THE ADEQUACY OF THE PROFESSIONAL
PREPARATION OF THE CATHOLIC
SCHOOL SUPERINTENDENT

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THE ADEQUACY OF THE PROFESSIONAL
PREPARATION OF THE CATHOLIC
SCHOOL SUPERINTENDENT

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By

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CHAPTER 1

INTRODUCING THE STUDY

The Catholic school system in the United States today comprises 10,287 elementary schools, 2,428 secondary schools, and 260 colleges and universities. On the elementary and secondary level the majority of the schools are parochial; that is, they are directly connected with a parish. There are others which are the responsibility of a number of parishes. Others are diocesan; and still others are private. Within certain restrictions imposed by Canon Law, Catholic schools are under the jurisdiction of the bishop in whose diocese they are located. Generally speaking, the administration and supervision of the educational program in these schools is a responsibility of the bishop of the diocese. However, since this is only one of the many responsibilities of the bishop, in practice the actual administration and supervision are carried out by a priest appointed by him. The priest is the chief school officer of the diocese.
As chief school officer, the priest usually bears the title of superintendent of schools. At present 141 Catholic school superintendents have been appointed in the United States.

**Statement of the Problem**

The problem of this study was to determine the adequacy of the professional preparation of the Catholic school superintendent for his role as the educational leader in the diocesan school system.

The study was divided into the following subdivisions:

1) establishing evaluative criteria to measure the adequacy of the professional preparation of the Catholic school superintendent;

2) evaluating the professional preparation of the superintendent in the light of the established criteria;

3) proposing a program which might close the gap between the existing practices and the established criteria.

**Basic Assumptions**

The following assumptions were basic to the development of the problem:

1) the Catholic superintendent's religious preparation is adequate for his religious ministry.

2) There is a need for the Catholic school superintendent to have an adequate professional preparation for his role as the diocesan school leader.
3) The need for adequately trained superintendents is as great in small dioceses as in large dioceses.

4) It is possible to develop criteria which may be used to measure the adequacy of the superintendent's preparation.

5) The best judges of an adequate program are Catholic school superintendents.

6) It is possible to develop practical suggestions to close the gap between the superintendent's actual preparation and the recommended preparation.

Hypotheses

The following hypotheses were pertinent to the development of this study:

1) There is a gap between the Catholic superintendents' actual preparation and that recommended by this study.

2) The superintendents of large dioceses have better professional preparation than the superintendents of small dioceses.

3) The graduates of Catholic universities have better professional preparation than graduates of non-Catholic universities.

4) Superintendents who are also pastors of parishes have better professional preparation than those who are not pastors.
5) The greatest weakness in the superintendent's professional preparation is his lack of experience. In the process of analyzing these hypotheses, the following questions were to be answered:

1) What is an adequate professional preparation for the superintendent's role?

2) What professional preparation do the Catholic superintendents now have?

3) Is the superintendent's present preparation adequate for his work?

4) What recommendations and conclusions can be made in the light of this study in order to bridge the gap between the superintendent's professional preparation and the recommended preparation?

Background and Significance of the Study

The superintendent of Catholic schools is an interesting and provocative invention of American Catholic education. In his hands lies the welfare of the school program of the diocese. His many responsibilities to Church and State and to local authorities and groups indicate clearly that it is a position which requires special preparation. His role as an administrator, educator, and builder requires that he have particular training. Unless he is adequately prepared for his leadership, the whole diocesan education system will suffer inadequacies.
Within recent years, much emphasis has been placed upon the preparation of public school administrators. A report of the recent work conference of the National Conference of Professors of Educational Administration, *Educational Leaders: Their Functions and Preparation*, stated:

The problem of finding and preparing persons to meet the requirements of democratic educational leadership is the major problem in education today. The schools of the nation must have better leadership if democracy is to survive in this country.¹

This report considered the preparation of educational leaders as one of the major critical areas where improvement is necessary.

*Profile of the School Superintendent*, a study by the American Association of School Administrators and Research Division of the National Education Association, devotes one section to a study of the "Preparations for the Superintendency." In conclusion it states, "The school superintendency is one of the most difficult, demanding administrative positions in American public life. The program to prepare superintendents should be no less. To formulate such a program is a challenge worthy of our steel, to operate such a program is a delight to comprehend, and to improve such a program calls for eternal study and vigilance."²


In 1950 (with antecedents as far back as 1947) the Cooperative Program in Educational Administration began a study of school administration in all its aspects. In 1955 the Committee for the Advancement of School Administration, an agency created as a part of the structure of the American Association of School Administrators and supported by funds from the W. K. Kellogg Foundation, was organized. As a result, great strides have been made in the development of the programs of study to prepare public school administrators. In its report, *Something to Steer By*, the committee states:

For many years, but especially since W. K. Kellogg Foundation grants were made in 1950, the curriculum, which can be counted on with some dependability to produce effective school administrators, has teased the attention of college professors, researchers, and administrators.

While some astute administrators seem almost to be born, not trained—there must always be a carefully constructed, comprehensive-as-possible plan for their selection and training. The skills and the understanding necessary to the administration of an educational enterprise are simply too complex to be left to chance or to haphazard training.  

In spite of appeals made since 1916, no study has yet been made of the adequacy of the Catholic school superintendent's preparation for his work. Yet, without leaders of professional status, it is difficult to conceive the operation of high-quality educational systems. Presently the superintendents are left to the direction of the colleges or universities they choose for graduate study or to their

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own discretion. The present haphazard method often results in excessive financial expenditures, extended leaves of absence, and possible poor preparation for these important responsibilities.

The first book to appear concerned with any phase of Catholic school administration was published in 1961 and was written specifically for the Catholic elementary principal. Nothing has yet been published for the diocesan school administrator, as such.

It is not sufficient for the Catholic superintendent simply to follow a program outlined for educational administrators in general, since the superintendent's role is unique in the educational field. There is only one such person in each diocesan school system. While his role compares somewhat to the public school administrator, it differs in many essential respects. A few comments will point out this difference. While all the schools of the diocese are under the superintendent's jurisdiction, they are not all subject to him in an equal degree. Some schools are private schools owned and operated by various religious orders; other schools are operated by the parish priest and owned by the diocese and leased to the particular order. There are also schools, particularly high schools, which are central schools and serve several parishes. Moreover, while the private schools are also under the jurisdiction of the head of the religious community, the diocesan schools are also directly
under the jurisdiction of the local pastor, who is usually responsible for the finances.

Likewise, the teachers in the schools propose specific problems. Teaching in the Catholic schools are religious teachers and "lay" teachers (professional teachers who are not members of a religious community). The religious teachers are assigned by the head of the religious order; the lay teachers are usually hired by the pastor. The superintendent must work with both superiors and pastors to insure that qualified teachers are employed in the diocesan school system.

Furthermore, the Catholic superintendent is responsible for a large area. The schools under his jurisdiction may be 200 miles from the central office. Likewise, they will be located in several different cities and counties; sometimes, even in different states.

Examples such as these point out some of the differences in the role of the Catholic superintendent and the public school administrator. The superintendent's preparation then, to be adequate, must be geared toward his unique role. Consequently, it is not sufficient simply to adopt the standards of various certification agencies nor the requirements for degrees of various colleges, since these are not necessarily pertinent nor adequate. Unfortunately, as of the present time, no guide lines or suggestions have been offered on any authoritative basis. This study would fill this particular need.
Moreover, this study will hope to discover the adequacy of the superintendent's preparation, its strengths and weaknesses. By so doing, it will lead the way to filling any uncovered gaps and aid the superintendent-to-be in the selection of his program of studies to prepare him effectively and efficiently for his work. This study will be of use to bishops in the selection and direction of the men whom they choose to be their school superintendents and will serve as a guide to universities and professors in counseling the prospective superintendent. By helping to insure well-prepared leaders of the Catholic school system in the United States, it will be instrumental in the development and operation of a high-quality educational system that will be a boon to the Church, the nation, and the youth.

Definition of Terms

The following terms must be clearly understood:

1) Diocese: the district under a bishop's jurisdiction.

2) Large dioceses: those dioceses with a Catholic school population of 38,000 or more (highest third in population).

3) Small dioceses: those dioceses with a Catholic school population of less than 20,000 (lowest third in population).

Limitations of the Study

This study was limited to the professional education preparation of the Catholic school superintendents. The personal characteristics and qualities of the superintendents
as well as their religious training were not a part of this particular study.

Procedure for Collecting and Treating the Data

The following procedure was used for collecting and treating the data pertinent to the study:

I. The criteria by which to judge the adequacy of the superintendent's present preparation had to be developed. This was done in the following way:

1) Since the role of the Catholic school superintendent is somewhat similar to that of the public school superintendent, an extensive study was made of the literature in the field of school administration, including textbooks, pamphlets, the standards for certification of school administrators, and the recommended programs of studies of educational institutions and associations of school administrators.

2) In order to determine the distinctive role of the Catholic school administrator and his function, an analysis was made of the usual functions of the Catholic school superintendent according to the research work already accomplished by the Committee on the Status and Function of the Diocesan Superintendency of Schools of the Superintendent's Department of the National Catholic Education Association.

3) On the basis of these preliminary investigations, a check list containing the various items that possibly
should be included in an adequate preparation for Catholic superintendents was made. Every attempt was made to obtain objective statements and items that could be checked and tabulated easily. Space was provided at the end of the check list so that items could be added by the jurors.

4) Since the best judges of the adequacy of a Catholic superintendent's preparation are those who have experience in this type of work, namely experienced Catholic school superintendents, nine Catholic superintendents were chosen as jurors. The jurors were chosen in the following manner: According to the Official Catholic Directory, the dioceses were divided into nine regions:

1. New England  5. East South Central  
2. Middle Atlantic  6. West North Central  
3. South Atlantic  7. West South Central  
4. East North Central  8. Mountain  
9. Pacific

The superintendents of the largest dioceses in regions 1, 4, 7 were chosen; the superintendents of the smallest dioceses in 2, 5, 8 were chosen, and from regions 3, 6, 9 the superintendents with the mean school populations of the region were selected.

If any of these men could not serve as jurors, or if any of them lacked experience in the work, the superintendent of the diocese that resembled most closely the originally chosen diocese was selected.

5) The check list was sent to these jurors to determine their recommendations for an adequate program
for the Catholic superintendent's professional preparation. The items were checked according to the following scale:

A = Essential
B = Highly Important
C = Important, but not highly so
D = Unimportant

The scale was assigned the arbitrary values:

A = 3
B = 2
C = 1
D = 0

The values were totaled for each element and an average computed as the frequency index. By adding the frequencies, a total possible score was tallied.

II. The actual preparation of the Catholic superintendents was ascertained by sending to each one a questionnaire incorporating all the items of the rating scale. One hundred and forty-one questionnaires were sent to the 141 Catholic Superintendents appointed in the United States. Replies were received from 131 or 92.9 per cent of the superintendents.

III. The actual professional preparation of the Catholic Superintendents was then evaluated in the light of the established criteria. Since the percentage of returns was high, simple statistical measures of central tendency,
the standard deviation, and the rank-difference method for computing the coefficient of correlation were used to give the most accurate evaluation of the adequacy of the superintendents' preparation. The superintendents' preparation was further analyzed to determine the answer to the following questions:

1) In what areas are the superintendents sufficiently prepared?

2) In what areas are the superintendents least prepared?

3) Are the superintendents of large dioceses more adequately prepared than the superintendents of small dioceses?

4) Are superintendents who received their graduate training in Catholic universities better prepared than those who attended non-Catholic universities?

5) Are superintendents who served as pastors of parishes better prepared than those who did not have this experience?

6) Are the younger superintendents better prepared than the older superintendents?

7) In which areas of the country do the superintendents have the best preparation?

8) Are superintendents who served as assistant superintendents better prepared in general than those who were immediately appointed as superintendents?

9) Are superintendents who served as teachers better prepared in every area than those who had no teaching experience?
10) Are superintendents who hold state administrator certificates better prepared than those who have no certificates?

IV. In the light of these findings, recommendations were made that might help bridge the gap between the existing practice and the established criteria.

Review of Literature

The literature on the office of the diocesan superintendent of schools is not large in volume. Although the office has been in existence for the past seventy-four years, relatively few investigations of it have been made.

Burns in his *Growth and Development of the Catholic School System in the United States* devoted five pages to the superintendent system. He tells of the appointment of the first Inspector of Schools in the Archdiocese of New York, then describes the Philadelphia System with its special feature, the Community Inspector of Schools, and lastly, presents regulations adopted by the Diocese of Pittsburgh, which show the practical interrelations of school board, superintendent, and community inspectors.

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In 1916 Culemans voiced the need for trained diocesan superintendents, if the Catholic schools were ever to be unified and improved.⁵

In an article written in 1920, Johnson insisted on the need for educational preparation for the diocesan school superintendent if his work was to be effective.⁶ Inasmuch as the success of the school system, the future, as well as the present, rests with him, he should have specialized training in the Catholic philosophy of education and the study of the social sciences, as well as a thorough knowledge of the social and economic structure of modern civilization.

In 1924 Vehr conducted an investigation of the superintendent's office in general.⁷ He found that these functions received the following percentages of the superintendent's time: administrative, 48 per cent; supervisory, 38 per cent; and statistics, 9 per cent.

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In 1929 Holland made a study which described the diocesan organization of Catholic education in the Diocese of Brooklyn, New York. He outlined the development and organization of the system from 1853 to 1929. Then he delineated various functions of school workers who have responsibilities connected with the conduct of the system, among whom is the diocesan superintendent of schools.

In 1931 McClancy pointed out five things which the superintendent should strive to accomplish in his work, "The Office of the Diocesan Superintendent of Schools, Its Possibilities and Limitations."

Johnson wrote another article on the preparation of priests for the Office of Diocesan Superintendent in 1931. He traced the history of the diocesan superintendent's office from 1884 to 1952. He stressed the fact that the groundwork had been laid, and to consolidate the gains made, each diocese should have a trained superintendent. He urged each

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bishop to select a young priest who had served five years in a parish and to allow him to spend three years in graduate study in the field of education.

In 1933 Bradley surveyed the work of the first four superintendents in Philadelphia diocesan school system. He showed that the effectiveness of the system resulted from a well-organized school office with properly trained personnel.

Voelker conducted the second study of diocesan superintendents based on the historical and functional status of their offices in 1935. He pointed out the origin of the office and the particular work performed by the superintendents.

In 1952 Wilson made a study of "The Diocesan Superintendent's Office: Its Structure, Personnel, and Finance." Ward, in her doctoral dissertation of 1957, Patterns of Administration in Diocesan School Systems, stated that she found an honest admission by the superintendents of

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a lack of preparation in specialized fields within the professional study of education.  

The Committee on the Status and Functions of the Diocesan Superintendency of schools of the National Catholic Education Association conducted a research study on the roles of the superintendent. Its findings were reported in The Catholic School Superintendent, U.S.A., in 1950.  

The present study is the first one that has been made to evaluate the adequacy of the superintendent's preparation for his role today.  

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CHAPTER II

ESTABLISHING THE EVALUATIVE CRITERIA

In order to determine the adequacy of the Catholic school superintendent's professional preparation, it was necessary to establish some evaluative criteria as a means for assessing his preparation. As the first chapter has pointed out, there has never been a program of preparation devised or recommended specifically for the Catholic school superintendent. Consequently, the first problem was to draw up an adequate program. This program, then, would be used as the basis for rating the Catholic school superintendent's preparation.

Survey of Literature

Since a considerable amount of work has been done, especially in recent years, concerning the professional preparation of public school administrators, those recommended preparations were used as a starting point in developing a program of preparation specifically for Catholic school superintendents.

A survey of the literature in the field of educational administration was made to see what help it would offer in devising a program of preparation for Catholic superintendents.
The research of professional associations of school administrators, books, and magazine articles concerning the preparation of administrators, as well as the degree programs offered by various universities for prospective superintendents, were studied to see what guidelines they would give.

One of the most recent and comprehensive plans for the preparation of public school superintendents was devised by the professional staff of the American Association of School Administrators in the publication, The Education of a School Superintendent.\(^1\) According to this publication there are at least three major facets of the preparation program at the graduate level. These may be classified as:

1) Problems, development, and issues in the American culture.

2) Theory and practice in planning, organizing, and administering the program of a school system.

3) Research and evaluation, together with skill in communication, particularly as related to school-community relations.

In commenting upon the first major facet of the preparation program, "Issues in the American Culture," the AASA stated:\(^2\)


\(^2\)Ibid., p. 18.
Many of the decisions and actions of the superintendent are based upon his knowledge and understanding of the values people hold and of emerging economic, social, and political problems. He perhaps more than anyone else in the community needs a depth of understanding of contemporary developments and issues. The competence and skill with which he plans and administers the budget, designs the school plant, and gives leadership in shaping the curriculum rests in great measure on his ability to understand what society has wrought, to interpret the aspirations of people, and to see where the signposts in the culture point.

As the broad outlines and specific content of the preparation program emerge, concepts, factual information, and analytical methods and procedures will be drawn from such disciplines as economics, political science, sociology, and anthropology.

The second major area of study concerns theory and practice in planning and administering the program of a school system. According to the AASA, this may be considered the more conventional aspects of the program.\(^3\)

It is in this block of work where depth studies and research findings, theory and practice in school curriculum, and the best theory on school administration may find expression. The work of the first block may dovetail and overflow into content areas of the second. Among the categories within this second block of study will be the following:

1) Personnel theory and management—both pupil and staff.
2) Principles, theory, and techniques in public understanding and public relations.
3) Business, which includes budget making and budget control, along with purchasing, school building construction and design, modern finance, and taxation.
4) Principles, basic facts, and philosophical understandings which undergird good school building administration and supervision, although this may be combined with "Personnel theory and management."

\(^3\)Ibid., pp. 26-27.
5) The school curriculum and how its objectives may best be obtained.

The third major facet of the preparation program, "Research and Evaluation," is a familiar part of an effective preparatory program and consequently is treated in less detail than the other areas. The publication of the AASA organizes the third block under the following subheadings: 4

1) Research, statistics, and techniques for collecting and handling data.
2) Program appraisal and community surveys.
3) Case studies and simulations.
4) A writing project. Although some may consider this conventional, it is proposed that, at some time during the total period of preparation, the university should insist on a major writing production. Any prospective administrator should fully demonstrate his skill in communications, both written and oral. Therefore, it is important that he devote himself to the serious task of producing in scholarly fashion a scientific or philosophical interpretation of a difficult educational problem.

In 1951, when the Center for the Cooperative Program in Educational Administration (CPEA) was established in Ohio, the College of Education of The Ohio State University created a Committee on Educational Administration to study the program offered by the College, and to recommend such changes as seemed warranted by its investigations or by those of the CPEA Center. Based on data derived from questionnaires returned by nearly 70 per cent of the

4 Ibid., p. 27.
superintendents, executive heads, and principals of secondary and elementary schools in Ohio, the staff concluded that remedies should be found for: 5

1) The relative lack of administrative preparation in the fields of child growth and development, curriculum and human relations;

2) The lack of administrative experience and preparation in elementary education;

3) The inadequacy of administrators' understanding of certain sociological aspects of community life which have a bearing upon development of an adequate educational program;

4) The lack of administrators' skill in working with staff and community groups;

5) The apparent confusion of the roles of administrators, supervisors, the professional staff, the school board, the laymen of the community, and the state;

6) The need for teachers to grow in understanding of the professional responsibility in democratic administration;

7) The inflexibility of graduate programs, especially the lack of adequate provisions for administration in service.

A second study, conducted by the Committee on Educational Administration of the College of Education, The

Ohio State University, culminated in a statement of "Competencies Needed by School Administrators." Sources of information used include the basic literature in the field, research findings of the several CPEA Centers throughout the country, and the opinions of administrators and teachers in the public schools. After a year of study and exchange of ideas between theorists and practitioners, the committee concluded that the program in educational administration should focus on the preparation of administrators who have a reasonable comprehension of our culture, perceive the role of the school in it, and have the ability to work with others in the fulfillment of that role. The major areas in which competence is to be demonstrated, according to the committee report, may be summarized briefly as follows:

1) Appropriate personal attributes and a disposition to improve them.

2) Understandings, attitudes, and skills resulting from an adequate general education (including skill in written English).

3) An understanding of the role of the school in the social order.

4) A disposition and ability to cooperate with people in planning, executing, and evaluating courses of action.

\[6\text{Ibid.}, \ p. \ 303.\]
5) An understanding of the instructional program and skills in curriculum development.

6) Understandings and skills in the technical aspects of school administration.

7) An understanding of and skill in the administrative process.

8) An ability and a disposition to apply sound problem solving procedures to school concerns.

9) An inclination to act in terms of conscious value judgment.

10) An inclination and ability to understand one's own motivations for action and how they affect his way of working with other people.

11) A disposition and an ability to lead lay and professional people in considering the continuing improvement of the school and community, and the ability to discover and promote such leadership in others.

The chief characteristics of the course structure, as drawn up by the Committee on Educational Administration, was the evidence of a broad general and professional educational program at the beginning of the graduate program. As one approached the peak of his professional training, there was increased emphasis placed on special and technical work. At the Master's level, emphasis was given to the common elements in the preparation of teachers, principals of schools,
supervisors, and superintendents. This was in contrast to the tendency in former years for administrators to elect specialized courses in school administration to the neglect of an adequate foundation for specialization.

Textbooks on school administration do not treat extensively the program of preparation for school superintendents. Their approach to the problem is based on an analysis of the work to be done and the underlying concept of school administration. This is usually referred to as "the competency approach." In general, the textbooks accept the following areas of competence, as developed at five successive annual conferences of the National Conference of Professors of Educational Administration:

1) Social background of education: the school and other social institutions, historical and philosophical backgrounds, economics, social and political changes in American life, problems of social organizations and tensions, intercultural aspects of education.

2) Human growth and development: the learning process, motivation, individual differences, nature of child growth, environmental influences, mental and physical health, needs of children and youth.

3) Curriculum development and instruction: the curriculum and educational objectives, value judgements,

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curriculum planning and organization, standards of instructional service, improvement of instruction, methods and materials.

4) Group procedures: conference techniques, group organization, group leadership, planning and action.

5) Communication: effective oral and written expression, media of communication and interpretation, listening, adaptation to audience, selection of content, relation of agencies to mass communication.

6) Community resources: capitalizing on individual and group interests and capacities for the improvement of education, discovering resources in the interest of enriched instruction, facilitating their use.

7) Principles and procedures of administration: mastery of general principles and their application to specific services, activities, and problems of educational administration.

8) Finance and taxation: public finance, school finance in all its aspects, financial relationships of school districts to other governmental agencies.

9) Research: scientific methods of problem solving, evaluation, utilization of the findings of research.

10) Personnel management: standards of personnel service, staff procurement, assignment, dismissal, promotion, transfer, retirement, personnel policy development, organization for maximum contribution to the attainment of educational objectives.
In its report *Something to Steer By*, the Committee for the Advancement of School Administration agrees in general with these programs. It adds:

Internships appear to be worthwhile experiences when properly supervised by the local administrator to whom the student is assigned; the content to be covered by the internship, however, will be clearly outlined and understood by all parties. Since the internship is essentially a learning experience, the student's observation of just anything is a haphazard approach.

In their book *Public School Administration*, Grieder, Pierce, and Rosensteng give the broad outline of a program of preparation that embodies the main suggestions of the textbooks in the field.

Assuming a fairly early decision by the student on his career, coupled with sound admission and guidance procedures, the consensus on the professional preparation of school superintendents includes the following five elements:

1) Broad undergraduate education. Specialization beyond adequate preparation for teachers should be avoided. Contact with the major scholarly disciplines is recommended so that the prospective administrator may be a broadly cultured, liberally educated person...

2) Experience as a teacher...The author’s view is that it is unlikely that an administrator can understand and appreciate the problems of teachers and teaching without having had several years successful instructional experience himself...

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3) Experience in an administrative or supervisory capacity. Requiring this experience seems defensible on the grounds that the best way to master the elements of administration is by working in situations where they can be applied...

4) Graduate study in school administration. Graduate study in education, and particularly in administration, is based on less undergraduate preparation than is graduate work in other fields. It is reasonable, then, to expect a satisfactory graduate program to take more time. The usual requirement of one year of graduate work for a master's degree in school administration is too low. A minimum of two years is more realistic...

5) Practical field work. As part of the graduate program or in addition to it, service as an administrative intern, although highly recommended, has so far not been widely provided for... The small town superintendency has long been widely looked upon as a training ground for administration... The error of recommending this method of gaining experience before one is reasonably well prepared by advanced study lies in the assumption that small towns do not need well qualified superintendents and can get along with learners.

Stimulated by the Kellogg-sponsored Cooperative Program in Educational Administration, a number of colleges have designed improved programs. Among those graduate schools which are attempting to build a new program for the pre-service
preparation of schools administrators is Northwestern University. The new program, as described by B. J. Chandler and E. T. McSwain, professors of education at Northwestern University, reflects an effort to achieve a balance between the liberal arts disciplines, as the foundation of professional education, and the technical aspects of school administration. This serves, along with the Ohio State University program, as an example of the work of universities in this area.

Requirements for the master's degree in school administration are:

1) A minimum of 36 quarter hours of graduate work in residence.

2) Three courses are required of all students: Psychological Foundations of Education, Introduction to Research, and Historical and Cultural Foundations of American Education.

3) All students in school administration take the course—Foundations of School Administration (3 quarter hours). Prospective principals take a course entitled, Administration—Principalship (3 quarter hours).

4) A thesis (3 quarter hours) is required of students in school administration.

5) Not less than 12 quarter hours must be taken in cognate courses. Suggested cognate fields include:

anthropology, economics, geography, history, journalism, linguistics, philosophy, political science, psychology, sociology, and speech. Cognate courses are selected by the student after consultation with his faculty advisor.

6) The remaining hours may be taken in professional education or cognate work, depending upon the background of the student. Students with strong backgrounds in professional education are expected to take the hours in cognate fields.

The program of Northwestern University is similar to that of Ohio State University. Both insist on a broad general and professional education at the beginning of the graduate program with increasing emphasis on special and technical work as one approaches the peak of his professional training.

This section has summarized briefly the most recent programs of preparation recommended for public school administrators. However, while the role of the Catholic school superintendent is in some respects similar to that of the public school superintendent, it is also significantly different, as Chapter I pointed out. It would be, therefore, an unwarranted assumption simply to adopt the preparation devised for public school superintendents and deem it adequate for Catholic superintendents. It can, though, be used as a resource for helping to formulate an adequate program and shall be used as such. By analyzing carefully the specific roles of the Catholic superintendent, one can judge which facets of the public school administration program should
be included in that of the Catholic school superintendent’s preparation. Likewise, new elements may be determined which will fit the Catholic superintendent for his special responsibilities.

Analysis of the Catholic Superintendent’s Role

The most comprehensive analysis of the specific roles of the Catholic superintendent (and as a matter of fact the only analysis) is the research work of the Committee on the Status and Functions of the Diocesan Superintendent of Schools of the Superintendent’s Department of the National Catholic Education Agency. The findings of this Committee may be summarized under the following eleven headings:

1) The Superintendent is the Delegate of his Bishop in Education.

The bishop of the diocese holds the first responsibility for all educational programs within the limits of his diocese. This is a part of his function as chief teacher of the faithful under his care. In whatever authority the superintendent finds himself, he acts as the delegate of the bishop and is directly responsible to him for the formal Catholic education of the diocese.

2) The Superintendent of Schools is an Educator.

It is the responsibility of the superintendent of schools to suggest and recommend to the diocesan board of

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education the adoption of policies and procedures which will strengthen Catholic education in the diocese. The superintendent must develop and promote the instructional program. He must give leadership necessary to provide a program that is current, Catholic in nature, democratically sound, and professionally adequate in presentation.

3) **The Superintendent is the Executive Officer of the Diocesan Board of Education.**

In most dioceses, a school board is appointed by the bishop to work with the superintendent in formulating school programs and policies, subject to the final approval of the bishop. These boards are made up of the members of the diocesan clergy and, in some instances, lay people who represent various interests in the diocese. These boards are usually consultative in nature. They assist the superintendent with various educational problems and help him formulate the program and policies which are in the best interest of the diocese. The superintendent acts as the educational leader and executive officer of the board.

4) **The Superintendent Advises and Assists the Pastors of the Diocese in the Discharge of their Educational Duties.**

By reason of his office, the pastor of the parish in the diocese is the responsible administrator of the parochial school within his jurisdiction. Accordingly, it is his duty to see that diocesan policies are put into effect and that the school complies with the requirements and the
program of the diocesan school office. The Catholic superintendent of schools informs the pastor of the various programs and requisites and aids the pastor in fulfilling his administrative responsibilities in the educational system of the diocese. The superintendent usually serves as a consultant in providing solutions to local problems.

5) The Superintendent is Responsible for the Development of the Instructional Program of the Catholic School System.

It is the superintendent's responsibility to devise a curriculum for the diocesan schools. Working with qualified teachers in various areas, he formulates courses of study which are the best expression of all the elements which make up a good Catholic education. Since the instructional program is of great importance in any system, it is obvious that this work constitutes a major concern of the superintendent.

6) The Superintendent is Responsible for the Supervision of the Educational Program.

The supervision of the instructional program is the responsibility of the Catholic superintendent. In effect, it is his duty to inspect educational facilities and programs, to determine whether they meet adequate standards, and to assist in improving the performance of the teachers and the achievement of the students.

7) The Superintendent is Responsible for the Evaluation and Improvement of the Educational Program.

The chief school officer of the diocese must provide leadership for measuring the results of the diocesan
educational effort. Often this is achieved through a testing program which is intended to measure the achievement of children in various subjects. Not only achievement, but the interests, aptitudes, and personality adjustments of the pupils need to be tested. By relating the results to available norms, some picture can be formed of the status of the school system.

3) **The Superintendent is Responsible for the Teacher-Training Program of the Diocese.**

Good schools are the results not so much of good methods as of good teachers, teachers who are thoroughly prepared and well-grounded in the subject matter they teach, who possess the intellectual and moral qualifications required by their important office, who cherish a pure and holy love for the youths confided to them, and who have sincerely at heart the true good of family, church, and country. In this role, the superintendent holds the responsibility of assuring both the bishops and the laymen that teachers who have been delegated to classroom work are qualified.

3) **The Superintendent is Responsible for the Observance of Local, State, and Federal Laws Concerning Private Schools.**

Since the federal constitution makes no specific mention of education, the main concern of the superintendent must be the local and state laws concerning private schools.
However, as the federal government concerns itself more and more with the question of education, the superintendent must keep abreast of the educational developments on the national scene.

10) The Superintendent is Responsible for a Carefully Planned Building Program.

As the chief school officer, the superintendent is the bishop's delegate in making the necessary studies and arrangements for careful and prudent expansion. This task brings the superintendent into various fields. It requires careful surveys of the diocesan population in order to determine needs and to evolve long-range plans for new and additional school facilities. In this role, the superintendent becomes a partner with the community planners, architects, contractors, pastors, and religious superiors in formulating plans for school building facilities.

11) The Superintendent is Responsible for the Interpretation of the Catholic School to the Public.

The superintendent must interpret the Catholic school program and policies to his own personnel and indicate to them how the school fits into the general community scene. Likewise, it is his responsibility to bring to the general community a knowledge and understanding of the Catholic schools. Through lectures, addresses, articles, and other forms of community contact, he employs every opportunity to help the general community know the philosophy of Catholic education, to understand its school program, to appreciate
the reasons which have brought the Catholic schools into existence, and to win friends and supporters for the educational program of the Church in America.

This research study of the Superintendent's Department of the National Catholic Educational Association afforded the only official view of the duties of the Catholic superintendent. In order to determine what in the public school administrator's program of preparation is valuable also for the Catholic superintendent in the light of his specific roles, nine Catholic superintendents were chosen as jurors. These jurors were also to include any other items they considered important in preparing Catholic superintendents. With their knowledge of the duties to be performed and their own experiences in the work, these men were considered best qualified to judge what preparation would be adequate to the successful fulfillment of the Catholic superintendent's specific responsibilities.

The Jury

In order to be assured that the jurors would represent not only every region of the country, but also dioceses with various school populations, the jurors were chosen in the following manner: According to the Official Catholic Directory, the dioceses of the United States are divided into nine regions:
<table>
<thead>
<tr>
<th>Region</th>
<th>Superintendents Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td></td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td></td>
</tr>
<tr>
<td>South Atlantic</td>
<td></td>
</tr>
<tr>
<td>East North Central</td>
<td></td>
</tr>
<tr>
<td>East South Central</td>
<td></td>
</tr>
<tr>
<td>West North Central</td>
<td></td>
</tr>
<tr>
<td>West South Central</td>
<td></td>
</tr>
<tr>
<td>Mountain</td>
<td></td>
</tr>
<tr>
<td>Pacific</td>
<td></td>
</tr>
</tbody>
</table>

The superintendents of the largest dioceses in regions 1, 4, 7 were chosen; the superintendents of the smallest dioceses in regions 2, 5, 8 were chosen, and from regions 3, 6, 9 the superintendents with the mean school populations of the region were selected.

The survey of literature concerning public school superintendents and the analysis of the roles of the Catholic superintendent were used as a basis for discussion. A comprehensive check list including whatever might be useful in the way of preparation for the Catholic superintendent was devised. (See Appendix A, page 69.) This was sent to the jurors to determine an adequate program to be used as the evaluative criteria to rate all the superintendents' present professional preparations. Provision was made for any remarks and space to add suggestions in case anything was overlooked in the check list.

It was presumed that any possible biases the jurors might have would be overcome by their professional integrity and by acquainting them with the recent developments in this area by public school officials, particularly the programs of preparation devised through the C.P.E.A. studies as well as the new programs begun at the various state universities.
The superintendents selected as jurors were cooperative. One juror felt totally unprepared and too inexperienced to offer suggestions. Another juror was just appointed superintendent and did not have any experience. Since some experience in the work was necessary to serve as juror, these superintendents were dropped from the list. In each of these cases, the superintendent of the appropriate region with the closest school population was chosen as a substitute. In general, the jurors represented a good cross section of the United States, were from dioceses of varying sizes, and had experience in the work.

As a result of their work, a program of preparation for Catholic superintendents was determined and according to the values which were placed upon the various parts of the program by the jurors, a total score of 104.51 was possible. Each superintendent's preparation could thus be assessed and given a score according to the items of the preparation he had fulfilled. In instances in which the jurors recommended various lengths of time, the average was taken as a measurement of central tendency to determine as closely as possible the thought of the jurors.

The Evaluative Criteria

The check list was divided into four major areas:
1) experience, 2) academic preparation, 3) earned degrees, 4) certification. A preliminary section was concerned with the age of the superintendent.
Age

The jurors all agreed that the minimum age for a Catholic superintendent should be between 30 and 40 years. The average age suggested was 33 years. One juror did not set a maximum age for retirement. The average age was 63.

Experience

The jurors were then asked what experiences a superintendent should have before his appointment. Table I indicates the experiences needed, the length of time, and the frequency index of each of the experiences.

Teaching on the secondary level had the highest frequency index: 2.00. Next in importance were public relations, administrative experiences in the diocesan school office and in the secondary school. The jurors did not consider experience as a pastor as important. It received the lowest frequency index: 0.66.

A superintendent could earn a possible score of 17.02 if he had experience in each of these areas for the required number of years.
# TABLE I

## RECOMMENDED EXPERIENCE

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Average Number of Years</th>
<th>Frequency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Teaching on the secondary level</td>
<td>3.22</td>
<td>2.00</td>
</tr>
<tr>
<td>2) Public relations</td>
<td>1.56</td>
<td>1.89</td>
</tr>
<tr>
<td>3) Administrative experiences in the Diocesan School Office</td>
<td>3.28</td>
<td>1.88</td>
</tr>
<tr>
<td>4) Administrative experiences in the secondary school</td>
<td>2.44</td>
<td>1.88</td>
</tr>
<tr>
<td>5) Educational research</td>
<td>1.77</td>
<td>1.77</td>
</tr>
<tr>
<td>6) Pastoral experiences as assistant pastor</td>
<td>1.63</td>
<td>1.63</td>
</tr>
<tr>
<td>7) Administrative experience in elementary school</td>
<td>1.32</td>
<td>1.50</td>
</tr>
<tr>
<td>8) Teaching on the elementary level</td>
<td>1.77</td>
<td>1.44</td>
</tr>
<tr>
<td>9) Building</td>
<td>1.78</td>
<td>1.44</td>
</tr>
<tr>
<td>10) Supervisory experience</td>
<td>2.56</td>
<td>1.37</td>
</tr>
<tr>
<td>11) Pastoral experience as pastor</td>
<td>0.50</td>
<td>0.66</td>
</tr>
</tbody>
</table>

**Academic Subjects**

The next question concerned the academic preparation the superintendent should have beyond the seminary. (The superintendents, being priests, all have at least the equivalent of a Bachelor of Arts degree with a major in philosophy, including four years of post-graduate work in theological subjects.) Table II gives the course work...
recommended by the jurors, the average number of credit hours, and the frequency index for each subject.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
<th>Frequency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Catholic philosophy of education</td>
<td>4.29</td>
<td>2.87</td>
</tr>
<tr>
<td>2) Catholic school administration</td>
<td>5.86</td>
<td>2.56</td>
</tr>
<tr>
<td>3) Elementary curriculum</td>
<td>4.00</td>
<td>2.56</td>
</tr>
<tr>
<td>4) Secondary curriculum</td>
<td>5.14</td>
<td>2.44</td>
</tr>
<tr>
<td>5) School administration</td>
<td>4.83</td>
<td>2.44</td>
</tr>
<tr>
<td>6) Psychology</td>
<td>5.17</td>
<td>2.44</td>
</tr>
<tr>
<td>7) Tests and measurement</td>
<td>4.17</td>
<td>2.38</td>
</tr>
<tr>
<td>8) Educational psychology</td>
<td>5.00</td>
<td>2.33</td>
</tr>
<tr>
<td>9) Philosophy of education</td>
<td>4.17</td>
<td>2.22</td>
</tr>
<tr>
<td>10) Educational research</td>
<td>3.40</td>
<td>2.13</td>
</tr>
<tr>
<td>11) Statistics</td>
<td>3.00</td>
<td>2.12</td>
</tr>
<tr>
<td>12) Public relations</td>
<td>2.80</td>
<td>2.00</td>
</tr>
<tr>
<td>13) Teaching methods</td>
<td>8.17</td>
<td>2.00</td>
</tr>
<tr>
<td>14) Guidance</td>
<td>6.17</td>
<td>2.00</td>
</tr>
<tr>
<td>15) Secondary supervision</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>16) School business management</td>
<td>2.40</td>
<td>2.00</td>
</tr>
<tr>
<td>17) School plant planning</td>
<td>2.67</td>
<td>2.00</td>
</tr>
<tr>
<td>18) Research</td>
<td>3.50</td>
<td>2.00</td>
</tr>
<tr>
<td>19) Exceptional children</td>
<td>2.40</td>
<td>1.88</td>
</tr>
<tr>
<td>20) Elementary supervision</td>
<td>3.75</td>
<td>1.88</td>
</tr>
<tr>
<td>21) History of education</td>
<td>3.00</td>
<td>1.78</td>
</tr>
<tr>
<td>22) School law</td>
<td>2.39</td>
<td>1.78</td>
</tr>
<tr>
<td>23) Personnel administration</td>
<td>3.00</td>
<td>1.67</td>
</tr>
<tr>
<td>24) Human relations</td>
<td>3.00</td>
<td>1.67</td>
</tr>
<tr>
<td>25) School finance</td>
<td>2.43</td>
<td>1.44</td>
</tr>
<tr>
<td>26) Sociology</td>
<td>3.67</td>
<td>1.33</td>
</tr>
<tr>
<td>27) Physical sciences</td>
<td>6.75</td>
<td>1.22</td>
</tr>
<tr>
<td>28) Political science</td>
<td>3.00</td>
<td>1.11</td>
</tr>
<tr>
<td>29) Economics</td>
<td>3.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

As would be expected, a course in the Catholic philosophy of education and Catholic school administration had the
highest frequency indices: 2.87 and 2.56. Political science and economics had the lowest frequency indices: 1.11 and 1.00. The highest number of credit hours were required in teaching methods, physical sciences, and guidance. The academic program recommended shows an emphasis on the learning process, the curriculum, and the underlying Catholic philosophy of education.

The value the jurors placed on an apprentice program for the diocesan school superintendent (at least a one-semester full-time or one-year part-time period of service with a diocesan superintendent or number of superintendents) was highly important. Its frequency index was 2.13.

A superintendent could earn a total of 60.29 quality points if he had taken each course for the required number of hours. If he had taken a course for less than the specified time, he received a percentage of the quality points corresponding to his percentage of semester hours in the subject.

The jurors did not consider it necessary to take any of the courses in a Catholic university or a non-Catholic university. However, two of the courses, by their nature, would probably be offered only in a Catholic university, namely, Catholic philosophy of education and Catholic school administration. The jurors recommended 4.29 semester hours of Catholic philosophy of education for 2.87 quality points, and 5.86 semester hours of Catholic school administration.
for 2.56 quality points. Consequently, at least 10.15 semester hours would have to be taken in a Catholic university.

Earned Degrees

The next question concerned the educational degree a Catholic superintendent should have earned. The jurors considered a bachelor's degree essential, and a master's degree almost essential. An earned doctor's degree was considered important, but not highly so. Table III shows the rating accorded to earned degrees with the frequency

TABLE III
RECOMMENDED EARNED DEGREES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Bachelor's degree, plus 0 semester hours</td>
<td>3.0</td>
</tr>
<tr>
<td>2) Bachelor's degree, plus 1-10 semester hours</td>
<td>2.88</td>
</tr>
<tr>
<td>3) Bachelor's degree, plus 11-20 semester hours</td>
<td>2.68</td>
</tr>
<tr>
<td>4) Bachelor's degree, plus 21 or more semester hours</td>
<td>2.88</td>
</tr>
<tr>
<td>5) Master's degree, plus 0 semester hours</td>
<td>2.78</td>
</tr>
<tr>
<td>6) Master's degree, plus 1-10 semester hours</td>
<td>2.17</td>
</tr>
<tr>
<td>7) Master's degree, plus 11-20 semester hours</td>
<td>1.71</td>
</tr>
<tr>
<td>8) Master's degree, plus 21 or more semester hours</td>
<td>1.71</td>
</tr>
<tr>
<td>9) Earned Ph.D. or Ed.D.</td>
<td>1.22</td>
</tr>
</tbody>
</table>
index. Again, the jurors did not recommend either a Catholic or a non-Catholic university.

A superintendent could earn a possible 21.23 quality points, depending upon his earned educational degree.

Certification

The next question was concerned with the value placed on the Catholic superintendent's possessing a state certificate. In general, the jurors had few criticisms of the state certificate requirements. Table IV shows how they rated the various certificates. An administrative certificate received the highest frequency rating, but none of these was considered essential or even highly important.

### TABLE IV

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Frequency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Administrative</td>
<td>1.78</td>
</tr>
<tr>
<td>2) Elementary teaching</td>
<td>1.50</td>
</tr>
<tr>
<td>3) Secondary teaching</td>
<td>1.44</td>
</tr>
<tr>
<td>4) Guidance</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Consequently, the total possible score a superintendent could earn was 104.51. He could earn 17.02 if he had the recommended experience, 60.29 if he had the necessary semester hours in the recommended academic courses, 21.23
quality points if he had earned a doctorate degree, and 5.97 quality points if he had the recommended state certificates. If his state does not issue certificates, his total possible score would be 98.54.

With these criteria established by the Catholic superintendents serving as jurors, it became possible to evaluate the actual preparation of the superintendents. The next chapter is devoted to the evaluation of the superintendents' actual preparation in the light of these criteria.
CHAPTER III

EVALUATING THE CATHOLIC SUPERINTENDENT'S
PROFESSIONAL PREPARATION IN THE LIGHT
OF THE ESTABLISHED CRITERIA

Collection of Data

Once the criteria of an adequate professional preparation had been determined, a questionnaire incorporating the various elements of the program was drawn up (Appendix A). The questionnaire was sent to all Catholic superintendents in the United States to discover their professional preparation. One hundred forty-one questionnaires were sent, and 131 were returned. This represents about 93 per cent of the superintendents. Eight questionnaires were incomplete. Two superintendents replied simply that they had no preparation for this office. One hundred twenty-three questionnaires, or approximately 87 per cent, were therefore used in the analysis of the superintendents' preparation.

Each superintendent's preparation was rated according to the elements contained in the evaluative criteria. In order not to penalize the superintendents for whom the section on state certification did not apply, the raw scores were changed to percentages by dividing the superintendent's score by his total possible score and multiplying by one hundred.
Analysis of Data

The highest score earned by a superintendent was 84.50 per cent. The lowest score was 5.90 per cent. Table V shows the frequency distribution of the scores earned by the superintendents. The median was 41.5 per cent and the mean was 41.4 per cent. The standard deviation was 15.2.

TABLE V

SUPERINTENDENTS' TOTAL SCORES

<table>
<thead>
<tr>
<th>Percentage Interval</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0 - 90.0</td>
<td>0</td>
</tr>
<tr>
<td>89.9 - 80.0</td>
<td>1</td>
</tr>
<tr>
<td>79.9 - 70.0</td>
<td>2</td>
</tr>
<tr>
<td>69.9 - 60.0</td>
<td>12</td>
</tr>
<tr>
<td>59.9 - 50.0</td>
<td>19</td>
</tr>
<tr>
<td>49.9 - 40.0</td>
<td>30</td>
</tr>
<tr>
<td>39.9 - 30.0</td>
<td>29</td>
</tr>
<tr>
<td>29.9 - 20.0</td>
<td>23</td>
</tr>
<tr>
<td>19.9 - 10.0</td>
<td>4</td>
</tr>
<tr>
<td>09.9 - 00.0</td>
<td>3</td>
</tr>
</tbody>
</table>

If 70 per cent were considered as passing or adequate, only three superintendents, or 2.4 per cent would be considered adequately prepared for their positions. Thirty-four superintendents, or 27.6 per cent, scored over 50 per cent, while eighty-nine superintendents scored below 50.
In order to determine the areas in which the superintendents were best prepared and least prepared, the scores were further analyzed according to the four major divisions: experience, graduate degrees, course work, and certification. Table VI shows the frequency distribution of the superintendents in these major areas.

**TABLE VI**

**FREQUENCY DISTRIBUTION OF SUPERINTENDENTS' SCORES IN MAJOR AREAS**

<table>
<thead>
<tr>
<th>Interval</th>
<th>Experience</th>
<th>Degrees</th>
<th>Course Work</th>
<th>Certification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0-90.0</td>
<td>0</td>
<td>53</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>89.0-80.0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>79.0-70.0</td>
<td>5</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>69.0-60.0</td>
<td>13</td>
<td>32</td>
<td>2</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>59.0-50.0</td>
<td>18</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>49.0-40.0</td>
<td>30</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>39.0-30.0</td>
<td>21</td>
<td>1</td>
<td>27</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>29.0-20.0</td>
<td>25</td>
<td>1</td>
<td>28</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>19.0-10.0</td>
<td>6</td>
<td>3</td>
<td>17</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>9.0-00.0</td>
<td>4</td>
<td>1</td>
<td>22</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

Only six superintendents have had adequate experience for their positions. The highest score earned was 80.7 per cent.
Two superintendents had the low score of 09.5 per cent. The mean was 42.2; the median, 42.0. The standard deviation was 14.4. Thirty-seven superintendents, or 30 per cent, scored above 50 per cent and eighty-six scored below 50 per cent.

Thirty-three of the superintendents had doctor's degrees. Seventy-five had at least a master's degree, while fourteen had no graduate degree. The mean was 79.7; the median, 77.9; and the standard deviation was 16.2.

While the superintendents scored high in the area of graduate degrees, the possession of a degree does not necessarily mean that one has adequate professional preparation for the role of superintendent of schools, as the evaluative criteria determined by the jurors indicates. Many of the superintendents' degrees were in theology, philosophy, religious education, or classical languages, with few or no professional education courses to prepare them to be school administrators.

Only four superintendents had adequate course work. Twenty-two superintendents scored less than 10 per cent in this category. Eighteen superintendents scored less than one per cent. The mean was 27.8 and the median was 27.7. The standard deviation was 14.6. It had been hypothesized that the weakest area of the superintendents' preparation was a lack of experience. On the basis of the average scores, the superintendents were weakest in the area of academic course work.
Almost all of the superintendents had taken courses in educational psychology, the Catholic philosophy of education, and school administration. Relatively few of the superintendents had taken courses in public relations, school law, and exceptional children, despite the fact that the frequency indices of these courses were 2.00, 1.78, and 1.88, respectively. None of the superintendents had the advantage of an organized internship, even though this was highly recommended by the jurors.

Twelve superintendents scored above 70 per cent in the area of certification. Fifty-four superintendents had no state certificates, in spite of the fact that no major criticisms had been leveled against the state certificate requirements.

When the scores of the superintendents were compared in the four areas, Table VII shows that they had the lowest scores in the areas of academic course work and certification. Consequently, the hypothesis that the greatest weakness in the superintendents' preparation was a lack of experience must be rejected.

**Table VII**

Comparison of the Superintendents' Scores in the Four Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>42.2</td>
<td>42.0</td>
<td>44.9</td>
<td>14.4</td>
</tr>
<tr>
<td>Degree</td>
<td>79.7</td>
<td>77.9</td>
<td>94.9</td>
<td>16.2</td>
</tr>
<tr>
<td>Course Work</td>
<td>27.8</td>
<td>27.7</td>
<td>24.9</td>
<td>14.6</td>
</tr>
<tr>
<td>Certification</td>
<td>28.4</td>
<td>00.0*</td>
<td>00.0</td>
<td>28.5</td>
</tr>
</tbody>
</table>

*Over 50 per cent of the superintendents had no quality points in this area.
There are more schools and students in large dioceses. There are also more priests from which the bishop might choose his superintendent of schools. Consequently, one might expect the superintendents of large dioceses to be better prepared than the superintendents of smaller dioceses. Table VIII shows that this hypothesis is true. However, the difference in the total scores is only 4.4 percentage points, and the superintendents of small dioceses scored higher in the area of certification.

**TABLE VIII**

**COMPARISON OF THE SCORES OF THE SUPERINTENDENTS OF LARGE AND SMALL DIOCESES**

<table>
<thead>
<tr>
<th>Dioceses</th>
<th>Experience</th>
<th>Degree</th>
<th>Course Work</th>
<th>Certification</th>
<th>Total</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>41.6</td>
<td>86.7</td>
<td>28.9</td>
<td>10.2</td>
<td>42.8</td>
<td>16.4</td>
</tr>
<tr>
<td>Small</td>
<td>40.5</td>
<td>71.5</td>
<td>24.9</td>
<td>26.2</td>
<td>38.4</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Dioceses with more than 38,677 students were considered "large" (highest one third in student enrollment), and dioceses with less than 20,000 (lowest one third) were considered "small." The average size of the large dioceses was 100,224. The average size of the small dioceses was 11,838.

Twenty-seven superintendents received their graduate education in non-Catholic universities; seventy-four of the superintendents received their education in Catholic universities.
This latter training is frequently expensive and necessitates the superintendent's spending time away from his diocese in the Catholic university. If the superintendent could be as well prepared by attending the state university in, or near, his diocese, much money and valuable time could be saved. Table IX shows how the graduates of Catholic and non-Catholic universities scored. The difference in the scores is only 0.4 percentage points. Consequently, the hypothesis was rejected that the graduates of Catholic universities were better prepared than the graduates of non-Catholic universities.

TABLE IX
COMPARISON OF CATHOLIC AND NON-CATHOLIC UNIVERSITY GRADUATES

<table>
<thead>
<tr>
<th>University</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degrees</td>
</tr>
<tr>
<td>Catholic</td>
<td>42.7</td>
<td>36.7</td>
</tr>
<tr>
<td>Non-Catholic</td>
<td>41.9</td>
<td>34.4</td>
</tr>
</tbody>
</table>

Since the graduates of non-Catholic universities scored higher in the area of certification, one might suspect that an advantage of attending a local state university is that their degree programs are probably more oriented toward the state requirements for certification.

These results were to be expected, since the jurors did not recommend either a Catholic or non-Catholic university. However, two required courses, the Catholic philosophy of
education and Catholic school administration, would probably be offered only in a Catholic university.

In the Catholic school system, the pastor of the parish has the ultimate responsibility for the administration of the school. However, he usually delegates the educational details to the principal and handles the finances and certain major problems himself. Since the superintendent must work with and through the pastors in many instances, it would seem that superintendents who have had the advantage of being a pastor themselves would be better prepared for the role of educational leader than those priests who did not have this experience. Table X shows that this hypothesis is not supported by this research. Pastors scored lower than those who were not pastors by 12.2 per cent. However, in the area of experience, the pastors had higher scores. This may be explained by the fact that a priest is not usually appointed a pastor until he has had some experience as an assistant pastor for several years or more.

TABLE X

COMPARISON OF SUPERINTENDENTS WHO WERE PASTORS AND THOSE WHO WERE NOT PASTORS

<table>
<thead>
<tr>
<th>Parochial Experience</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degree</td>
</tr>
<tr>
<td>Pastors</td>
<td>45.5</td>
<td>70.7</td>
</tr>
<tr>
<td>Non-Pastors</td>
<td>39.3</td>
<td>85.2</td>
</tr>
</tbody>
</table>
The number of students in the Catholic schools has increased 150 per cent in the last twenty years. In keeping with this educational growth, it would be hoped that the younger superintendents (the youngest one third) would be better prepared than those who assumed the office some years ago (the oldest one third). Table XI shows that this hypothesis is true. The average score of the younger superintendents was 4.8 percentage points higher. However the older superintendents scored higher in the area of experience, as would be expected. The oldest superintendent was 70 years old; the youngest was 30. The average age of the oldest third of the superintendents was 56.5. The average age of the youngest third was 35.6. (Three superintendents did not report their ages.)

TABLE XI

COMPARISON OF OLDER AND YOUNGER SUPERINTENDENTS

<table>
<thead>
<tr>
<th>Age</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degree</td>
</tr>
<tr>
<td>Oldest Third</td>
<td>45.3</td>
<td>78.0</td>
</tr>
<tr>
<td>Youngest Third</td>
<td>39.2</td>
<td>79.4</td>
</tr>
</tbody>
</table>

The minimum age recommended by the jurors was 33. Three superintendents were below this age. The age recommended for retirement was 63. Seven jurors were above this age.
The dioceses in the northeastern section of the United States in general are of an earlier origin than the other dioceses. As a result of their age, they sometimes serve as models for the newer dioceses. Consequently, it would seem that the superintendents from these dioceses would be better prepared than those in other sections of the country. Table XII shows how the superintendents of the various regions of

TABLE XII
RATINGS OF SUPERINTENDENTS FROM VARIOUS REGIONS OF THE COUNTRY

<table>
<thead>
<tr>
<th>Regions</th>
<th>Experi-</th>
<th>Degree</th>
<th>Course Work</th>
<th>Certification</th>
<th>Total</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>East South Central States</td>
<td>50.9</td>
<td>35.8</td>
<td>77.5</td>
<td>26.1</td>
<td>49.6</td>
<td>07.2</td>
</tr>
<tr>
<td>East No. Central States</td>
<td>46.0</td>
<td>31.1</td>
<td>89.4</td>
<td>33.9</td>
<td>45.2</td>
<td>12.9</td>
</tr>
<tr>
<td>West North Central States</td>
<td>40.1</td>
<td>31.1</td>
<td>91.8</td>
<td>41.0</td>
<td>43.9</td>
<td>13.3</td>
</tr>
<tr>
<td>West So. Central States</td>
<td>36.9</td>
<td>27.9</td>
<td>70.7</td>
<td>10.0</td>
<td>42.1</td>
<td>12.0</td>
</tr>
<tr>
<td>So. Atlantic States</td>
<td>47.9</td>
<td>25.4</td>
<td>81.4</td>
<td>41.4</td>
<td>41.4</td>
<td>12.0</td>
</tr>
<tr>
<td>Pacific States</td>
<td>44.5</td>
<td>28.3</td>
<td>75.6</td>
<td>20.1</td>
<td>41.1</td>
<td>22.5</td>
</tr>
<tr>
<td>Middle Atlantic States</td>
<td>38.5</td>
<td>24.2</td>
<td>77.1</td>
<td>13.3</td>
<td>37.7</td>
<td>16.1</td>
</tr>
<tr>
<td>New England States</td>
<td>46.8</td>
<td>24.0</td>
<td>72.0</td>
<td>25.0</td>
<td>36.9</td>
<td>18.5</td>
</tr>
<tr>
<td>Alaska, Hawaii, Puerto Rico</td>
<td>31.1</td>
<td>22.9</td>
<td>67.5</td>
<td>24.5</td>
<td>35.8</td>
<td>14.3</td>
</tr>
</tbody>
</table>
the country were rated and proves that the assumption was false. The superintendents from the East South Central States and the East North Central States had the highest average scores. The lowest scores were attained in the Mountain States and in Alaska, Hawaii, and Puerto Rico.

Those superintendents who had the advantage of serving as assistant superintendents before being appointed to the office of superintendent scored higher in the area of experience. One might expect that during this time of apprenticeship they would be interested in preparing themselves in the other areas. Table XIII shows that the former assistant superintendents scored higher in every area except certification. The difference in the average total score was 7.8 percentage points.

**TABLE XIII**

**COMPARISON OF SUPERINTENDENTS WHO SERVED AS ASSISTANT SUPERINTENDENTS AND THOSE WHO DID NOT**

<table>
<thead>
<tr>
<th>Educational Office</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degree</td>
</tr>
<tr>
<td>Assistant Superintendents</td>
<td>49.8</td>
<td>84.3</td>
</tr>
<tr>
<td>Superintendents (Only)</td>
<td>38.8</td>
<td>77.9</td>
</tr>
</tbody>
</table>
Since the superintendent is the educational administrator of the diocese, he should have some teaching experience.

While those superintendents with teaching experience would score higher in the area of experience than those superintendents who have never taught, Table XIV shows that the superintendents with teaching experience were better prepared in every area. The average total score was 7.9 percentage points higher than the score of those superintendents who were not teachers.

**TABLE XIV**

**COMPARISON OF SUPERINTENDENTS WHO HAD TEACHING EXPERIENCE AND THOSE WHO HAD NO TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degree</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>43.9</td>
<td>30.0</td>
</tr>
<tr>
<td>No Teaching Experience</td>
<td>30.9</td>
<td>76.2</td>
</tr>
</tbody>
</table>

For twenty-nine superintendents, the section on certification did not apply. However, in comparing the scores of the superintendents who held a state administrator's certificate and those who did not, it was found that there was little difference in preparation between the two groups, except in the areas of academic degrees and the possession of a
certificate, as shown in Table XV. The difference in the two scores was 4.8 percentage points.

**TABLE XV**

**COMPARISON OF SUPERINTENDENTS WITH ADMINISTRATOR'S CERTIFICATES AND THOSE WITHOUT CERTIFICATES**

<table>
<thead>
<tr>
<th>Superintendents</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience</td>
<td>Degree</td>
</tr>
<tr>
<td>Superintendents with Certificates</td>
<td>41.4</td>
<td>82.5</td>
</tr>
<tr>
<td>Superintendents without Certificates</td>
<td>41.7</td>
<td>76.6</td>
</tr>
</tbody>
</table>

The superintendents were asked to evaluate the adequacy of their own preparation. Eighty-seven superintendents did so. Fourteen considered their preparation excellent; 47 considered it good; 18 thought it was fair; and 10 considered their preparation poor, as shown in Table XVI. Thirty-four superintendents did not evaluate their own preparation.

**TABLE XVI**

**SUPERINTENDENTS' EVALUATION OF THEIR OWN PREPARATION**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>14</td>
</tr>
<tr>
<td>Good</td>
<td>47</td>
</tr>
<tr>
<td>Fair</td>
<td>18</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
</tr>
</tbody>
</table>
In order to determine how well the superintendents' self-evaluation correlated with the scores they received in this study, the Rank-Difference method for computing the coefficient of correlation was used. This method yielded the significant coefficient correlation of .41.

Space was provided on the questionnaire for the superintendents to make any constructive remarks or comments. Over half of the superintendents did so. The remarks that were made support the findings of this study and show that the superintendents are aware of the need of professional preparation for their office. The following remarks were chosen as representative of the thinking of the superintendents. They could be grouped according to the following four headings:

1. The superintendent and his bishop must realize his preparation for the priesthood does not prepare him adequately for the work of the superintendent of schools. These are the comments of the superintendents themselves.

Determine the role of the Catholic superintendent and train someone specifically for this role.

I believe strongly in the professional preparation of our superintendents, coupled with bare-knuckles experience in school as teachers and administrators, before getting into the superintendent's office. It is not wise to ordain a boy, send him on immediately to his doctorate and then make him superintendent.

Bishops have yet to learn that the collar does not substitute for professional preparation.

A superintendent should be chosen well in advance of his actual appointment, so that he may work toward a doctor's degree in education.
2. The superintendent should have experience as a teacher and as an administrator both in a school and in the diocesan office before assuming the superintendency. The internship was highly favored. The superintendents made the following statements:

The weakness was myself. I was inexperienced.

My teaching experience and my experience as a principal of a high school were most valuable. I would suggest two or three years of actual teaching before the superintendency.

I believe the best preparation for the superintendency is actual teaching experience. I am beginning my twentieth year as a teacher and am still doing so.

I would think an internship of at least a year in active work in the diocesan school office is most desirable.

More opportunity for an internship would improve the superintendents' program.

I would prefer to choose a young priest, have him work with me in the school office and then send him to the university for his degree.

3. The superintendents had little criticism of the academic courses they took. They considered them valuable for their work. Their comments were:

The courses were good, but in my years there were no practical observations and practice.

The few courses that my schedule permitted me to take were excellent. Throughout the years, I regretted that my schedule would not permit me to study for my master's degree.

My weakness was my own fault in the selection of courses. I thought I was to teach rather than administrate.
All schools of education should have a stronger course in administration.

It is impossible to teach all a superintendent needs to know, but you can teach him how to learn for himself.

4. The superintendents were aware of the need for good public relations. They favored working with the public school officials in the best interests of the students and the community. The following suggestions were given:

The superintendent’s preparation should include emphasis on public and community relations.

I believe it would be well for future superintendents to have had some training at one of the state universities. Contacts and prestige resulting are valuable.

I strongly recommend some elbow-rubbing with public school people on a professional basis.

The superintendent must be aware of good community relations. Too many superintendents neglect good publicity and ignore the public school personnel.

These representative remarks of the superintendents corroborate the findings of this study. They substantiate the recommendations of the jurors and indicate that the future situation might be better, since the present superintendents are aware of the need of a professional preparation for the education office. In Chapter IV constructive suggestions will be made, in the light of these findings, in order that the gap between the existing practices and the recommended preparation might be narrowed.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the adequacy of the professional preparation of the Catholic school superintendent for his role as the educational leader in the diocesan elementary and secondary school system. In order to do this, it was first necessary to develop the evaluative criteria by which his present preparation could be rated.

A survey was made of the literature in the field of school administration to discover the professional preparation recommended for public school superintendents. An analysis was then made of the specific roles of the Catholic superintendent of schools to determine which elements in the preparation of public school superintendents would be useful. With the survey of literature and the analysis of the role of the Catholic superintendent as a basis, a checklist was made to include whatever item of preparation might be appropriate to prepare adequately Catholic superintendents of schools.

Since the best judge of what is needed for a Catholic superintendent to fulfill his educational role is one who
is completely familiar with his office, its responsibilities and problems, nine superintendents of schools who had experience in the office were chosen to act as jurors. These superintendents were chosen from dioceses of various sizes in different parts of the country. The jurors then determined what elements were essential, highly important, and important for the adequate preparation of Catholic superintendents. The recommended program designed by the jurors for the adequate preparation of Catholic superintendents included four major areas: experience, academic degrees, academic courses, and certification. A frequency index was assigned each item as described in Chapter I.

In order to ascertain the present preparation of the Catholic superintendents, a questionnaire was sent to them. Returns were had from about 93 per cent. However, since eight questionnaires were incomplete, 123 returns (or 87 per cent) were used in the evaluation. The findings of this research led to the following conclusions:

1. The hypothesis that there is a gap between the superintendents' actual preparation and the recommended preparation was substantiated. The highest score earned by a superintendent was 84.50 per cent. The lowest score was 5.90 per cent. Only three superintendents scored above 70 per cent. Thirty-four superintendents (or 28 per cent) scored above 50 per cent, while 89 superintendents scored less than 50 per cent.
2. The hypothesis that the superintendents of large dioceses have better professional preparation than the superintendents of small dioceses was likewise upheld. The mean score of the superintendents of large dioceses was 42.8 per cent while the mean score of the superintendents of small dioceses was 38.4 per cent.

3. The hypothesis that the graduates of Catholic universities have better professional preparation was not substantiated by this study. The difference in the mean scores of these two groups was only 0.4 percentage points. The total mean score of the graduates of Catholic universities was 45.9 and the mean score of the graduates of non-Catholic universities was 45.5 per cent.

4. Likewise the findings of this study made it necessary to reject the hypothesis that the superintendents who are also pastors of parishes have better professional preparation than those who are not pastors. While the pastors scored higher in the area of experience, the superintendents who were not pastors scored higher in the other three areas and had a total mean score of 44.9 per cent, compared to the total mean score of 36.7 per cent attained by the pastors.

5. The hypothesis that the greatest weakness in the superintendent's professional preparation is his lack of experience was also rejected by this research. The highest mean score earned by the superintendents was in the area of
academic degrees (79.7 per cent). The lowest mean score of the superintendents was in the area of academic course work (27.8 per cent). In the area of experience, the superintendents attained the second highest score of 42.2 per cent.

A further analysis of the superintendents' professional preparation showed that:

1. the younger superintendents had better preparation than the older superintendents;

2. the superintendents in the East South Central States were the best prepared and the superintendents in the Mountain States were the least prepared;

3. the superintendents who had previously served as assistant superintendents were better prepared in every area than those who were immediately appointed to the office of superintendent;

4. the superintendents who have been assigned to teaching positions were likewise better prepared in every area than those who had no teaching experience;

5. the superintendents who held state certificates were better prepared in general than those who did not have state certificates.

Recommendations

In order to narrow the gap between the existing practice and the recommended preparation, the following proposals are made:
1. The bishops, who are ultimately responsible for the diocesan educational systems, will need to realize the importance of appointing professionally-trained men to administer the diocesan education offices.

2. A priest should be chosen shortly after ordination to begin the necessary preparation for the superintendency.

3. In the course of his preparation, the priest should be assigned as a teacher, a school administrator, and also have experience in the diocesan office of education. He should serve as an assistant pastor, but experience as a pastor is not required.

4. The priest must also have time to earn at least a master's degree, and preferably a doctorate in education. His academic program should emphasize the Catholic philosophy of education, school administration, curriculum, and teaching methods.

5. It is not necessary for the priest to attend a Catholic university to receive an adequate preparation. Attendance at both a non-Catholic university and a Catholic university is recommended.

6. An internship of one year in a diocesan school office would be profitable before assuming the superintendency of a diocese.

7. Provisions should be made for the continuous professional growth of superintendents.
8. It likewise seems advisable that the superintendents' Department of the N.C.E.A. select a committee to further the development of an adequate program of professional preparation for Catholic superintendents, based on this study.

Conclusion

In summary, this study was undertaken to determine the adequacy of the professional preparation of the Catholic school superintendents for their role as the educational leaders in the diocesan elementary and secondary school systems. It was found that three superintendents in the United States could be considered adequately prepared.

An adequate preparation is a demanding and lengthy process. The sooner priests can be chosen for this career and begin their preparations, the better for the diocesan educational efforts. The remedial program to supply the inadequacies of the present superintendents is a difficult, delicate, but necessary prerequisite for a high-quality educational system.
APPENDIX A

QUESTIONS FOR LITI JURORS TO DETERMINE WHAT WOULD BE CONSIDERED AS ADEQUATE PROFESSIONAL PREPARATION FOR CATHOLIC SUPERINTENDENTS

General Information

Name_________________________ Diocese______________________________

Position________________________________________________________

Approximate number of people in diocese_____; approximate number of Catholics in diocese_____; pupil enrollment in Catholic school system_________. Your age (as of nearest birthday)__________.

Experience

What age would you set as a minimum for superintendents?____

Would you suggest a maximum age level for retirement?____

How would you rate the necessity of the following educational experience? A - Essential, B - Highly Important, C - Important, D - Unimportant

_______ Teaching in the secondary level

_______ Administrative experiences in secondary school

_______ Administrative experience in the diocesan school office

_______ Pastoral experience as assistant to pastor

_______ Administrative experiences in elementary school

_______ Teaching in the elementary level

_______ Building

_______ Public relations

69
Supervisory experience
Educational research
Pastoral experience as a pastor
Other

If your answers to the above questions are positive, would you state a number of years of experience required as a minimum before assuming the office of superintendent.

Elementary teaching
Secondary teaching
Elementary administration
Secondary administration
Diocesan school office
Supervisory experience
Other (state)
Other (state)

Course Work
How important, in your opinion, is advanced study (beyond the seminary level) in the following fields? Mark A, B, C, D.
A - Essential, B - Highly Important, C - Important,
D - Unimportant

Cath. phil. of education
Cath. school administration
Elementary curriculum
Secondary curriculum
School business management
School plant planning
Research
Exceptional children
<table>
<thead>
<tr>
<th>School Administration</th>
<th>Elementary Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>History of Education</td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>School Law</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Personnel Administration</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>Human Relations</td>
</tr>
<tr>
<td>Educational Research</td>
<td>School Finance</td>
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<tr>
<td>Statistics</td>
<td>Sociology</td>
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<tr>
<td>Public Relations</td>
<td>Physical Science</td>
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<tr>
<td>Teaching Methods</td>
<td>Political Science</td>
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<tr>
<td>Guidance</td>
<td>Economics</td>
</tr>
<tr>
<td>Secondary Supervision</td>
<td>Adult Education</td>
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<tr>
<td>Other (State)</td>
<td></td>
</tr>
</tbody>
</table>

If the answer is positive what minimum number of semester hours would you require of the superintendents in each of the fields?

<table>
<thead>
<tr>
<th>Cath. Phil. of Education</th>
<th>School Business Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cath. School Administration</td>
<td>School Plant Planning</td>
</tr>
<tr>
<td>Elementary Curriculum</td>
<td>Research</td>
</tr>
<tr>
<td>Secondary Curriculum</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>School Administration</td>
<td>Elementary Supervision</td>
</tr>
<tr>
<td>Psychology</td>
<td>History of Education</td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>School Law</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Personnel Administration</td>
</tr>
</tbody>
</table>
If you feel that it is essential to take any of the above courses in a Catholic or State institution, please put C, Catholic or S, State after the subject.

What rating would you assign the following degrees:

   A - Essential, B - Highly Important, C - Important,
   D - Unimportant

_____ Bachelor's degree, plus 0 semester hours____
_____ Bachelor's degree, plus 1-10 semester hours____
_____ Bachelor's degree, plus 11-20 semester hours____
_____ Bachelor's degree, plus 21 or more semester hours____

_____ Master's degree, plus 0 semester hours____
_____ Master's degree, plus 1-10 semester hours____
_____ Master's degree, plus 11-20 semester hours____
_____ Master's degree, plus 21 or more semester hours____
_____ Earned Ph.D. or Ed.D.____
If you feel this degree should be earned in a Catholic University, please indicate this by putting a "C" after the degree.

What value would you place on an apprentice program for the diocesan school superintendent (at least one-semester full-time or one-year part-time period of service) with a diocesan superintendent or number of diocesan superintendents? ______

State Certification

Does your state have a certification program for superintendents? ______

What is your opinion of your state's certification requirements?

______ They are satisfactory as they are.

______ They should require more training.

______ They should require less training.

______ They should require a different type of training.

______ They should require more teaching experience.

______ They should require less teaching experience.

What value would you place on the Catholic school superintendent's possessing a state certificate of the following types:

A - Essential, B - Highly Important, C - Important,

D - Unimportant
elementary teaching  guidance
secondary teaching  administration
Remarks: 


APPENDIX B

PROFESSIONAL PREPARATION OF SUPERINTENDENTS

General Information

Name __________________________________________

Position ________________________________________

Diocese _________________________________________

Approximate population of diocese _____________________

Approximate Catholic population of diocese ________

Pupil enrollment in Catholic school system ___________

Your age (as of nearest birthday) ______________________

Experience

Please trace your professional career as an educator from your first educational job to your present position.

<table>
<thead>
<tr>
<th>Year</th>
<th>POSITION(S)</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Type of Sch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>(teacher, administrator, including subject specialties)</td>
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<td>To</td>
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</table>
Trace pastoral experience since ordination

<table>
<thead>
<tr>
<th>Year</th>
<th>From</th>
<th>To</th>
<th>POSITIONS (pastor, assistant, etc.)</th>
<th>Number of Souls in Parish</th>
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<tr>
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</table>

What non-educational or non-pastoral positions have you held? Include only those you held as long as one year. Please list in chronological order. Approximate dates will be satisfactory.

<table>
<thead>
<tr>
<th>Year</th>
<th>From</th>
<th>To</th>
<th>DESCRIPTION OF POSITIONS</th>
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</table>
Educational Background

Check the highest level of academic work you have taken

______ Bachelor's degree, plus 0 semester hours

______ Bachelor's degree, plus 1-10 semester hours

______ Bachelor's degree, plus 11-20 semester hours

______ Bachelor's degree, plus 21 or more semester hours

______ Master's degree, plus 0 semester hours

______ Master's degree, plus 1-10 semester hours

______ Master's degree, plus 11-20 semester hours

______ Master's degree, plus 21 or more semester hours

______ Earned Ph.D.

______ Earned Ed.D.

List in the blanks below each college or university you attended for graduate work and the number of semester hours of credit earned at each as well as the degrees received. List the institutions in the sequence you attended them. To convert quarter hours to semester hours, multiply by 2/3.

<table>
<thead>
<tr>
<th>College or University of Credit</th>
<th>Semester Hrs.</th>
<th>Degrees Received</th>
<th>Major</th>
<th>Minor</th>
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</thead>
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</tbody>
</table>
Semester Hours  Type of School

__________________ school administration
__________________ Catholic school administration
__________________ school law
__________________ research
__________________ economics
__________________ sociology
__________________ philosophy of education
__________________ tests and measurements
__________________ statistics
__________________ exceptional children

Did you take part in the apprentice program or internship (a one-semester full-time or one-year part-time period of service with a diocesan superintendent or group of superintendents)?

Certification

Does your state issue the following certificates to Catholic school personnel?

_____ Elementary teaching certificate
_____ Secondary teaching certificate
_____ Supervisory certificate
_____ Administrator certificate
_____ Guidance certificate

What certificates do you possess?

_____ Elementary teaching certificate
_____ Secondary teaching certificate
_____ Supervisory certificate
_____ Administrator certificate
_____ Guidance certificate

On the whole, how would you evaluate your program of graduate studies as preparation for the superintendency? Check one:

Excellent__________  Fair__________
Good__________  Poor__________

What were its major strengths?______________________________

What were its major weaknesses?______________________________

Remarks/Suggestions:______________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
BIBLIOGRAPHY

Book


Articles


Publications of Learned Organizations


**Unpublished Materials**

