific information about the problem to be studied prior to his visit to the local school system. It is the responsibility of the administrator and his staff to furnish this.¹⁰

9 Savage, op. cit.

10 Smith, B. Oathanel, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development, World Book Company, New York, 1950, p. 670.

TABLE XV

HOW EXTENSIVELY CONSULTATIVE SERVICES HAVE BEEN UTILIZED BY THE COUNTY SUPERINTENDENTS, AND SUPERINTENDENTS OF FIRST, SECOND, AND THIRD CLASS CITIES.

- (a) The consultant addressed the entire faculty only.
- (b) Meetings were held with the consultant in each school building.
- (c) The consultant met with individuals and committees.
- (d) More than one consultant was used during the school year at different times.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendent	14	10	1	3	7
First Class City	8	1	5	7	8
Second Class City	45	11	15	32	13
Third Class City	164	28	17	68	32
Totals		50	38	110	60

Table XVI showed that one hundred seventeen Kansas superintendents followed the practice of furnishing the consultant with general information about the problem, and ninety-eight indicated that the consultant was given specific information about their school and community.

TABLE XVI

ASSISTANCE GIVEN TO A CONSULTANT BEFORE HIS VISIT TO THE COUNTY SUPERINTENDENTS, AND THE SUPERINTENDENTS OF FIRST, SECOND, AND THIRD CLASS CITIES.

- (a) The general nature of the problem was outlined.
- (b) Preliminary work was done and correspondence was carried on with the consultant to clearly identify specific problems where help was needed.
- (c) Made sure the staff had done enough work to indicate clearly that consultative help was needed.
- (d) Furnished the consultant with specific information about the school and community.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	7	6	3	9
First Class City	8	8	7	6	8
Second Class City	45	31	28	14	26
Third Class City	164	<u>71</u>	<u>37</u>	<u>27</u>	<u>55</u>
Totals		117	78	50	98

Upon the consultant's visit to a local school system, it is important for him to be allowed time to consult with the superintendent, members of his staff, or the board of education. As noted in Table XVII, one hundred twenty superintendents reported they had arranged for a definite time schedule for the consultant to follow.

TABLE XVII

ASSISTANCE GIVEN TO THE CONSULTANT DURING HIS VISIT TO THE COUNTY SUPERINTENDENTS, AND TO THE SCHOOL SYSTEMS IN FIRST, SECOND, AND THIRD CLASS CITIES.

- (a) A definite time schedule was arranged for the consultant to follow.
- (b) Secretarial help was provided for the consultant when needed.
- (c) Staff members were relieved from regular duties to assist the consultant.

Superintendents	Number Reporting	(a)	(b)	(c)
County Superintendents	14	10	2	6
First Class Cities	8	5	6	6
Second Class City	45	31	16	15
Third Class City	164	74	23	28
Totals		120	47	55

Caswell¹¹ stresses the fact that the consultant's time schedule should be flexible enough to allow for variations in the teachers' and administrators' needs. Individual teachers or groups of teachers who wish conferences with a consultant may arrange them at such a time as not to interfere with their regular instructional duties.

¹¹ Caswell, Op. Cit., p. 139.

TABLE XVIII

METHODS BY WHICH CONSULTATIVE SERVICES WERE FINANCED BY THE COUNTY SUPERINTENDENTS AND BY FIRST, SECOND, AND THIRD CLASS CITY SCHOOL SYSTEMS.

- (a) Only the necessary travel expenses were paid to the consultant.
- (b) A fixed fee was agreed upon with the consultant.
- (c) The local teachers' association paid for consultative services.
- (d) Teachers were allowed their expenses to attend workshops or conferences.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County superintendents	14	4	4	2	8
First Class City	8	3	8	1	5
Second Class City	45	18	20	5	18
Third Class City	164	35	29	8	42
		60	61	16	73
Totals					

Table XVIII showed how the school systems which reported in this study financed consultative help. The writer was unable to find in any literature a procedure for financing such services. It was found, however, that the Denver, Colorado, school district appropriated a substantial sum each year for the employment of consultants.¹²

¹² Caswell, Op. Cit., p. 164.

Ragan also reports that it is customary for boards of education to finance consultative services.¹³

About one-fourth of the superintendents reporting in this study indicated that (a) the necessary travel expenses were paid to the consultant, (b) a fixed fee was agreed upon with the consultant before his visit, and (c) teachers were allowed their expenses to attend workshops or conferences.

The author, in making personal contacts with some Kansas superintendents, found that they had made provisions in the operating budget for financing the employment of a consultant and that it was their general practice to pay expenses of teachers and administrators to conferences and conventions. This may or may not be typical of procedures followed by other Kansas school districts.

County Superintendents are required by law to conduct an Institute for the teachers under their jurisdiction in their counties.¹⁴ Consultants are employed to assist with these Institute meetings. Their services are either paid for by a set Institute fee paid by the teachers in the county, or they may be paid for out of the regular

¹³ Ragan, William B., Modern Elementary Curriculum, Dryden Press, New York, 1953, p. 225.

¹⁴ Laws of Kansas, 1951.

budget set up by the County Commissioners for the Office of County Superintendent of Schools.

TABLE XIX

RESPONSIBILITIES WHICH SUPERINTENDENTS HAVE TO A CONSULTANT

- (a) Arranging for transportation and lodging for the consultant during his visits.
- (b) Attending regularly many of the group meetings.
- (c) Releasing publicity on work being conducted by the consultant.
- (d) Making sure the consultant is acquainted with the issues involved in the problem under study.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	11	8	7	9
First Class City	8	4	6	6	7
Second Class City	45	23	25	28	30
Third Class City	164	<u>45</u>	<u>59</u>	<u>54</u>	<u>82</u>
Totals		83	98	95	128

Evidently all practices as shown by Table XIX, "Responsibilities which Superintendents Have to a Consultant," were generally accepted by the superintendents reporting. One-fourth to one-half of them reported these practices were used by their school systems. It is felt by the writer that the consultant will thus be afforded more time to actually

work with the administrator and his staff, if these details are done preceding his arrival.

It is important that the administrator see that committees, if needed, are selected and that effort should be made in selecting the personnel of the committees to have a representation of a wide range of grade levels within the school system.¹⁵

TABLE XX

METHODS BY WHICH SUPERINTENDENTS SELECTED COMMITTEES TO WORK ON PROBLEMS IN THEIR SCHOOL SYSTEMS.

- (a) Members were appointed by the superintendent.
- (b) Members were recommended by the building principals and approved by the superintendent.
- (c) The superintendent worked with his teachers in the selection of committee members.
- (d) The local teacher's association selected the members to committees.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	4	2	6	10
First Class City	8	2	4	6	2
Second Class City	45	10	15	26	19
Third Class City	164	53	8	62	12
Totals		69	29	100	42

¹⁵ Caswell, Op. Cit., p. 205.

The practice of committee selection most approved by the responding superintendents in this study was found to be that of the superintendent working with his teachers in the selection of committee members. (See Table XX, page 79.)

Parents and lay citizens play an important role in planning and working together for better schools in their communities.¹⁶

Citizens were frequently asked by the superintendents, as shown by Table XXI, page 81, to share some of their experiences with students and teachers.

Several school systems, as cited by Caswell,¹⁷ invited parents and lay citizens to school to share some of their experiences with students and teachers. In Denver, Colorado, he states, "Outstanding citizens are frequently asked to participate when classes are studying units directly related to the work in which they are engaged. Most citizens enjoy working with young people, and it has been found that young people profit a great deal from hearing from those directly engaged in the activity which they are studying."

16 Toy, Henry Jr., "Planning Curriculum with Citizens," School Executive, Vol. 74, (November, 1954), pp. 19-21.

17 Caswell, Op. Cit., p. 160.

TABLE XXI

EXTENT TO WHICH PARENTS AND LAY CITIZENS WERE USED AS CONSULTANTS BY THE COUNTY SUPERINTENDENTS, AND SUPERINTENDENTS OF FIRST, SECOND, AND THIRD CLASS CITY SCHOOL SYSTEMS.

- (a) They are not asked to participate.
- (b) Advisory committees were selected to assist the board of education and the superintendents in studying problems related to their school system.
- (c) They are invited to the school to share some of their experiences with students and teachers.
- (d) The school staff worked cooperatively with representative parents and lay citizens on such problems as reporting to parents, curriculum planning, etc.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	1	3	11	5
First Class City	8	0	7	3	5
Second Class City	45	9	17	26	21
Third Class City	164	<u>27</u>	<u>32</u>	<u>65</u>	<u>47</u>
Totals		37	59	105	78

Fellow administrators can cooperatively render help to one another on certain administrative problems. The Kansas Council for the Improvement of School Administration, in its bulletin, "Consultative Services for Kansas School Administrators," suggests that administrators can band together to form "self-help" organizations. It also

endorses the idea wherein the administrators of schools of similar size, of a county, a portion of a county or an homogeneous region, could meet semi-monthly or monthly to discuss individual problems and to give each other the benefit of experience in attacking such problems.¹⁸ This Kansas bulletin has no doubt influenced many administrators to do this, as many of the respondents in this present study reported that they had held meetings at regular intervals to discuss problems and solutions for them. (See Table XXII, page 83.)

In addition to the regular meetings of administrative groups, it is also noted in this same table that approximately one-half of the superintendents favored the practice of setting up a program of inter-visitation of schools within an area to gain help from one another.

¹⁸ Kansas Council, Op. Cit., (See Appendix, Page .)

TABLE XXII

HOW FELLOW-ADMINISTRATORS SERVED AS CONSULTANTS TO ONE ANOTHER ON PARTICULAR PROBLEMS.

- (a) By holding meetings at regular intervals to discuss problems and solutions for them.
- (b) Setting up a program of inter-visitation of schools within an area.
- (c) Standing committees of administrators within area are set up to work on school problems.
- (d) Administrators can be of little help to one another as their problems are unlike in their individual schools.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	10	9	4	0
First Class City	8	7	7	5	1
Second Class City	45	35	20	11	4
Third Class City	164	<u>118</u>	<u>70</u>	<u>31</u>	<u>2</u>
Totals		170	106	51	7

Nobody can overlook the fact that the superintendent, himself, can give a great deal of consultative help to his own staff. It is noted in Table XXIII that a great number of Kansas superintendents already were making use of this type of individual help to their school systems.

TABLE XXIII

TECHNIQUES USED BY SUPERINTENDENTS IN RENDERING CONSULTATIVE HELP TO THEIR OWN INDIVIDUAL SCHOOL SYSTEMS.

- (a) Administrative tasks are so many that this is impossible.
- (b) By issuing faculty bulletins or letters containing suggestions for staff members, lists of new publications, and ideas of other members of the school staff.
- (c) By calling general faculty meetings to discuss school problems.
- (d) By assisting the staff in determining available consultative help locally and outside their own community

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	4	11	6	8
First Class City	8	0	7	7	7
Second Class City	45	5	40	36	25
Third Class City	164	3	83	129	70
Totals		12	141	178	110

Hagman has this to say about faculty bulletins:¹⁹

"Bulletins have value in informing teachers about accomplishments of the school system, new researches in education,

¹⁹ Hagman, Harlan L., The Administration of American Public Schools, McGraw-Hill, New York, 1951, p. 203.

results of testing programs, special classroom activities, resource materials, books and articles of professional importance and interest, and instructional problems currently hampering the educational program. Reports of committees, accounts of group conferences, accounts of proceedings of faculty meetings, calendar of activities for the weeks ahead, and the agenda for the next faculty meetings are proper materials for the bulletin."

The most common practice as indicated by the reporting superintendents of giving consultative help to teachers was that of calling general faculty meetings to discuss school problems. It was noted in Table XXIII that a high percentage of superintendents, except the county superintendents, practiced this technique. They also made considerable use of assisting their staff in determining available consultative help locally and outside their own community.

The board of education, which is the governing body of the school district, often relies on the superintendent and his staff to keep members abreast of developments in the field of education. The administrator is confronted with a real challenge in exercising leadership in cooperative planning. The manner in which he performs this role is likely to be the crucial factor in

the success or failure of any program.²⁰

TABLE XXIV

HOW SUPERINTENDENTS, ALONG WITH THEIR STAFFS, GAVE CONSULTATIVE HELP TO THEIR LOCAL BOARD OF EDUCATION.

- (a) Work out a list of problems to submit to the board of education for study and recommendations.
- (b) Invite members of the board to meetings where consultants have been called in.
- (c) Keep the board informed on developments in education.
- (d) A committee of teachers acts in an advisory capacity to the board.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	9	8	8	3
First Class City	8	3	5	8	0
Second Class City	45	23	24	42	8
Third Class City	164	<u>91</u>	<u>67</u>	<u>131</u>	<u>31</u>
Totals		126	104	189	42

Table XXIV showed that many of the superintendents, along with their staffs, rendered consultative help to their boards of education by (a) working out a list of problems to

²⁰ Faunce, Roland C. and Nelson L. Bossing, Developing the Core Curriculum, Prentice-Hall, New York, 1952, p. 194.

submit to the board of education for study and recommendations, (b) inviting members of the board to meetings where consultants had been called in, and (c) keeping the board of education informed on developments in education.

Staff members in a particular school system can often help one another, and may also be able to assist neighboring schools on a consultative basis. The writer, through personal contacts with superintendents in the Northeast Johnson County, Kansas, area, learned that it was quite common practice for schools in this area to relieve their staff members from regular teaching assignments to serve as consultants, both within a school and to outside schools as well. In most cases, no deductions in salary were made even though it was necessary to call in a substitute for the teacher who was absent from regular duty to serve as the consultant. The practice was followed, however, by only about one-fourth of the school districts reporting for this present study. (See Table XXV, page 88.) This same table shows that no provisions were made in more than one-half of the responding schools to release teachers from regular duty to render consultative help.

Teacher growth is fostered through the development of sound in-service training programs. Hagman points out that some teachers with inadequate pre-service education

TABLE XXV

PROVISIONS MADE BY SUPERINTENDENTS FOR RELEASING MEMBERS OF THEIR STAFF TO ACT AS CONSULTANTS WITHIN THEIR LOCAL SCHOOL SYSTEM OR IN OTHER SCHOOL SYSTEMS.

- (a) No such provision was made.
- (b) Staff members are relieved from their regular teaching assignments to serve as consultants, with no deduction in salary.
- (c) Staff members are relieved, but must be paid for their services by the school receiving the consultative help.
- (d) Staff members are permitted to serve as consultants only during the summer months, week-ends, or outside regular school time.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	8	5	1	0
First Class City	8	2	5	2	1
Second Class City	45	20	22	1	2
Third Class City	164	<u>104</u>	<u>45</u>	<u>2</u>	<u>5</u>
Totals		134	77	6	8

require in-service training. Other teachers, who are well trained, do not need further direct training but rather experiences which will foster their continued growth and professional understanding.²¹ He also stresses that one-day

²¹ Hagman, Op. Cit., p. 189.

or several-day meetings preceding the opening of the school year has the following advantages which cannot be overlooked:

- (a) The opportunity to make new teachers feel a part of the larger body of teachers in the system.
- (b) The benefit to new teachers from a period of orientation before formal classroom work must begin.
- (c) The stimulation to the year's work by professional association in the days immediately preceding the school term.
- (d) The opportunity to make adjustments in the school organization in the light of needs which may become apparent during the summer holiday.
- (e) The freedom of teachers from burdensome classroom detail at the time that supervisory groups are considering important school problems.
- (f) The accomplishments in supervisory activity to be expected at a time when teachers are rested from the labors of the last school year and are fresh for another year's work.
- (g) The chance for an inspirational "kick-off" to the new school year with the hope that a good start may presage a good year.²²

Table XXVI, page 90, showed that approximately one-half of the superintendents reported that they held in-service workshops prior to the opening of school. It is also noted in this same table that one hundred superintendents indicated they conducted in-service workshops or

²² Hagman, Op. Cit., pp. 194-195.

conferences partly during the school day and partly after school hours. This helps to offset the already heavy teaching load that most teachers already have.

TABLE XXVI

TIME FOR CONDUCTING IN-SERVICE WORKSHOPS OR CONFERENCES WHERE CONSULTANTS WERE CALLED IN.

- (a) Prior to the opening of the school year.
- (b) After school hours, on Saturday, or during vacations.
- (c) School is dismissed for the workshop or conference.
- (d) Partly during the school day and partly after school hours.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	8	2	7	9
First Class City	8	7	4	4	8
Second Class City	45	23	11	16	27
Third Class City	164	<u>75</u>	<u>19</u>	<u>42</u>	<u>56</u>
Totals		113	36	69	100

Caswell stresses, however, that teachers should recognize that teaching involves more time than the time spent in the classroom and that work with others on the school staff in general planning is an important part of

the professional job.²³

Important features of a workshop are presented in a folder distributed by the Bureau of Intercultural Education. The question is asked, "What makes a good workshop?" These answers are given:²⁴

- (a) Participants who bring their problems seeking help.
- (b) Activities planned by all members working together.
- (c) Informal discussion in which all participate freely, regardless of official academic status.
- (d) Use of consultants, experts, and specialists as needed, rather than formal lectures.
- (e) Some general discussion to meet common needs.
- (f) Some discussions in small groups.
- (g) Some time spent by individuals working alone on their own special projects.
- (h) Participants developing social and recreational experiences together, along with their professional activities.
- (i) A good library near the workshop room.
- (j) A good demonstration group where modern teaching can be practiced and evaluated.
- (k) A practical workshop in the traditional sense, where arts and crafts can be used for both interpretative and recreational purposes.

²³ Caswell, Op. Cit., p. 189.

²⁴ Bureau of Intercultural Education, Workshops in Inter-Cultural Education, New York, 1946.

- (1) Good use of personnel and material resources present in the workshop environment.

Diederich and Van Til list the following characteristics essential to a workshop:²⁵

- (a) The activity of a workshop is based upon problems, needs, and interests of the participants.
- (b) Each participant is expected to do something about his problems or his group project.
- (c) A workshop must exemplify the principles of democracy.
- (d) In general, a workshop does not evaluate its members. The members evaluate the workshop.

Frequently a school district may find it advantageous to take part in a comprehensive survey. This may be conducted either by a visiting team of educational consultants, or by members of the school staff cooperating with representative lay people of the community. The local school group, assisted by a professional consultant, may assay the school system more accurately because of their familiarity with the local educational situation. With their help and study, the weaknesses can be corrected and the strong aspects maintained.

Superintendents and their school districts may profit a great deal by surveys of their school building

²⁵ Diederich, Paul B. and William Van Til, The Workshop, Hinds, Hayden, and Eldredge, 1945, pp. 2-10.

requirements in helping them determine building needs and in renovating existing school facilities. A survey of the school building requirements of an area is a complex undertaking. The educational adequacy of existing school plants must be determined; the trends of school enrollment must be charted; and the community's financial condition must be analyzed. In some cases individual sentiments and local community pride and tradition tend to influence the local citizens as they study their problems and plan solutions for them.²⁶

The writer was unable in the limited pages of this report to describe all of the existing survey possibilities for school systems, or to determine and discuss all of the various surveys made by many of the Kansas schools. It is his conviction that administrators will profit a great deal by a survey experience and as a result of this, more weight may often be added to their proposals for improvement and change.

All of the items included in Table XXVII, page 94, were checked by approximately one-half of the respondents in this study as being used by them or thought to be desirable practices for school systems.

26 Institute of Field Studies, Mimeographed Report, "The Survey of Public School Building Requirements of the Shawnee Mission, Kansas, High School Area," Columbia University, New York, 1952, p. 10.

TABLE XXVII

PRACTICES TO BE FOLLOWED WHEN A COMPREHENSIVE SURVEY IS BEING CONDUCTED FOR SCHOOL SYSTEMS BY A CONSULTANT.

- (a) A set fee should be agreed upon before the survey is started.
- (b) Much preliminary work must be done before the survey is started.
- (c) A survey team should be responsible for carrying a project through to completion.
- (d) Secretarial help and survey materials should be made available to the consultant.
- (e) The consultant should report from time to time on the progress of the survey.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)	(e)
County Superintendents	14	4	11	6	6	6
First Class City	8	8	8	7	8	8
Second Class City	45	29	33	18	25	31
Third Class City	164	<u>59</u>	<u>91</u>	<u>57</u>	<u>78</u>	<u>84</u>
Totals		100	143	88	117	129

Smith, Stanley, and Shores, have the following suggestions for questions an administrator should ask himself when contemplating a survey:²⁷

- (a) What facts should be sought in the survey?

²⁷ Smith, Stanley, and Shores, Op. Cit., pp. 669-670.

- (b) How can such facts be secured--by interviews, questions, or by some other technique?
- (c) Who should conduct the survey?
- (d) For what purposes will the facts be used?
- (e) How can the facts be classified and interpreted for this purpose?
- (f) What training will be needed by the survey staff in the procedures and techniques of surveying?
- (g) What human relations knowledge and skills will be needed by the staff?

Table XXVIII, page 96, showed the use made by superintendents and their staffs of the commercial publications available to them. The writer grants that the publications included in this table constitute only a partial list of those available. There are many educational magazines and monographs also used in addition to the ones listed. Sample publications listed as "a" and "c" in Table XXVIII are shown in the Appendix of this present study. (See Appendix, pages 129-130.)

Mention has already been made of the responsibilities which the superintendent and his staff have to the consultant visiting their school system. The consultant also has certain responsibilities to a school system in addition to his regular assigned duties. It was felt by more than one-half of the superintendents that the consultant should make an evaluation of his services to the

TABLE XXVIII

COMMERCIAL PUBLICATIONS USED BY SUPERINTENDENTS AND THEIR STAFFS FOR CONSULTATIVE HELP.

- (a) Teacher's Letter
- (b) It Starts in the Classroom
- (c) Administrator's Notebook
- (d) Publications and yearbooks of professional organizations.
- (e) Aids issued by publishing companies

Superintendents	Number Reporting	(a)	(b)	(c)	(d)	(e)
County Superintendents	14	11	7	3	8	4
First Class City	8	5	8	6	8	6
Second Class City	45	32	23	13	35	25
Third Class City	164	<u>77</u>	<u>64</u>	<u>36</u>	<u>84</u>	<u>62</u>
Totals		125	102	58	135	97

school system visited. (See Table XXIX, page 97.)

Evidently it was felt, as shown by Table XXIX, that it was very important for a consultant to make continued contact and follow-up with school systems, as more than one-half of the superintendents checked this practice. It would seem then that the consultant had not completed his job until he carried it through to completion. It is the conviction of the writer that the evaluation should be made in

terms of how well the consultant helped the school to formulate its own difficulties and in working out plans for dealing with these difficulties.

TABLE XXIX

FOLLOW-UP STEPS TO BE TAKEN BY THE CONSULTANT AFTER HIS ASSIGNMENT HAS BEEN COMPLETED IN THE LOCAL SCHOOL SYSTEM.

- (a) The consultant should make an evaluation of his services.
- (b) The consultant should check back with the school only at the request of the superintendent.
- (c) After the consultant has assisted with a particular task, his obligation to the school is completed.
- (d) The consultant should make continued contact and follow-up with the school system.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	11	1	1	10
First Class City	8	5	3	3	4
Second Class City	45	33	4	6	28
Third Class City	164	93	19	8	102
		142	27	18	114

Table XXX showed that very little has been done by superintendents in the way of evaluating the services of a consultant.

TABLE XXX

HOW SUPERINTENDENTS AND THEIR STAFFS EVALUATE THE SERVICES OF A CONSULTANT.

- (a) The entire school staff is asked to rate the consultant.
- (b) Only the group or committee with which the consultant worked, rates the consultant.
- (c) Committee composed of teachers, principals, supervisors, and the superintendent rates the consultant.
- (d) The administrative staff only evaluates the consultant's services.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	2	2	2	4
First Class City	8	1	3	2	3
Second Class City	45	17	8	8	8
Third Class City	164	<u>46</u>	<u>12</u>	<u>16</u>	<u>17</u>
Totals		66	25	28	32

Savage lists the evaluation of consultative services to a school system as very important.²⁸ He made these suggestions to superintendents: "Your time may be limited, but an important use of part of it will be a conference with your staff designed to evaluate the service rendered by a consultant. Did he give you the help needed?"

²⁸ Savage, Op. Cit.

What can be done in connection with the future use of consultants that will make their services more valuable to you?"

Little also offered the following suggestions to superintendents and their staffs for evaluating and following up a consultant's visit.²⁹

- (a) Keep notes of information and suggestions made at the time.
- (b) Proceed immediately to employ them, adjusting practices as needed.
- (c) The consultant should think through the problem of those he attempted to serve.
- (d) The consultant should refine the suggestions and information he provided.
- (e) The consultant should follow up his on-the-spot work with a letter or memorandum which is designed to make clearer and, therefore, more meaningful his suggestions.
- (f) In most cases the consultant and local school people should have opportunity for reconsideration of the problems as they unfold in order that more refined thinking about it and techniques for solving it may evolve.

A partial list of agencies rendering consultative services in Kansas is given on page 16 of this study. The writer grants that this list could be increased many fold. Table XXXI, page 100, listed steps to be taken by an agency

²⁹ Little, Wilson, "Making the Consultant's Service Serve," Educational Administration and Supervision, Vol. 38, (December, 1952), pp. 480-485.

rendering consultative help, along with a tabulation of opinions of superintendents regarding these steps. It is noted that from one-fourth to one-half of them favored the practices which consultative agencies should take when called upon to render help to a school system.

TABLE XXXI

STEPS TO BE TAKEN BY AN AGENCY RENDERING CONSULTATIVE HELP WHEN IT IS CALLED UPON FOR SUCH SERVICE.

- (a) Submit a choice of consultants to the school.
- (b) Review the problem and assign the individual thought to be the most capable to handle the problem.
- (c) Assign the same consultant to the school if more than one visit is necessary.
- (d) Publish a list of problems upon which it can furnish consultative help.
- (e) Organize summer workshops for teachers.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)	(e)
County Superintendents	14	4	6	1	6	8
First Class City	8	0	6	5	5	4
Second Class City	45	19	22	18	21	22
Third Class City	164	<u>48</u>	<u>88</u>	<u>41</u>	<u>59</u>	<u>51</u>
Totals		71	122	65	91	85

The reader of this study is invited to note the available consultative services listed by the six participating colleges in the study conducted by the Kansas Council for the Improvement of School Administration. (See Appendix, page 128.)

TABLE XXXII

WAYS BY WHICH THE STATE DEPARTMENT OF PUBLIC INSTRUCTION COULD BE OF HELP IN PROVIDING CONSULTATIVE SERVICES TO SCHOOL SYSTEMS.

- (a) By publishing a list of consultative services available through the department.
- (b) Make available to the county superintendent funds to be used by that office for bringing in outside consultants.
- (c) By organizing administrative workshops throughout the state to study administrative problems.
- (d) Utilize the help of teachers and administrators when compiling new courses of study.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	12	10	10	10
First Class City	8	8	1	8	8
Second Class City	45	36	10	30	27
Third Class City	164	116	60	82	78
Totals		172	81	130	123

Superintendents cannot overlook the consultative services which can be given their school systems by the State Department of Public Instruction. Table XXXII, page 101, listed the help which can be provided by the Department. Note that many of the superintendents checked all of the items included in the list.

Warren gives the following ways in which a State Department of Education can be of help to local school systems:³⁰

- (a) The State department personnel must include several trouble shooters who, by their wide and sound training and experience, can be of direct service to the local community.
- (b) The state department of education must develop research divisions which not only collect and publish information and statistics but are also competent to interpret them for the benefit of the local school system.
- (c) Experts should be provided in the State Department of Education in the fields of building, curriculum, supervision, library service, and adult education. These staff members should be allotted time to consult with the professional staff of the local school system.
- (d) Opportunity should be made for the staff of the state department to work closely with local school boards in the state.

30 Warren, Julius, "How Can a State Department of Education Help Local School Systems?" School Executive, Vol. 66, (July, 1947), pp. 44-45.

- (e) A statewide program of public relations should be developed to provide better channeling of information.
- (f) The state department must help to raise standards of pre-service and in-service training of teachers.
- (g) The state department of education should be responsible for coordinating and unifying the activities in educational planning of all professional groups within the state.
- (h) The organization of a state department of education should be a flexible one.

Table XXXIII, page 104, helped to explain the role which consultants played toward helping parent organizations within a local school system. The most common practice used by the responding superintendents was that of having the consultant address the local Parent Teacher Organization.

Parent organizations have an important role to play in any school system. The most prevalent parent organization existing in today's schools is the Parent Teachers Association which is affiliated with the National Congress of Parents and Teachers.

This organization along with other adult groups, makes it evident that they constitute ideal bodies through which the administrator and his teachers can disseminate knowledge about modern educational procedures. The intelligent administrator is constantly alert to seize every opportunity to direct the activities and the programs

TABLE XXXIII

HOW CONSULTANTS HAVE BEEN OF HELP TO PARENT ORGANIZATIONS WITHIN THE SCHOOL SYSTEMS INCLUDED IN THIS STUDY.

- (a) Addressed Parent Teacher Organization.
- (b) Worked with Parent-Teacher Committees upon such problems as report cards, developing a philosophy and a set of objectives for the school, etc.
- (c) Made surveys for parent and lay groups independent of the school system.
- (d) Conducted a series of discussions for parent study groups.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	8	4	0	4
First Class City	8	7	5	1	3
Second Class City	45	25	13	8	13
Third Class City	164	<u>50</u>	<u>19</u>	<u>12</u>	<u>21</u>
Totals		90	41	21	41

of adult groups so that they will be a constructive influence in the school and will be learning about the scientific developments in modern education instead of imposing outgrown ideas upon the school.³¹

³¹ Otto, Henry J., Elementary-School Organization and Administration, Appleton-Century-Crofts, New York, 1954, pp. 575-576.

Table XXXIV showed the procedures superintendents follow in organizing their school systems for workshops and conferences. Note that items "b" and "d" received the most responses by the superintendents. Workshops and conferences are also discussed previously in this chapter. (See pages 89-91.)

TABLE XXXIV

PROCEDURES TO BE FOLLOWED BY SUPERINTENDENTS IN ORGANIZING THEIR SCHOOLS FOR WORKSHOPS AND CONFERENCES.

- (a) Plans them with building principals and supervisor.
- (b) Works cooperatively with a teacher committee, selected by the entire faculty, in planning the workshop or conference.
- (c) Works with the board of education in scheduling these projects prior to the opening of school and following the close of school.
- (d) Submits a list of problems to his staff to be studied during the school year.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	3	6	0	4
First Class City	8	4	7	1	1
Second Class City	45	15	26	10	15
Third Class City	164	20	47	24	44
Totals		42	86	35	64

Even though the writer was unable to find in educational publications little information pertaining to the publicity which should be given to the work of a consultant in a school system, he feels that this area is worthy of further development. Through personal contacts, however, the writer found that many school systems do issue bulletins to parents and lay citizens whereby some space is devoted to the work being carried on by the consultant in their schools. He has also found that local newspapers are generally very cooperative and liberal in their coverage of special workshops, conferences, and other improvement programs being conducted by his own individual school system. This does not mean, however, that such would be the case in all schools.

Table XXXV, page 107, showed the extent of the publicity given by the responding superintendents to consultative services in their schools.

TABLE XXXV

AMOUNT OF PUBLICITY THE SUPERINTENDENT GAVE TO A CONSULTANT AND HIS WORK BEING CONDUCTED.

- (a) Invited the consultant to make his reports at meetings of the board of education.
- (b) Issued bulletins to parents and lay groups concerning the work conducted by the consultant.
- (c) Invited the press and radio reporters to meetings being held with the consultant.
- (d) Made available to the public copies of reports and surveys conducted by consultants.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	4	1	3	4
First Class City	8	3	5	8	7
Second Class City	45	14	21	12	22
Third Class City	164	<u>36</u>	<u>35</u>	<u>12</u>	<u>34</u>
Totals		57	62	35	67

It is noted in Table XXXVI that many superintendents felt that their boards of education could profit by consultative help in the areas of (a) issuing bulletins of policies and regulations of the board of education, and (b) planning help with school building construction.

TABLE XXXVI

PROBLEMS WHICH THE SUPERINTENDENTS THOUGHT THEIR BOARDS OF EDUCATION COULD HAVE USED THE HELP OF A CONSULTANT.

- (a) Issuing a bulletin of policies and regulations of the board of education.
- (b) Planning help with school building construction.
- (c) Organizing the board into working committees.
- (d) Using a consultant as a mediator or "third party" in superintendent-board conflicts.

Superintendents	Number Reporting	(a)	(b)	(c)	(d)
County Superintendents	14	6	6	4	3
First Class City	8	5	4	0	0
Second Class City	45	23	20	0	2
Third Class City	164	<u>72</u>	<u>64</u>	<u>7</u>	<u>19</u>
Totals		106	94	11	24

The determination of school district policies is considered one of the important functions of the school board. The formation of these policies, in written form is advantageous to any school system. One of the decided advantages of written board policies is the opportunity thereby offered for a board to close the gap--which exists unperceived--between those aspects which a juricious analysis (as is readily possible with written policies) would

show actually was covered by the existing board rules.³²

It is the feeling of the writer that written policies and rules and regulations of the board of education may often eliminate misunderstandings among the superintendent, members of his staff, and the board of education itself.

Since many of the superintendents reported, as indicated by Table XXXVI, page 108, that their boards of education could use consultative help with planning school building construction, the writer feels that the ways a consultant may help with problems, as outlined by De La Fleur, seem pertinent to superintendents and their board of education.³³

- (a) Projected population trends.
- (b) Census and population studies to develop enrollment trends.
- (c) The grades for which construction will be especially required.
- (d) The number of pupils to be accommodated.
- (e) The location of the building in relation to total school facilities.
- (f) The curriculum to be taught in the building.
- (g) The type of classroom suitable for the curriculum.

32 De La Fleur, Op. Cit., pp. 31-33.

33 Ibid., pp. 31-33.

- (h) Other construction that may be necessary.
- (i) The ability of the district to pay for and maintain necessary facilities.
- (j) The cost of facilities.
- (k) The best and most economical way of financing the costs.

As more and more is learned by school personnel about the services which consultants can render, and when boards of education and communities realize that consultative services should be an integral part of the school program, the writer feels that a more extensive use will be made of such services. No attempt was made in the realm of this study to determine the effectiveness of consultative help given to school systems. The services of a consultant may be highly effective in one situation and just as ineffective in another system. This assumption leads the writer to believe that there should be some training given to consultants which could help them in being more efficient in their consultations. Such a training program could be set up by institutions of higher learning in their training for school administrators. This would enable the administrator to make more effective use of consultative services, along with helping him to render consultative help if called upon to do so. Certain techniques in consultations could be developed in a training program for consultants to use in various situations.

The writer feels that this aspect of consultative services needs further exploration and study. It is also his feeling that the entire area of consultative services awaits more and more development.

Superintendents' Remarks Regarding the Present Study

"I shouldn't have tried to fill out the check sheet because there is nothing being done in the way of a consultant's work in our county schools. The more I am connected with the county superintendent's office, I realize more what a poor job we are doing. Most of us are not even supervisors. We don't have the training."

"Our school is a small school and has never, to my knowledge, used a consultant. I feel we could use a member of the State Department as a consultant."

"Sorry, I am unable to fill out the check sheet. My family has had several days of flu recently and we have a new baby in our home."

"We have an administrator's league in my county which offers some consultative help to one another; otherwise, I have never used a consultant."

"We don't have consultants in this county, except at Institute time."

"School boards need more consultative help than school administrators."

"We have not been in a position to call a consultant. This can be attributed to lack of finance and a feeling on the part of the board members that the services of a consultant would be of little, if any, value to our school and community."

CHAPTER IV

SUMMARY

In presenting the summary of this report, the writer wishes to point out again that the study involved only a limited number of schools in first, second, and third class cities, and only a few county superintendents. The consultative practices followed by the schools participating in this study may or may not be typical for all Kansas schools.

The use of consultative services merits additional attention by writers of educational literature. Relatively few studies have been made concerning the value of consultants to school administrators and their staffs.

The role of an educational consultant is changing as more and more is learned about his services to schools. He no longer should assist schools on a "trial and error" basis; rather he should assume the role of a resource person to the administrator and his staff.

Part I of this report furnished the writer with descriptive data concerning the schools studied. In addition to the superintendents' giving the enrollment data and the kind of school organization, they also indicated the administrative assistants employed by their school systems. The superintendent should be provided with adequate

administrative assistants to help him further the educational program of his school system. The superintendent should delegate to his assistants duties and responsibilities which they are capable of assuming. The administrative assistants are "key" persons and should not be burdened with routine clerical duties which a school secretary can perform. (See Tables III, IV, V, and VI for an analysis of the administrative assistants which the responding schools utilized.)

Part II of this report showed that superintendents often felt the need for the services of a consultant to assist them with their many administrative problems. It was indicated in Table XI, page 63, that the superintendents who reported in this study expressed that they had felt the need for consultative services a total of 2,608 times, yet they had actually used consultants only on 945 occasions.

Pages 60 to 63, in Part II of this study, listed the administrative problems with which one-half or more of the county superintendents and superintendents of first, second, and third class cities indicated that they needed the help of a consultant.

It was found that schools with a larger enrollment had a tendency to use the services of a consultant on more occasions than smaller schools. The median for the number of times that a consultant was used during a three-year

period preceding this present study increased from 1.0 for schools with an enrollment of 100 to 300 to a median of 6.0 for schools with an enrollment of over 1,200.

It seems reasonable to assume that the smaller school systems might profit a great deal by utilizing the service of an outside consultant, as the superintendent of these school systems usually performs a multitude of tasks. In many instances he may serve as superintendent, supervisor, principal, teacher, clerk, or even the coach.

Part III of the check sheet sent to superintendents dealt with practices used by school systems for administering consultative services.

The superintendents were asked to check practices which they had used in administering the services of a consultant. Several choices of practices were listed as sub-headings under the questions given on the check sheet. (See Appendix, page 125, for a copy of the check sheet sent to the superintendents.)

The practices used by superintendents in administering consultative services varied a great deal. One superintendent may experience success by following and using one technique, while, on the other hand, another superintendent may experience complete failure with the same technique. Although many agencies in the State of Kansas can and are willing to render consultative help to schools, it was found by this study that the most frequently used

sources of consultative help were secured from institutions of higher learning and from the State Department of Public Instruction.

Tables XIII to XXXVI in this study showed the responses made by the superintendents regarding the practices which they used in administering the service of a consultant when one was called to their school system to render help.

Since the practice for administering consultative services varied so much in the school systems studied, the writer has listed below only those practices or techniques used by one-third or more of the superintendents who participated in this study. It is also his hope that these representative practices will be of help to other superintendents in administering consultative services and to consultants in general when they are called upon to visit a local school system to render help.

A List of Consultative Practices Used by One-Third or More of the County Superintendents, First, Second, and Third Class City Superintendents Reporting in This Study.

1. Local consultants and county superintendents were used for consultative help.
2. Superintendents used consultants from institutions of higher learning.
3. Consultants were secured from the State Department of Public Instruction.
4. Superintendents worked with their boards of education to develop an understanding of why and how to use consultative services.

5. A committee of teachers was used by the superintendent in planning the effective use of consultative services.
6. Consultants met with individuals and committees.
7. The general nature of the problem was outlined and sent to the consultant.
8. Preliminary work was carried on and correspondence was conducted with the consultant to clearly identify specific problems where help was needed.
9. Superintendents furnished the consultant with specific information about the school and community.
10. A definite time schedule was arranged for the consultant to follow.
11. Transportation and lodging for the consultant during his visit was arranged.
12. Superintendents attended regularly many of the group meetings conducted by the consultant.
13. Publicity on the work being conducted by the consultant was released.
14. The consultant was made acquainted with the issues involved in the problem under study.
15. Superintendents worked with their teachers in the selection of committee members.
16. Parents and lay citizens were invited to the schools to share some of their experiences with students and teachers.
17. The school staff worked cooperatively with representative parents and lay citizens on such problems as reporting to parents, curriculum planning, etc.
18. Fellow administrators acted as consultants to one another by holding meetings at regular intervals to discuss problems and solutions for them.
19. An inter-visitation of schools within an area provided consultative help to superintendents.
20. Faculty bulletins or letters containing suggestions for staff members, lists of new publications, and ideas of other members of the school staff, are beneficial.

21. General faculty meetings were utilized to discuss school problems.
22. The superintendent assisted his staff in determining available consultative help locally and outside the local community.
23. A list of problems to submit to the board of education for study and recommendations was worked out by the superintendent and his staff.
24. Boards of education were invited to meetings where consultants had been called in.
25. The Board of Education was kept informed on the developments in education.
26. Staff members were not released from regular teaching assignments in order to render consultative help to the local school system or outside schools.
27. In-service workshops and conferences were held prior to the opening of the school year.
28. Workshops and conferences were conducted partly during the school day and partly after school hours.
29. A set fee was agreed upon before the comprehensive survey was started.
30. Much preliminary work was necessary before any survey.
31. A survey team should be responsible for carrying a project through to completion.
32. Secretarial help and survey materials should be made available to a consultant.
33. A consultant should report from time to time on the progress of a survey being conducted by him.
34. The following commercial publications were used by the superintendent:
 - (a) Teacher's Letter
 - (b) It Starts in the Classroom
 - (c) Publications and yearbooks of professional organizations
 - (d) Teaching aids issued by publishing companies.

35. The consultant should make an evaluation of his services.
36. The consultant should make continued contacts and follow-up with the school system.
37. An agency rendering consultative help should review the problem submitted by a local school system and assign the individual thought to be the most capable to help the local school.
38. Consultative agencies should publish a list of problems upon which they can furnish consultative help.
39. Summer workshops for teachers should be organized by consultative agencies.
40. The State Department of Public Instruction should publish a list of consultative services available through the department.
41. Funds should be made available to the office of county superintendent to finance consultative help.
42. The State Department of Public Instruction should organize workshops throughout the state to study administrative problems.
43. The State Department should utilize the help of teachers and administrators when compiling new courses of study.
44. Consultants can readily address parent-teacher associations.
45. The superintendent should work cooperatively with the teacher committee, selected by the entire faculty, in planning workshops and conferences.
46. Boards of education should issue bulletins of their policies and regulations.
47. Consultants should give help to boards of education in planning building construction.

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APPENDIX

Request Cards Sent to Superintendents

_____ Yes. I will complete the questionnaire.

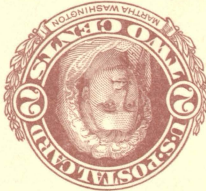
_____ No. I will be unable to complete the
questionnaire.

_____ Superintendent

_____, School

_____, Address -

Mr. Merle R. Bolton, Supt.
Cornith District Schools
83rd & Mission Road
Kansas City 13, Missouri



THIS SIDE OF CARD IS FOR ADDRESS

REPLY CARD

83rd & Mission Road
Kansas City 13, Mo.
August 2, 1954

Dear Sir:

Would you be willing to take about thirty minutes of your time to complete a questionnaire concerning the administration of consultative services in your school?

This information will be used in a study I am making pertaining to the superintendent's role in administering the services of a consultant. Please check the appropriate space on the attached card, sign it, and return it as soon as possible.

Merle R. Bolton

Check Sheet Sent to Superintendents

NO. 434

A CHECK SHEET FOR SCHOOL SUPERINTENDENTS

(To be returned to Merle R. Bolton, 83rd
and Mission Road, Kansas City 13, Missouri)

PART I

DIRECTIONS: Complete the items by filling in the proper spaces with your answers and by placing a check in the appropriate blanks.

1. Name of School
Location
2. Type of school organization (8-4), (6-6), (6-3-3)
3. Number of pupils enrolled: Elementary, Junior High,
High School, Others
4. Number of teachers: Elementary, Junior High,
High School, Others
5. Check the administrative assistants which you have in your school system.
..... A principal for each elementary school building.
..... A principal for each high school building.
..... A principal who jointly administers the high school and the
elementary school.
..... A superintendent who performs the duties of a principal in ad-
dition to his other duties.
..... A supervisor for the elementary schools.
..... A supervisor for the secondary schools.
..... A supervisor for departments or subject fields.
..... Others, (List)
6. Does your elementary principal have: full-time teaching duties;
part-time teaching duties; no regular teaching assignments
.....?
7. Does your high school principal have: full-time teaching duties;
part-time teaching duties; no regular teaching assignments
.....?
8. Is secretarial help provided for: the central administrative office;
each elementary school building; each high school building
.....?

Check Sheet Sent to Superintendents

PART II

DIRECTIONS: Following is a partial list of problems encountered by school superintendents in an effort to improve the administration of their school system. It is obvious that some type of consultative service is often needed to assist with these problems.

In the columns to the right of the statements place a check in the "Yes" column if you have felt a need for a consultant, or if you have used a consultant in helping you with the problem. Place a check in the "No" column if you have not felt this need, or if you have not used the services of a consultant in helping you with the problem.

Please treat the two column independently and check each item.

With what problems have you felt the needs of the services of a consultant?

	Felt Need		Used Consultant	
	Yes	No	Yes	No
1. Curriculum Problems:				
a. Making a study of the present curriculum				
b. Planning a curriculum revision program				
c. Providing for education of exceptional children				
d. Developing a testing program				
e. Improving child progress reports to parents				
f. Others (Please list.)				
2. Personnel Problems:				
a. Recruitment, selection, and placement of teachers				
b. In service training program				
c. Staff organization and morale				
d. Salary schedule and sick-leave policies				
e. Others (Please list)				

	Felt Need		Used Consultant	
	Yes	No	Yes	No
3. Building Needs:				
a. Determining the adequacy of existing school facilities				
b. Planning future building needs				
c. Conducting a bond election				
d. Securing Federal assistance for a building program				
e. Maintenance and operation of the school plant				
f. Others (Please list.)				
4. Public Relations-School-Home-Community:				
a. Interpreting the school program through the press, radio, etc.				
b. Making annual reports to the community				
c. Publishing handbooks for teachers, students, and parents				
d. Others (Please list.)				
5. Finance:				
a. Obtaining and using State and Federal Aid				
b. Planning and establishing an effective insurance program				
c. Setting up a system of financial records to be kept				
d. Making preliminary budget estimates and recommendations				
e. Purchasing practices				
f. Others (Please list.)				

Check Sheet Sent to Superintendents**PART III****Administering Consultative Services**

DIRECTIONS: Complete the following by checking ONE OR MORE of the sub-items. The item choices are by no means all inclusive, therefore check the ones which most nearly fit your practices. Please add other techniques which you have used in administering consultative services.

1. State the number of times your school system has used an outside consultant during the past three years
2. Where did your school secure the services of a consultant?
 -a. Used local consultants or the County Superintendent.
 -b. Used consultants from institutions of higher learning.
 -c. Secured a consultant through the State Department of Public Instruction.
 -d. Secured a consultant through the State Teachers' Association.
 -e. Others (Please list.)
3. What did you do to implement and facilitate consultative services?
 -a. Worked with the board of education to develop an understanding of why and how to use consultative services.
 -b. Recommended that the board of education set aside a specific amount in the operating budget for such services.
 -c. Worked with a committee of teachers in planning the effective use of consultative services.
 -d. Worked with parents and laymen in planning the consultative service program.
 -e. Others (Please list.)
4. How extensively did your school utilize consultative services?
 -a. The consultant addressd the entire faculty only.
 -b. Meetings were held with the consultant in each school building.
 -c. The consultant met with individuals and committees.
 -d. More than one consultant was used during the school year at different times.
 -e. Others (Please list.)
5. After a consultant was selected, what assistance was given to him before his visit to your school?
 -a. The general nature of the problem was outlined.
 -b. Preliminary work was done and correspondence was carried on with the consultant to clearly identify specific problems where help was needed.
 -c. Made sure the staff had done enough work to indicate clearly that consultative help was needed.
 -d. Furnished the consultant with specific information about the school and community.
 -e. Others (Please list.)
6. What assistance was given to the consultant during his visit to your school?
 -a. A definite time schedule was arranged for the consultant to follow.
 -b. Secretarial help was provided for the consultant when needed.
 -c. Staff members were relieved from regular teaching duties to assist the consultant.
 -d. Others (Please list.)
7. How does your school finance consultative services?
 -a. Only the necessary travel expenses are paid to the consultant.
 -b. A fixed fee is agreed upon with the consultant.
 -c. The local teachers' association pays for consultative services.
 -d. Teachers are allowed their expenses to attend workshops or conferences.
 -e. Others (Please list.)
8. What responsibilities do you as an administrator have to the consultant?
 -a. Arranging for transportation and lodging for the consultant during his visits.
 -b. Attending regularly many of the group meetings.
 -c. Releasing publicity on work being conducted by the consultant.
 -d. Making sure the consultant is acquainted with the issues involved in the problem under study.
 -e. Others (Please list.)
9. How are committees selected to work on problems in your school?
 -a. Members are appointed by the superintendent.
 -b. Members are recommended by the building principals and approved by the superintendent.
 -c. The superintendent works with his teachers in the selection of committee members.
 -d. The local teachers' association selects the committee members.
 -e. Others (Please list.)
10. To what extent are parents and lay citizens used as consultants in your school?
 -a. They are not asked to participate.
 -b. Advisory committees are selected to assist the board of education and the superintendent in studying problems related to the school system.
 -c. They are invited to the school to share some of their experiences with students and teachers.
 -d. The school staff works cooperatively with representative parents and lay citizens on such problems as reporting to parents, curriculum planning, etc.
 -e. Others (Please list.)

Check Sheet Sent to Superintendents

11. How do you feel that fellow-administrators could act as consultants to one another on particular problems?
-a. By holding meetings at regular intervals to discuss problems and solutions for them.
 -b. Setting up a program of inter-visitation of schools within an area.
 -c. Standing committees of administrators within an area are set up to work on school problems.
 -d. Administrators can be of little help to one another as their problems are unlike in their individual schools.
 -e. Others (Please list.)
12. How can you, as superintendent, give consultative help to your school staff?
-a. Administrative tasks are so many that this is impossible.
 -b. By issuing faculty bulletins or letters containing suggestions for staff members, lists of new publications, and ideas of other members of the school staff.
 -c. By calling regular general faculty meetings to discuss school problems.
 -d. By assisting the staff in determining available consultative help, locally and outside your own community.
 -e. Others (Please list.)
13. How can you, along with your staff, give consultative help to your board of education?
-a. Work out a list of problems to submit to the board for study and recommendations
 -b. Invite members of the board to meetings where consultants have been called in.
 -c. Keep the board informed on developments in education.
 -d. A committee of teachers acts in an advisory capacity to the board.
 -e. Others (Please list.)
14. What provisions are made for releasing members of your staff to act as consultants within your system or for other school systems?
-a. No such provision is made.
 -b. Staff members are relieved from their regular teaching assignments to serve as consultants, with no deduction in salary.
 -c. Staff members are relieved, but must be paid for their services by the school receiving the consultative help.
 -d. Staff members are permitted to serve as consultants only during the summer months, week-ends, or outside regular school time.
 -e. Others (Please list.)
15. When does your school conduct in-service workshops or conferences where consultants are called in?
-a. Prior to the opening of the school year.
 -b. After school hours, on Saturday, or during vacation periods.
 -c. School is dismissed for the workshop or conference.
 -d. Partly during the school day and partly after school hours.
 -e. Others (Please list.)
16. What practices do you think should be followed when a comprehensive survey is being conducted by consultants?
-a. A set fee should be agreed upon before the survey is started.
 -b. Much preliminary work must be done before the survey is started.
 -c. A survey team should be responsible for carrying a project through to completion.
 -d. Secretarial help and survey materials should be made available to the consultant.
 -e. The consultant should report from time to time on the progress of the survey.
 -f. Others (Please list.)
17. What commercial publications have you and your staff used for consultative help?
-a. Teacher's Letter.
 -b. It Starts in the Classroom.
 -c. Administrator's Notebook.
 -d. Publications and yearbooks of professional organizations.
 -e. Aids issued by publishing companies.
 -f. Others (Please list.)
18. What follow-up steps do you think the consultant should make after he completes his assignments?
-a. The consultant should make an evaluation of his services rendered.
 -b. The consultant should check back with the school only at the request of the superintendent.
 -c. After the consultant has assisted with a particular task, his obligation to the school is completed.
 -d. The consultant should make continued contact and follow-up with the school system.
 -e. Others (Please list.)
19. How does your school system evaluate the services of a consultant?
-a. The entire school staff is asked to rate the consultant.
 -b. Only the committee or group with which the consultant worked rates the consultant.
 -c. A committee composed of teachers, principals, supervisors, and the superintendent rates the consultant.
 -d. The administrative staff only evaluates the consultant's services.
 -e. Others (Please list.)

Check Sheet Sent to Superintendents

20. What steps do you think an agency rendering consultative help should take when called upon for such service?
-a. Submit a choice of consultants to the school.
 -b. Review the problem and assign the individual thought to the most capable to handle the problem.
 -c. Assign the same consultant to the school if more than one visit is necessary.
 -d. Publish a list of problems upon which it can furnish consultative help.
 -e. Organize summer workshops for teachers.
 -f. Others (Please list.)
21. How do you think the State Department of Public Instruction could help in providing consultative services?
-a. By publishing a list of consultative services available through the department.
 -b. Make available to the County Superintendent funds to be used by that office for bringing in outside consultants.
 -c. By organizing administrative workshops throughout the state to study administrative problems.
 -d. Utilize the help of teachers and administrators when compiling new courses of study.
 -e. Others (Please list.)
22. How have consultants been of help to parent organizations within your school system?
-a. Addressed Parent Teacher Associations.
 -b. Worked with parent-teacher committees upon such problems as report cards, developing a philosophy and a set of objectives for your school, etc.
 -c. Made surveys for parent and lay groups independent of the school system.
 -d. Conducted a series of discussions for parent study groups.
 -e. Others (Please list.)
23. What procedure do you follow in organizing your school for workshops and conferences?
-a. Plan them with building principal and supervisor.
 -b. Work cooperatively with a teacher committee, selected by the entire faculty, in planning the workshop or conference.
 -c. Work with the board of education in scheduling these projects prior to the opening of school and following the close of school only.
 -d. Submit a list of problems to your staff to be studied during the school year.
 -e. Others (Please list.)
24. How much publicity have you given to a consultant and his work being conducted?
-a. Invited the consultant to make his reports at meetings of the board of education.
 -b. Issued bulletins to parent and lay groups concerning the work conducted by the consultant.
 -c. Invited the press and radio reporters to meetings being held with the consultant.
 -d. Have made available to the public copies of reports and surveys conducted by consultants.
 -e. Others (Please list.)
25. On what problem do you think your board of education could use the help of a consultant?
-a. Issuing a bulletin of policies and regulations of the board of education.
 -b. Planning help with school building construction.
 -c. Organizing the board into working committees.
 -d. Using a consultant as a mediator or "third party" in superintendent-board conflicts.
 -e. Others (Please list.)

Letter Accompanying Check Sheet

83rd & Mission Road
Kansas City 13, Missouri
September 1, 1954

Dear Sir:

Please accept this note of thanks, for your returning the card indicating your willingness to complete my questionnaire regarding the use of and the administration of consultative services in your school system. I would appreciate your completing the enclosed questionnaire and returning it as soon as possible. This questionnaire is by no means "all-inclusive", therefore please list any other items which you think would be helpful to others as they use consultants in their schools.

This is part of a study in partial fulfillment of the requirements for the Degree of Doctor of Education at the University of Kansas. My study is being conducted under the direction of an advisory committee, with Doctor J. W. Twente as chairman.

If you desire a summary of this study, please indicate this at the end of the questionnaire and I will be happy to furnish it for you.

I assure you that neither your name nor the name of your school will appear in the result of this study. Thanks again for your time and help in making this study a worthwhile project.

Very truly yours,

Merle R. Bolton
Superintendent
Corinth District Schools

Enc.

Letter Reminding Superintendents to Complete Check Sheet
Before October 15, 1954

83rd and Mission Road
Kansas City 13, Missouri
September 30, 1954

Dear Sir:

During the month of August, I sent to your office a card asking whether or not you would complete a questionnaire regarding the use of, and the administration of, consultative services in your school system. There is a possibility that you did not receive this card, therefore, I am taking the liberty of sending you a copy of the questionnaire. I know this is an extremely busy time for you and your staff, although most of us will agree that there is no time when we are not busy with something.

I would appreciate your taking time to complete the enclosed questionnaire and return it before October 15th. This questionnaire is by no means "all-inclusive", therefore please list any other items which you think would be helpful to others as they use consultants in their schools.

This is part of a study in partial fulfillment of the requirements for the Degree of Doctor of Education at the University of Kansas. My study is being conducted under the direction of an advisory committee, with Doctor J. W. Twente as chairman.

If you desire a summary of this study, please indicate this at the end of the questionnaire and I will be happy to furnish it for you.

I assure you that neither your name nor the name of your school will appear in the result of this study. Thanks again for your time and help in making this study a worthwhile project.

Very truly yours,

Merle R. Bolton
Superintendent
Corinth District Schools

Enc.

Bulletin Published by the Kansas Council for the
Improvement of School Administration

Consultative Services For Kansas School Administrators



A Reference Tool

Published and Distributed in September, 1953

As a Public Service

by

The Kansas Council
For the Improvement of School Administration

315 West Tenth Street

Topeka, Kansas

Bulletin Published by the Kansas Council for the
Improvement of School Administration

KANSAS COUNCIL FOR THE IMPROVEMENT
OF SCHOOL ADMINISTRATION
In Cooperation With the Midwest Administration
Center, Chicago

Dear Mr. Administrator:

How often have you fervently wished for aid in the many complex areas of administration—finance, academics, public relations, board-administrator dealings?

We'll wager your answer is "Many times," for as your Kansas Council has sought to develop its program for improved school administration, no single need has been more apparent than that of "sitting-down-together" to analyze and solve problems common and difficult to all. School problems which are not solved can grow acute in time and become of real embarrassment to an administrator. Often they can be mitigated through a consultant who, fortified by his knowledge of similar experiences of other administrators, can help analyze the situation and point out possible solutions.

So a committee of the Council—Kenneth E. Anderson, Wendell R. Godwin, John H. Nicholson and Horace B. Powell—talked to the six colleges of the state which grant a Master's degree in administration and found these institutions willing to lend their resources and personnel for consultative services to school administrators. That's the reason-to-be of this bulletin for it lists the areas in which consultative services are available and how YOU may readily secure these services.

This, then, is not a "throw-away" pamphlet but a REFERENCE TOOL which you should keep handy for the time when you need consultative help. Likely, too, you will want to put the accompanying INSERT OF SERVICES under the glass atop your desk for ready access when a local situation prompts you to think about consultative aid.

The Council hopes you will make wide use of these services, for as school administrators work together, difficult problems can be solved to the real benefit of the schools and school children of our state.

**Committee on Consultative Services,
Kansas Council for the Improvement of
School Administration**
(In cooperation with the Midwest Administration Center,
University of Chicago.)



THIS BULLETIN AND HOW IT EVOLVED

NO SINGLE bulletin can describe all the consultative services available to Kansas school administrators. From the outset the committee appointed by the Kansas Council for the Improvement of School Administration decided that limitations were unavoidable. For instance, not listed are the many valuable services available from the State Department of Education, the Kansas State Teachers Association, The League of Kansas Municipalities and similar organizations. Many colleges not listed in this bulletin can be of real assistance to you.

In order to have a basis for selection, the committee decided to limit the listings in this bulletin to those colleges in the state which offer programs in Educational Administration leading at least to the Master's degree.

A letter was sent to the head of the education department in each institution asking him to list the services available. Responses to this letter showed a willingness on the part of all to provide help in most of the areas suggested. Conse-

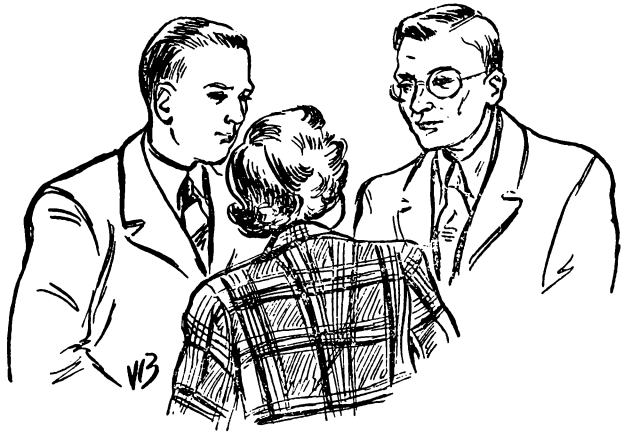
quently, no distinctions between the colleges are made in this bulletin.

It is possible, however, that due to shifts in personnel, conflicts in schedules and staff limitations, a particular college may be unable to furnish prompt help for your problem. In such an instance, this college will suggest another of the six participating institutions or other resources to which you may wish to refer your request.

While the colleges ask that no honorariums be paid to visiting consultants, their limited budgets customarily make necessary reimbursement from local systems for mileage or subsistence expenses. This possibility should be discussed with the college of your selection at the time of your request for a consultative visit.

The final responsibility for selecting the consultant will rest with the local administrator and his board of education. This bulletin simply gives a limited list of services with some suggestions as to how to make effective use of these services after agreements are reached between the school administrator and the college from which he seeks consultative aid.

TYPES AND DEGREES OF



AVAILABLE CONSULTATIVE SERVICE

IT IS obvious there are many types and degrees of consultative services needed and available. The samples listed below will illustrate some of the types and degrees of service which can be had under this project:

1. Correspondence:

You write a letter asking what standardized test is good to determine grade placement in arithmetic. The college refers it to the testing bureau and you get a reply naming specific tests, giving information on cost and where to order.

You write for information on how to improve reading in your school. Several letters result between you and the college. First, advice on what tests to use to get a clear picture of your problem.

Then advice on test interpretation. Perhaps you send the test summaries to the consultant for his study. He sends materials or suggests where you can get materials which will help solve your problem. As a result of the information which you send him, he sends recommendations.

2. Individual Conferences:

You visit the college or ask for a consultant to call on you to help with a publicity program before a bond issue. A program is laid out. Sample literature is

presented along with advice on timing and strategy.

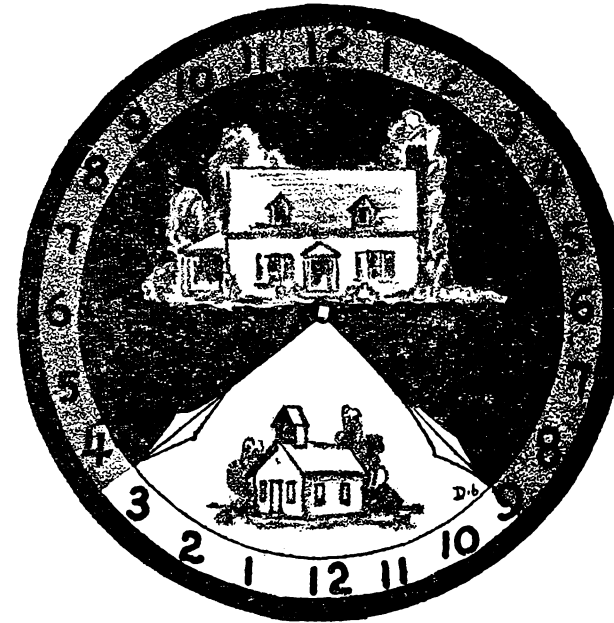
Several of your teachers want help with emotionally-disturbed children in the regular classrooms. You ask for help. Limited service by a consultant, assigned by the Dean of the School of Education, may include visits to classrooms, analysis of the problem and suggestions for further planning or the use of other agencies.

3. Faculty Meetings — Conferences — Inservice Projects:

You ask for help for your

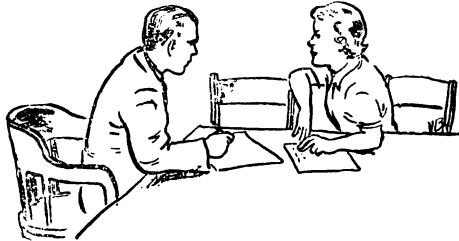
teachers and patrons on "grading and Reporting." A consultant comes to your town for a day to consult with teachers and parents on the problem.

Your faculty wants help on developing a comprehensive program of "Citizenship Education." A consultant is assigned to work in your community three days each month over a period of eight months. "Experts" are brought in on special phases of the project. This is a continuing service over a long period of time.



So Little Time

CONSULTATIVE SERVICES LISTED BY



THE SIX PARTICIPATING COLLEGES

1. **BUILDING AND GROUNDS:** Planning, constructing, or improving school buildings or grounds.
2. **CURRICULUM PLANNING OR REVISION, AND INSTRUCTION:** Answer for *each* of the following overall and subject matter areas.
 - a. Curriculum patterns such as core, common learnings, etc.
 - b. Summer school programs
 - c. Adult education
 - d. Art
 - e. Business or commercial
 - f. Distributive education
 - g. Diversified occupations
 - h. English
 - i. Foreign languages
 - j. Health, physical education, and recreation
 - k. Home economics
 - l. Industrial arts
 - m. Language arts
 - n. Mathematics
 - o. Music
 - p. Reading
 - q. Social studies
 - r. Science
 - s. Trades
 - t. Vocational agriculture

3. **EVALUATION OF TOTAL SCHOOL PROGRAM**
4. **EVALUATION OF PUPIL PROGRESS**
5. **EXCEPTIONAL CHILDREN:** Case work, referrals, and special problems connected with atypical children
6. **FINANCE:** Budgets, tax problems, bond issues
7. **FINANCIAL AID:** Qualifying for, obtaining, and using state and federal aid to schools.
8. **GUIDANCE AND TESTING:** Guidance programs, use of standardized tests, and guidance techniques
9. **INSTRUCTIONAL MATERIALS:** Publications, audio-visual aids, etc.
10. **LEGAL:** Legal assistance and/or information
11. **LIBRARY SERVICES**
12. **MOTIVATION OF STAFF:** How the administrator can stimulate his staff to study its problems and take action
13. **PERSONNEL PROBLEMS OTHER THAN CERTIFICATION, RECRUITMENT, AND SELECTION OF TEACHERS:** Staff morale, organization, etc.
14. **PUBLIC RELATIONS:** Answer for *each* of the following:
 - a. Citizen participation in educational planning
 - b. Interpretation of school program through press, radio, etc.
 - c. Relationships with P.-T.A.s and other community organizations
 - d. School-community conflicts
15. **PUPIL ORGANIZATIONS:** Clubs, student government, fraternities, sororities, etc.
16. **RECORDS AND RECORD KEEPING**
17. **RESOURCE USE:** The use of community resources in the school's program
18. **SCHOOL BOARDS:** Their organization, responsibilities, activities; the administrator's relationship to them
19. **SCHOOL DISTRICT REORGANIZATION**
20. **SCHOOL LUNCH PROGRAM**
21. **TEACHER CERTIFICATION**
22. **TEACHER RECRUITMENT:** Locating qualified teachers for vacant positions
23. **TEACHER SELECTION AND PLACEMENT:** Selecting teachers for positions, effective placement in available positions, etc.
24. **TRANSPORTATION:** Problems and procedures in pupil transportation
25. **OTHER:** Describe below.

MAKING THE MOST



OF THE CONSULTANT

WHEN school administrators seek consultative help, there is no inference at all that they are trying to find others who will do their work for them. Instead, this indicates that they are trying to do an increasingly better job by using every resource available to them. A preliminary study by the Midwest Administration Center points to several suggestions that will enable administrators to gain the maximum help from consultants. They are summarized below:

BE CERTAIN YOU ARE READY FOR HELP BEFORE YOU SEEK IT

Have you and your staff done sufficient work to indicate clearly that you need a consultant to assist in tackling a specific problem or in defining your problem? Remember that a consultant cannot do this preliminary work for you.

OUTLINE CLEARLY YOUR PROBLEM . . .

Give as many details as possible of your specific problem and ask the college to suggest a suitable consultant. The prob-

lem or plan on which you are working will determine the special kind of consultant you need.

ALLOW TIME FOR THE CONSULTANT TO BE PRESENT AND PREPARED WHEN YOU NEED HIM . . .

The services of a consultant should be engaged sufficiently in advance to permit him to prepare for the visit and to assure his presence at the desired time. Plan your work sufficiently in advance so that you may engage a consultant at least several weeks prior to the time he will be needed.

AVOID GENERALITIES IN REQUESTING A CONSULTANT'S HELP . . .

Prior to his visit, the consultant needs specific information about your school, the plan or problem on which you are working, a description of what you have done so far, and the service you wish to have him render. Do you want the services of an expert who will give you the answers to technical questions? Do you

want a person who looks over your problem and tells you what you should do? Or do you want a consultant who will sit down with you and your staff and assist you in analyzing your plans or problems in such a manner that you will make your own decisions?

OUTLINE CLEARLY THE ACTIVITIES DURING THE CONSULTANT'S VISIT . . .

Will there be conferences with individuals? Will there be meetings with committees or other groups? Ask for the consultant's suggestions regarding these activities. Plan fully the consultant's visit so that you will derive the maximum benefit from it. Perhaps you will wish to schedule his time with small groups for the entire day.

SET ASIDE SUFFICIENT TIME . . .

It is strongly suggested that you don't skimp on time. Sufficient time must be provided for the consultant to be of service and for you and your staff to engage in activities that you should like to undertake while he is there. A period of time during the school day, or an hour or a day in which the school is not in operation, should be set aside for any needed teacher contacts with consultants.

EVALUATE THE SERVICES THAT YOU RECEIVE . . .

Have a conference with your staff to evaluate the service rendered by the consultant. Did he give you the help that you needed? What can be done in con-

nection with the future use of consultants that will make their services more valuable to you?

MOVE FORWARD AFTER THE CONSULTANT LEAVES . . .

His visit will rarely be a wand-waving process that solves your problems or completes your planning. It is important to plan your next steps at its close or immediately thereafter. What did the consultant's work with you indicate should be done next? What follow-through is needed?

TWO PRECAUTIONS . . .

(1) Speeches are not consultative service. Speeches cannot replace the hard work of committees and discussion groups in the development of any aspect of a school's program. Frequently a good consultant is asked to make a speech when he could give much more assistance to a faculty by participating with them in discussions that are designed to identify their problems and to develop a program of action.

(2) When the basic problem of a school system is friction between the superintendent and the school board, or between the superintendent and the principals or teaching staff, consultative service is likely to be handicapped in dealing with most aspects of the school program. On the other hand, sometimes the consultant as the "third party" can take a more objective view of the situation and by his comments and suggestions pave the way toward more harmonious relations. Consultative service is a face-to-face process involving individuals working together in a spirit of cooperation, mutual respect, and unanimity of purpose and such harmony must be arrived at before mutual problems can be successfully attacked.

FOR YOUR CONVENIENCE . . .

Tear out and address the letter on the next page to the head of the school

[If you prefer to write on your own letterhead, please be sure to cover the points shown in this tear sheet.]

or department of education in the college which you have chosen. Here listed alphabetically by college are the addresses and telephone numbers:

Mailing Address

Telephone Number

Dean Don Davis, Department of Education,
Kansas State College, Emporia.....2800; Ext. 31

Dean W. Clement Wood, Department of Education,
Fort Hays Kansas State College, Hays.....4-3483; Ext. 82

Finis Green, Head Department of Education,
Kansas State College, Manhattan.....5661; Ext. 276

Dean William Black, Department of Education,
Kansas State Teachers College, Pittsburg.....761

Dean Kenneth Anderson, School of Education,
University of Kansas, Lawrence.....2700; Ext. 440

Dean Jackson O. Powell, College of Education,
Municipal University of Wichita, Wichita.....62-6521; Ext. 26

(Address Here)

Dear _____:

I should like to receive help on a problem existing in our local school system. Would you please advise me the conditions under which you would be able to supply consultative service?

The problem can best be stated in this way:

The immediate problem arose in this way:

(Over)

We have already taken these steps:

It seems to me that the major question or area in which you might be able to be of help would be:

Other helpful information:

Will you please write very soon so that we can make arrangements for a visit by you or a member of your staff? We would prefer a visit during the week of _____.

Signature _____

Address _____

DEPARTMENT OF SCHOOL ADMINISTRATION
(Address Here)

Dear _____:

I should like to receive help on a problem existing in our local school system. Would you please advise me the conditions under which you would be able to supply consultative service?

The problem can best be stated in this way:

The immediate problem arose in this way:

(Over)

We have already taken these steps:

It seems to me that the major question or area in which you might be able to be of help would be:

Other helpful information:

Will you please write very soon so that we can make arrangements for a visit by you or a member of your staff? We would prefer a visit during the week of _____.

Signature _____

Address _____

COLLEGE CONSULTATIVE SERVICES AVAILABLE TO SCHOOL ADMINISTRATORS

(as a result of a project of the Kansas Council for the Improvement of School Administration)

BUILDINGS AND GROUNDS: Planning, constructing, or improving school buildings or grounds.

CURRICULUM PLANNING OR REVISION, AND INSTRUCTION: Answer for EACH of the following overall and subject matter areas.

- a. Curriculum patterns such as core, common learnings, etc.
- b. Summer school programs
- c. Adult education
- d. Art
- e. Business or commercial
- f. Distributive education
- g. Diversified occupations
- h. English
- i. Foreign languages
- j. Health, physical education, and recreation
- k. Home economics
- l. Industrial arts
- m. Language arts
- n. Mathematics
- o. Reading
- p. Social studies
- q. Science
- r. Trades
- s. Vocational agriculture

EVALUATION OF TOTAL SCHOOL PROGRAM

EVALUATION OF PUPIL PROGRESS

EXCEPTIONAL CHILDREN: Case work, referrals, and special problems connected with atypical children

FINANCE: Budgets, tax problems, bond issues

FINANCIAL AID: Qualifying for, obtaining, and using state and federal aid to schools

GUIDANCE AND TESTING: Guidance programs, use of standardized tests, and guidance techniques

INSTRUCTIONAL MATERIALS: Publications, audio-visual aids, etc.

LEGAL: Legal assistance and/or information

LIBRARY SERVICES

MOTIVATION OF STAFF: How the administrator can stimulate his staff to study its problems and take action

PERSONNEL PROBLEMS OTHER THAN CERTIFICATION, RECRUITMENT, AND

SELECTION OF TEACHERS: Staff morale, organization, etc.

PUBLIC RELATIONS: Answer for EACH of the following:

- a. Citizen participation in educational planning
- b. Interpretation of school program through press, radio, etc.
- c. Relationships with P.T.A.s and other community organizations
- d. School-community conflicts

PUPIL ORGANIZATIONS: Clubs, student government, fraternities, sororities, etc.

RECORDS AND RECORD KEEPING

RESOURCE USE: The use of community resources in the school's program

SCHOOL BOARDS: Their organization, responsibilities, activities; the adminis-

(Over)

Dean Don Davis, Department of Education, Kansas State College, Emporia,2800; Ext. 31
 Dean W. Clement Wood, Department of Education, Ft. Hays Kansas State College, Hays,4-3483; Ext. 82
 Finis Green, Head Department of Education, Kansas State College, Manhattan,5661; Ext. 276
 Dean William Black, Department of Education, Kansas State Teachers College, Pittsburg,761
 Dean Kenneth Anderson, School of Education, University of Kansas, Lawrence,2700; Ext. 440
 Dean Jackson O. Powell, College of Education, Municipal University of Wichita, Wichita,62-6521; Ext. 26

MAILING ADDRESS
 TELEPHONE NUMBER

It is suggested that you make arrangements for consultative service by writing or telephoning the college of your choice, using the addresses and telephone numbers below:

More complete information can be found in the "Reference Tool" Bulletin issued by the Kansas Council for the Improvement of School Administration

OTHER: Describe below
 TRANSPORTATION: Problems and procedures in pupil transportation
 TEACHER CERTIFICATION
 TEACHER LUNCH PROGRAM
 TEACHER RECRUITMENT: Locating qualified teachers for vacant positions, effective placement in available positions, etc.
 TEACHER SELECTION AND PLACEMENT: Selecting teachers for positions, etc.

We have already taken these steps:

It seems to me that the major question or area in which you might be able to be of help would be:

Other helpful information:

Will you please write very soon so that we can make arrangements for a visit by you or a member of your staff? We would prefer a visit during the week of _____

Signature _____
 Address _____

"GOD HELPS THOSE WHO HELP THEMSELVES."

In addition to availing yourself of the college consultative services outlined in this bulletin, you can also band together with five or ten neighboring administrators to form "self-help" organizations."

The Council for the Improvement of School Administration heartily approves the "5-and-10 ISA (Improve School Administration) groups" idea of C. O. Wright wherein the administrators of schools of similar size, of a county, a portion of a county or an homogenous region, would meet together semi-monthly or monthly to discuss individual problems and to give each other the benefit of experience in attacking such problems.

It is the belief of the Council that such groups, if kept small and meeting regularly, can be of immense aid to administrators and it is hoped that YOU will be instrumental in forming a "5-and-10 ISA" group in your area.

Administrator's Notebook

CONFERENCE PLANNING FOR EDUCATIONAL DIVIDENDS

*John M. Parsey, Coordinator
Information and Publication Services
Midwest Administration Center*

During the summer and early fall, the conferences of educational organizations, school systems, and institutions of higher education will compete for the "free time" of educators. Literally, there will be conferences of every kind for every kind of professional worker. Conservatively, they will involve hundreds of leaders and thousands of participants. Relatively, they will represent a tremendous investment in travel, services, facilities, and time. Realistically, the investment must be expected to return real and adequate educational dividends. But will it do so?

Although much has been learned about conference effectiveness, many conferences are still planned around inappropriate problems, directed toward improbable goals, and conducted in unsatisfactory ways. Research, observation, and experience have many suggestions for increasing the educational dividends of conferences--be they the traditional orientation and planning conferences held by school systems or the large, regional conferences devoted to the affairs of prominent educational organizations.

Why a Conference?

Typically, a school system or an educational organization will be concerned with developing a professional program, solving educational problems, promoting ideas, or sharing information. In the normal search for ways and means it will, sooner or later, consider the possibilities of a conference. Sometimes this will be the answer and sometimes it will not. How can it be determined whether a conference is the most effective means for gaining the end in view?

Observation and experience indicate quite clearly that there are certain goals that are peculiarly appropriate for a well-designed conference. For example, when an organization is at a low ebb, when membership is decreasing, when programs and activities have bogged down, a conference planned around an inspirational, "camp meeting" theme will perhaps prove to be the best single means for *arousing enthusiasm, reestablishing purposes, and stimulating an active recommitment of the membership.*

When conflicting ideas, opposing interests, and lack of reliable information cause confusion and controversy in a particular area of professional endeavor, a carefully-planned conference can do much to *clarify issues, define problems, and establish a basis for further study and investigation.* A conference can also be used to *plan ways of solving specific problems.* The program of the Midwest Center, for example, has benefited from conferences designed both to identify critical problems and to plan ways of dealing with them.

In education, where experience and research are continually adding to the store of relevant knowledge, it becomes increasingly necessary to channel this knowledge to people who can apply it in practical situations. The conference has long been used as a means for *sharing and disseminating information and knowledge.* More recently, the conference has been taking on an even more fundamental

Administrator's Notebook

a publication of the

MIDWEST ADMINISTRATION CENTER

5835 Kimbark Avenue, Chicago 37, Illinois

Director FRANCIS S. CHASE
Notebook Editor JOHN M. PARSEY

The Midwest Administration Center at the University of Chicago is part of the nation-wide Cooperative Program in Educational Administration supported by the W. K. Kellogg Foundation and sponsored by the American Association of School Administrators, the National Council of Chief State School Officers, and the National Conference of County and Rural Area Superintendents.

role--that of *developing procedures for using the information and knowledge that is already available.*

At a time when democratic values are being emphasized, the executive leadership of school systems and educational organizations is realizing the need for and, more importantly, the values to be gained from sharing its responsibility with the membership. Accordingly, it is increasing membership participation in planning and policy making. Through conferences many members are being involved in *developing policies and plans and in making policy and action decisions.* In addition, conferences are being used successfully as a means for *evaluating policies, plans, and progress toward organizational objectives.*

The foregoing list, while not exhaustive, indicates, within broad limits, areas in which conferences have been successful.¹ It may be said that, in general, a conference in one of these areas will be assured of some measure of success if: (1) sweeping changes in attitude and behavior are not expected; (2) the goals of the conference are reinforced by other activities; and, (3) there is extensive and meaningful participation by the conferees.

Surveying The Field...

Some assurance that a conference will meet the needs of a particular situation does not solve all of the problems related to conference planning. Who will be interested? What are the specific needs of potential participants? What procedures will be appropriate? Questions such as these will have to be answered before a planning committee can begin to develop a conference plan.

Information of this kind is relatively easy to obtain. Presumably, the planning committee will have some general information as a starting point for further inquiry. A letter to key individuals and groups known to be interested in the

¹For further comments and suggestions see: "Meetings, Meetings, Everywhere!" Adult Leadership, I (December, 1952), 2-3. Also: Roy M. Hall and Donald Nugent, Democratic Method and Experience in Educational Meetings, pp. 6-19. Austin, Texas: Southwest Cooperative Program in Educational Administration, The University of Texas, 1952.

area in question will add to the information already available. A check list or questionnaire sent to a representative sample of leaders and other professional workers will provide additional information. Interviews with key leaders and field workers should yield significant insights. Locally-planned meetings can be the means for identifying problems, needs, and interests. In addition, these local groups might be used in all stages of planning and in the follow up.

To be of maximum usefulness and to reduce delays in planning, the canvass of the field should be related to a broad area or theme identified in the preliminary work of the sponsors and designed to identify: (1) specific problems within the general area to be considered at the conference; (2) the major needs, interests, the background, and other characteristics of potential participants; (3) leaders, resource persons, and consultants; and, (4) materials and other resources. The canvass might also seek information on convenient dates, schedules, and activities and procedures.²

Developing a Tentative Plan...

The preliminary survey plus the experience and insights of the planning committee are the basic ingredients of the conference plan. Taking into account the available leads and suggestions, the planning committee might take as its first task the setting up of objectives for the conference. These objectives should be appropriate to the ends in view; possible to attain in significant measure within the scope of conference time and techniques; and specific enough to suggest subject matter, learning experiences, and procedures.³ A chart of the conference with the objectives listed in a column on the left and content, learning experiences, and procedures along the top will provide a framework of cells useful in checking the comprehensiveness of the conference plan.

²For other suggestions see: "Partners in Planning," Adult Leadership, I (December, 1952), 4-6. Also in the same issue: "Improving Large Meetings," 15-22.

³For a more detailed discussion see: "Your Program Planning Tool-Kit," Adult Leadership, I (May, 1952), 13-18.

If the outlining of objectives, content, experiences, and procedures has been adequate there should be relatively little difficulty in setting up a tentative conference schedule and making preliminary decisions regarding speakers, consultants, and discussion leaders. These persons should be contacted as early as possible and their aid enlisted in rounding out the conference plans.

Several additional elements will complete the tentative plan. First, consider the matter of time, place, and facilities. Time and place preferences may have been obtained in the preliminary survey and a decision on facilities will probably be made in terms of availability and the needs of the particular conference, with emphasis on the needs of the conference. Second, outline provisions for the pre-conference briefing of both leaders and participants.⁴ The more that can be done to prepare, orient, and stimulate the thinking of conferees before the conference the more likely is it that the conference will reach the goals set for it. Third, provide for evaluation of the conference both while it is in progress and after it is over.⁵ Fourth, include suggestions for following up the conference for purposes of evaluation and reporting, for reinforcing the stimulation provided, and for encouraging action on commitments that might have been made at the conference.

Checking the Plan...

Examination of the tentative plans by the sponsors, the leaders, and a sample of potential participants will increase the chances for a well-designed conference. The reactions of these people will often indicate how the conference may be improved and will add to the validity of the framework within which the final arrangements will be made.

The planning committee can then make firm commitments for conference facilities and for food and housing. It can set up registration procedures, develop a time schedule, and assign speakers,

⁴See, for example: Maurice E. Stapley, Story of a Workshop, pp. 11-14. Bloomington, Indiana: Division of Research and Field Services, Indiana University, 1952.

⁵Ibid., pp. 34-42.

chairmen, and resource people. It can plan for publicity and promotion and arrange for printing the conference program. It can plan the pre-conference briefing of leaders and participants and assign responsibility for developing the needed materials. If exhibits are to be featured, it can make arrangements for handling them.

Keeping the Idea Alive...

The suggested planning procedures will arouse a certain amount of interest and activity. The promotion and publicity program should capitalize on this stimulation. Progress reports to key leaders on the planning of the conference will increase interest. Regional and local publicity through newspapers, professional journals, and other media will help bring the conference to the attention of potential participants. Attractive printed materials mailed to selected groups and individuals and face-to-face contacts with people in the field are also sound promotional procedures.

The promotion program will bring in its wake two critical tasks, the efficient processing of applications and the prompt handling of inquiries, which must be adequately provided for in the planning. It cannot be emphasized too strongly that these routine matters will have far-reaching effects on the success of the conference. Participants will in many cases make their first contacts with the conference either through applications or through requests for information. The efficiency and courtesy (or lack of it) which they experience will color, to some extent, their reactions to the conference as a whole.

Getting Under Way...

To some extent, the tone of the conference will be set by what happens during the first few hours. Many of the participants will be strangers to the locality and to one another and, in spite of pre-conference orientation, there will be some confusion during the time that the conference is getting under way. Good planning can decrease confusion and frustration by anticipating many common operational difficulties:

Registration.--Assume that partici-

pants are strangers and help them get settled. A map showing the location of conference offices, living quarters, restaurants, parking, and meeting places will be helpful and may be given to participants before or at the time they register. The map might be supplemented by appropriate signs posted about the locality. If the conference is being held on a college or university campus or at a commercial conference center, the students or employees might be alerted to their public relations responsibilities and asked to act as guides to conduct participants to their rooms and give additional information as needed. Identification tags for participants, conference officials, and for the guides will help all concerned in getting to know one another.

Orientation Sessions.--If the conference attendance is large and many activities are scheduled, it will be helpful to plan brief orientation sessions for such purposes as: (a) reviewing daily activities; (b) announcing changes in the program; (c) distributing materials useful in guiding the conference towards its goals; (d) reporting the results of observational evaluations; and, (e) providing summaries to help the various groups focus on the goals of the conference and to integrate their work into the work of the conference as a whole.

Follow Up.--The conference plan will include provisions for follow up, and the foundation for it may be laid during the closing sessions by providing for: (a) a formal evaluation of the conference by the participants; (b) a report on conference achievements, including a review of commitments; and, (c) a tentative outline of follow-up activities.

For any particular conference, some of the specific planning procedures suggested might not be necessary but, in general, the main elements of the outline will hold. The sources listed below supplement and round out many of the suggestions contained in this article:

Adult Leadership, I (April, May, 1953).

Alfred M. Cooper, How to Conduct Conferences, New York: McGraw-Hill Book Co., 1942.

Bertram W. Straus and Frances Straus, New Ways to Better Meetings. New York: Viking Press, 1951.

William E. Utterback, Committees and Conferences. New York: Rinehart and Co., 1950.

"Conference Sense." Washington, D.C.: Superintendent of Documents, Government Printing Office. (Conference personalities and how to work with them. \$0.20.)

Low-cost pamphlets and other materials are available from: Adult Education Association of the United States, 1201 Sixteenth St., N.W., Washington 6, D.C.

FOR YOUR OWN PLANNING...

1. What common weaknesses have you observed in conferences you have attended?

In planning.

In conducting.

In following up.

2. What does this article suggest to you as to ways of improving conference planning?

From the viewpoint of the sponsors or organizers.

From the viewpoint of the participants.

The Teacher's Letter

The TEACHER'S letter

ORTNIGHTLY LETTER DEVOTED TO REPORTING AND INTERPRETING PROFESSIONAL TECHNIQUES. COPYRIGHT 1955, ARTHUR C. CROFT, PUBLISHER.

Washington, January 22, 1955

Dear Reader,

A burst of activity on behalf of education characterized the first month of 1955. A year ago, educators were still overawed by the attacks on education from many quarters. This year the mood is forget the attacks, full speed ahead.

✓ State reappraisals. Six States have already held meetings on education as requested by Congress. They are Connecticut, Kansas, Iowa, Nebraska, Wyoming, and Washington. Each tackled the big question: where to find money for improving and expanding school offerings, increasing teacher salaries, building new classrooms. The remaining States are to hold such meetings before November.

✓ The Larsen-Ruml report. The money is — and can be — available, said a report by the National Citizens Commission for the Public Schools signed by two of the Nation's distinguished businessmen, Beardsley Ruml and Roy E. Larsen. The real question is, they said, do we have the will to use it for education. Our national wealth is increasing. Within ten years our national productivity will rise to \$525 billion a year. This means we shall be able to spend from \$40 to \$150 a year more for the education of each child.

✓ Will the U. S. help? In his State of the Union message, President Eisenhower surprised the Nation by saying: "Population growth, additional responsibilities of schools, and increased and longer school attendance have produced an unprecedented classroom shortage. This shortage is of immediate concern to all of our people. Positive, affirmative action must be taken now." Immediately, more than a score of bills were introduced in Congress asking for millions in Federal aid for school construction. Congressional hearings on the bills will begin after February 15, when President Eisenhower said he would send a special message to Congress on education.

✓ Train all youth? It is the President's recommendation that each able-bodied youth between the ages of 17 and 19 be required to take six months of military training. After his training he would be obligated to serve in the reserve for a period ranging up to nine and a half years. If Congress enacts this law, the educational patterns of high school and college youth would be drastically altered. That is why both Congressmen and schoolmen will debate the issue for many months ahead.

Here's a test in pronunciation. It is given to persons who apply for jobs as announcers at a New York City radio station. Most applicants mispronounce every other word at first reading. See how well you'll do. Key to correct pronunciation is given at the end of the Letter. The test:

— The old man with the flaccid face and dour expression, grimaced when asked if he were conversant with zoology, mineralogy, or the culinary arts. "Not to be secretive," he said, "I may tell you that I've given precedence to the study of genealogy. But, since my father's demise, it has been my vagary to remain incognito, because of an inexplicable, lamentable and irreparable family schism. It resulted from a heinous crime, committed at our domicile by an impious scoundrel. To err is human . . . but this affair was so grievous that only my inherent acumen and consummate tact saved me."

The rapid learner in science is the object of national concern — and hope. Whether the Nation will have an adequate supply of scientists in the future will depend on the extent to which classroom teachers nurture the able students in science. Here are ten methods most commonly used by science teachers in teaching rapid learners:

1. Teach students to read and evaluate science materials from newspapers.
2. Stimulate students to plan and carry on projects of the experimental research type.
3. Arrange for students to become assistants for class, laboratory, and science club work.
4. Help students to analyze science information in statistical form.
5. Help pupils participate in pupil-teacher planning to discover real problems for study in science.
6. Encourage students to participate in adult activities, such as providing information about a sewage-disposal system.
7. Help students to visit establishments where scientific products are made or used.
8. Help students to participate in science fairs and congresses.
9. Arrange for doctors, nurses, engineers, and others to meet with science classes.
10. Arrange for students to attend scientific meetings.

A superintendent talks to teachers . . . about the art of being more than an ordinary teacher. Says Supt. E. N. Dennard, of Waco, Texas, Independent School District:

● If you would be a great teacher, take an intense interest in girls and boys. The relationship between teacher and pupil must be one of genuine love and affection. It is not sufficient that a teacher be interested in girls and boys — each pupil must feel and know that the teacher is interested in him personally. Teachers who daily seek to recognize the needs of youngsters and seek ways to meet those needs are on the way to great achievements in the classroom. They are also heading toward the real joy and thrill of teaching.

● If you would be a great teacher, take seriously your relationships to other members of the school staff. Teamwork is an essential in providing educational services to the youth of a community. This does not mean the sacrifice of individual initiative, imagination, or of inventiveness. Teamwork recognizes the strength in the sharing and pooling of ideas. The professional attitude of a teacher can be measured in terms of his respect and admiration for other members of the teaching profession and particularly the school personnel with whom he works. Finally, there is a direct ratio between the growth and development of a teacher and his interest and participation in professional meetings and organizations.

● If you would be a great teacher, be sensitive to the world from which the child comes before school and to which he goes after school — in other words, home, parents, and the community. To understand a child, one must have an insight into these worlds. One must be familiar with the patterns of the home and the community in order to strengthen the ties between the child

and his parents and his community. Education is accepted as an extension of the home, thereby demanding a close partnership between parents and teachers. The admiration and respect of parents for teachers is second only to the love and affection of children in stimulating teacher growth and development. One must be able to interpret the community to youth if they are to be satisfactorily equipped to live and earn a living in the community.

• If you would be a great teacher, learn to be successful in the relationship to self. It is perhaps in this area that failure has been most frequent in the teaching profession. The teacher should approach teaching with the conviction that he will help shape the destiny of others and not that the teaching profession will mold him into a pattern. In other words, there is a certain independence that a teacher should maintain from the teaching profession. There is no good reason why one's personal views about living should conflict with what he teaches. It is high time for the teachers of America to accept the truth that "to err is human," and to live and teach on a plane of normal human behavior. No person can be a great teacher unless he is happy.

When a Class Goes On a Trip — The Legal Story

Some years ago a teacher asked the president of the Baltimore Traction Company if his class might visit the plant to observe its operation. Having obtained permission, the group of children arrived and was shown through the installation by an employee of the company. Later the employee had to leave, and suggested to the teacher and the group that they "look around for themselves." The children wandered toward a poorly lighted part of the plant which contained a vat (flush with the floor) filled with boiling water. One of the pupils stumbled and fell in.

The action that followed: The parents of the injured pupil sued the company. The family argued that the company was negligent in not caring adequately for its visitors. But the Maryland Court of Appeals did not agree. The Court made these points: (1) The company did not invite the pupils; it had held out no "inducement" or "enticement" to the class. (2) The pupils came for their own advantage (that is, their education). (3) Under such conditions pupils came at their own risk and at the risk of the teacher guiding them. Said the Court in the case that has become known as the Benson case: "If there was any negligence anywhere, it consisted in bringing 30-odd boys at one time to a building filled with dangerous machinery."

Legal principle involved: A teacher and class who seek permission to visit a plant or other establishment are legally known as "licensees." Licensees go at their own risk; the company cannot be held liable for accidents to the children. A teacher and pupils who visit a plant at the invitation of a company are in a different legal status. They are known as "invitees." (A Kirksville, Mo., bakery which had invited high school classes to visit its plant was held liable for an accident to a girl whose hand was caught in an ice crusher. The courts decided the bakery was trying to get publicity by inviting the class and therefore had the responsibility to protect its guests against all harm.) Invitees are due more care and protection than licensees.

Educational principles involved: More and more school systems and classes are undertaking field trips. Teachers believe in their great instructional value. But teachers should also recognize this:

Pupils on an educational tour are under the supervision of the teacher. The teacher must exercise this supervision. If he fails, he may be personally liable for any injuries to pupils . . . The host company or plant may or may not be liable for accidents. The teacher usually is. In planning a trip, weigh the hazards against the educational benefits.

The quest for certainty is a never-ending quest. Its reward is likely to be more questions, rather than fixed answers. This is especially true in teaching. The quiz below, for example, asks you to check the best alternative of those proposed. Yet, there is no answer sheet to supply the "correct" answer. Some alternatives lie more nearly in the right direction. If you are not certain, discuss the quiz with your colleagues. The result will probably be as intended: more questions . . . The quiz was prepared by Nellie C. Morrison, supervisor of elementary education, Muncie, Ind.

1. When children are to be seated in a new room, (1) Each child chooses his own seat. ___ (2) Each child selects his own seat, with some directions from the teacher. ___ (3) The teacher seats the class. ___

2. When new members are enrolled in a class, (1) The new pupil is made to feel as inconspicuous as possible. ___ (2) The teacher introduces the child to the class. ___ (3) Some member or members of the class are given the responsibility of making the student feel at home. ___

3. When planning a unit of work, (1) The teacher includes his ideas with those of the group. ___ (2) All plans come from the children. ___ (3) The teacher does most of the planning. ___

4. When questions are being raised to guide the study of a topic, (1) All questions raised by individuals are included in the final list. ___ (2) The teacher edits the final list. ___ (3) The teacher leads the group to evaluate and edit questions in terms of their purposes. ___

5. When decisions are made concerning group activities, (1) The vote of the group is the democratic way of deciding. ___ (2) The teacher makes clear that the children's opinions are merely advisory. ___ (3) The teacher makes the decisions because children are too immature for this task. ___

6. When committee work is being organized in a classroom, the naming of committees should be the function of (1) The teacher and the class. ___ (2) The class alone. ___ (3) The teacher alone. ___

7. When searching for ways of motivating children to develop certain skills, (1) Discourage competition. ___ (2) Encourage competition. ___ (3) Encourage competition with an awareness of what it does to each child. ___

8. When a disciplinary problem arises and the guilty ones are unknown, (1) The entire group should be punished. ___ (2) Children should be encouraged to report those who were guilty. ___ (3) Punishment should be deferred until the cause of the misbehavior comes to light. ___

Key to correct pronunciation of test printed on a previous page.

FLACK-sid, dooer, gri-MACED, KON-ver-sant, zoh-OL-o-ji, min-er-AL-o-ji, KEW-li-ner-y, see-KREE-tiv, pre-SEED-ens, jen-e-AL-o-ji, de-MIZE, va-GAIR-y, in-KOG-ni-toe, in-EX-plicable, LAM-entable, ear-REP-arable, SIZ-m, HAY-nus, DOMM-i-sil, IM-pee-yus, ur, GREEV-us, in-HERE-ent, a-KEW-men, kon-SUMM-it.

Yours very truly,

P.S. Affection knows no grade level. —
Arthur T. Jersild.

THE TEACHER'S LETTER

ABSTRACT

CONSULTATIVE SERVICES IN SOME KANSAS SCHOOLS

Even though the work of consultants is considered an important activity in many fields, it seems that very little is known about consultative services in the area of school administration. Most writers of educational literature merely mention the fact that consultants are used to assist the administration and teaching personnel with their problems.

Savage^N reports, "Our knowledge regarding the role of consultative services is as meager as that possessed by other fields. We know too little about the advisory services for which we expend large sums of money and which exert great influence on public education."

The role of an educational consultant is changing as more and more is learned about his services to schools. He should assume the role of a resource person to give help to schools rather than an authoritative and dominating person with all of the answers to a particular problem. He is rapidly becoming a participating member of discussion groups.

Many problems are encountered by the superintendent in an effort to improve the administration of his

N Savage, William W., "Improved Consultative Services," School Executive, Vol. 73, (March, 1955), pp. 104-105.

school system. A qualified consultant can often assist him in seeking solutions to these problems.

Purpose

It was the purpose of this study to ascertain the extent to which administrators in some Kansas schools felt the need for consultative help and the extent to which services had been used. An examination of consultative services used by all of the schools in Kansas would be an undertaking requiring much time and study. Such a study would become voluminous and could not be included in the realm of this report.

The superintendent and his staff must effectively administer the services of a consultant when one has been called upon for help. The superintendents included in this report have indicated the many administrative techniques and practices which they have used in working with consultants in their school systems. It is also the purpose of this study to determine which of these practices have been used successfully and most frequently by county superintendents and by first, second, and third class city superintendents. The writer of this report hopes that these practices will be of help to other school administrators and to educational consultants in general.

Procedure

In the process of developing the check sheet to be sent to superintendents of schools, the writer first prepared a preliminary check sheet in mimeographed form. This form was presented to a graduate class in Elementary School Administration at the University of Kansas during the Summer Session of 1954. Members of this class completed it and made suggestions to the writer wherein it might be improved. After its revision, a printed check sheet in final form was then prepared to send to the superintendents selected for this study.

The procedure used to solicit participation in this report was to send mimeographed double postal cards during the month of August, 1954, to one hundred five county superintendents, twelve first class city superintendents, eighty-one second class city superintendents, and two hundred fifty third class city superintendents, whose school systems had an enrollment of one hundred or more. They were asked if they would be willing to complete the check sheet pertaining to the administration of consultative services in their local school systems.

The printed check sheet, along with a letter of explanation, was mailed to the superintendents who indicated their willingness to help with the study. A total of two hundred thirty-one check sheets were mailed. These

included 14 sent to county superintendents, 8 to first class city superintendents, 45 to second class city superintendents, and 164 to third class city superintendents. The completed check sheet seemed slow in being returned to the writer. A second mimeographed letter was mailed to the superintendents who had agreed to complete the check sheet, asking them to return it before October 15, 1954. All of the completed check sheets used in this report were returned before that date. As the check sheets were returned, the responses to each item were tabulated. These are shown throughout the study in the order which they appeared on the check sheet.

Parts of the Check Sheet

The check sheet was composed of three parts. Part I asked for descriptive data on each school. Part II included a partial list of problems encountered by school superintendents in an effort to improve the administration of their school systems. Part III was composed of a detailed list of techniques and practices for administering consultative services. The superintendents checked the ones which they had used in their schools.

Responses to the items in Part III varied in numbers as a practice used by one school system and found to be successful might have been a failure in another school system. The writer lists in the summary of this

study those practices which were used by one-third or more of the responding superintendents.

Conclusions

The superintendent is responsible, either directly or indirectly, for the efficient operation of his school system. Along with his many routine tasks, he must assume the role of leadership in maintaining the best possible instructional procedures within his school. He cannot do all of the necessary tasks alone. He must be assisted by all members of his staff cooperating together to provide the best type of education possible for the community which he serves. In addition to help within his own school system, the superintendent can profit by utilizing, when needed, the help of an outside educational consultant.

It was found through this study that school administrators frequently had a felt need for consultative services but that these had been used relatively few times. It is indicated by the responding superintendents that they had felt the need for consultative help on 2,608 occasions, yet had only used consultants 945 times. This may or may not have been due to the superintendent's inability to profit from the services of a consultant when one was called to his school system.

Consultative services should become an integral part of the total educational program. All agencies rendering consultative help should do their utmost in advancing this cause. School personnel, along with consultants, should be trained in the effective utilization of consultative services, for which large sums of money are expended and which certainly have a decided influence on education in today's schools.