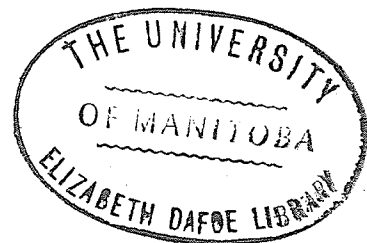# CONFLICT IN ADMINISTRATIVE RESPONSIBILITIES BETWEEN THE

SUPERINTENDENTS AND SECRETARY-TREASURERS IN THE

UNITARY SCHOOL DIVISIONS OF MANITOBA

A Thesis

Presented To

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Master of Education

by

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ABSTRACT

The purpose of this study was to identify areas
of conflict in the responsibilities of the superintendents
and secretary-treasurers in the unitary school divisions
of Manitoba and to delineate the areas of responsibility
of each officer. The study compared the opinions of these
officers on the distribution of responsibility in eight
administrative areas.

A questionnaire of forty-eight items was designed
and distributed to each superintendent with instructions
for the handling and completion of same. The forty-eight
items of the questionnaire were categorized into eight
administrative areas. Respondents indicated on a five
position scale who, in their opinion, would be responsible
for each item and on an identical scale who, in their
opinion, should be responsible. Responses were received
and included in this study from the superintendents and
the secretary-treasurers of thirty-five unitary divisions.

The responses from the officers of these thirty-
five divisions were analyzed and compared to identify the
amount of conflict between the incumbents' perceptions of
their actual responsibilities and their expected responsi-
bilities. Further comparisons were made among the super-
intendents and among the secretary-treasurers to identify

the areas each group felt should be their sole responsibility and the areas in which the responsibility should be shared. Analyses were also made to answer three supplementary questions. These questions were related to: (1) whether either group desired more or less responsibility for their office, (2) whether any relationship existed between the number of years either incumbent had been in office and the amount of conflict, and (3) what were the incumbents' opinions as to the best form of administrative structure: a unit or dual line of authority?

A high level of conflict was identified in seven of the eight areas. The area of Provision and Maintenance of School Facilities was the highest conflict item in three of the comparisons and ranked second high in the fourth. The area which presented the most uniform opinion of responsibility and a significantly low amount of conflict was the area of Instructional Leadership.

It was indicated that the superintendent should be responsible for the areas of Instructional Leadership, Pupil Personnel and Public Relations and would have the major responsibility in the area of Administrative Organization and Structure. The secretary-treasurer should have the major responsibility in the areas of School Finance and Business Management and School Transportation. Selection and Management of Personnel and Provision and Maintenance of School

Facilities should be a shared responsibility between the
two incumbents.

The general desire indicated by the superintendents
was toward less responsibility and that of the secretary-
treasurers was toward more responsibility. No clear rela-
tionship was established between the years the incumbents
had been in their present positions and the amount of conflict.
Finally, it was found that disagreement and confusion were
sufficiently evident to warrant immediate attention to the
matter of the best type of administrative structure. The
analysis supported the unit structure of administration in that
this system revealed 24.1 less units of conflict per pair of
instruments than the pairs operating on the dual system. The
majority of the superintendents selected the unit structure
and the greater percentage of the secretary-treasurers favoured
the dual structure as the best administrative system.

The conflict investigated in this study indicates a pos-
sible relationship with the administrative efficiency in a school
system and procedures that would lessen the conflict should
increase the efficiency. On the basis of this study, it is the
writer's opinion that the incidence of conflict is high enough
to warrant attention to a clear delineation of the duties of
these two officers in each school system. In certain instances,
the conflict could probably be reduced by a discussion of duties

by the incumbents. However, in other instances, the reduction
of conflict will require the participation of the school
boards, the Department of Education, and other agencies
concerned with the administration of school systems.

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CHAPTER I

BACKGROUND OF THE PROBLEM

I. PURPOSE

The primary purpose of this study was to identify areas of conflict in the responsibilities of the superintendent of schools and the secretary-treasurer of the board in the unitary school divisions of Manitoba. This conflict will refer to the lack of agreement indicated by these officers as to their responsibilities for selected administrative task-areas. From the identification of the areas of conflict comparisons were made of the responses to delineate the areas which are the full responsibility of the superintendent, the areas which are the full responsibility of the secretary-treasurer, and the areas in which both officers share the responsibility.

The secondary purpose of the study was to provide information on three related questions. These questions were: (1) Is there a tendency on the part of the superintendents or secretary-treasurers to want a greater or lesser amount of responsibility for their office in any task-area? (2) What relationship, if any, exists between the number of years the incumbents have been in their

respective positions and the amount of conflict? (3) What is the opinion of the two officers as to the best form of an administrative structure: a unit or dual line of authority?

The administration of the school system was divided into eight task-areas and the conflict in each area studied in terms of the incumbents' perception of his actual and expected responsibilities. These perceptions were analyzed for each position and between the positions to identify the areas of greatest conflict. The expectations of the superintendents and secretary-treasurers were compared to determine the areas of major responsibility for each position and those areas in which a shared responsibility should take precedence. The incidence of conflict in the expectations of the superintendent and secretary-treasurer provided information on the responsibilities of these two offices. These expectations were also a guide in delineating the administrative responsibilities and determining the authority of each office.

Any conflict which may result from differences in administrative responsibilities as perceived by the superintendents and secretary-treasurers could be a force which erodes the efficiency and effectiveness of the unitary concept of school organization. A confirmation of this position is found in Clabaugh's statement:

The successful operation of a school system depends,
in large part, upon a proper working relationship
between the administrators in the system. To establish
and maintain such a relationship requires the mutual
respect of each for the other's function and prerogatives.[1]

II. THE SETTING

The British North America Act places the responsibility

for providing educational services in the hands of the

Provincial Legislatures. In meeting this obligation, the

Government of Manitoba established the school district as

the basic unit of school administration.

In 1958 there were 1,651 operating school districts

in the province.[2] The organization for educational services

was comprised of school boards of three to seven members

elected by the ratepayers of each district. One of the

members was required to act as the chairman and in a few

instances, another acted as the secretary-treasurer. Some

of the districts employed a part-time secretary-treasurer

while many of the larger districts employed a person full-

time to act as the secretary-treasurer. The districts which

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[1] Ralph E. Clabaugh, School Superintendent's Guide (West
Nyack, N.Y.: Parker Publishing Company, Inc., 1966) p. 2.

[2] Manitoba Department of Education, Report of the Depart-
ment of Education for the year ending June, 1958 (Winnipeg:
Queen's Printer for Manitoba, 1958) p. 184.

employed superintendents up to this time were Winnipeg, Brandon, West Kildonan, St. James, Fort Garry, Norwood, St. Vital, St. Boniface, Charleswood and Flin Flon.

The 1958 Interim Royal Commission Report proposed the formation of school divisions to be responsible for secondary education in the Province. Subsequent legislation resulted in the Province being divided into forty-six secondary school divisions.[3] By 1966 most secondary schools were administered by division boards and nine of these boards, most of them in urban centres, were also responsible for elementary education within their boundaries. This centralization of responsibility consolidated many of the tasks of the district secretary-treasurers into one position at the division level. Thus a salaried full-time secretary-treasurer was employed in most divisions. The district board continued to administer the elementary education program in the rural areas. Although considerable consolidation of rural districts with town districts had taken place by 1966, 1,047 school districts were still in operation. Very few divisions or districts, except those noted previously, had appointed superintendents. Provincially employed inspectors of schools visited the schools

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[3]_Ibid_, 1959, p. 20

in an assigned area and reported to the board and the
Department of Education on the adequacy of the instruction,
the educational program of the schools, and the physical
facilities provided by the board.

Each division board was required by law to appoint a
secretary-treasurer, fix and pay his salary, define his duties,
and cause him to be bonded.[4] Some of the duties of the
position were specified by law but there was no indication
that the secretary-treasurer should serve as the chief
executive officer of the division. However, the board could
define his duties. This, in effect, permitted the division
board to delegate executive duties to the secretary-treasurer
as it saw fit and in some instances where a superintendent
was not employed the incumbent was assigned or assumed the
duties of chief executive officer.

With the passage of time, mechanization of agriculture
reduced the need for farm youth to remain on the farm, and
growing industrialization in the towns and cities provided
a source of employment for the displaced rural population.
The education received in the one-room rural school was
recognized as inadequate when compared with the standards of
larger schools. As a result of the 1964 Michener Report on

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[4]Province of Manitoba, Public Schools Act, Part XIX,
Sec. 453(7), Winnipeg: Queen's Printer for the Province of
Manitoba, 1960).

Local Government Organization and Finance,[5] Bill 16 of the Provincial Legislature, April 1966, provided for the formation of unitary school divisions, each to have one board in charge of all public education within the division.[6]

January 1, 1968 found forty-seven school divisions operating in the Province. Forty-one of these had been established as unitary divisions in charge of both elementary and secondary education within their boundaries. As previously noted, nine of these had been administering both levels of education prior to Bill 16. Government legislation declared five others as unitary and fourteen were formed as a result of a general referendum on March 10, 1967. The balance entered into the unitary plan of educational administration after local referendums were held in December, 1967 at which time eleven divisions accepted the plan and in December, 1968 the ratepayers of two more divisions voted in favour of the plan. Thus, by the conclusion of 1968 only six school divisions had not embraced the unitary concept of school administration.

Centralization of the educational services in one board of trustees brought a larger number of teachers into

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[5] Ibid, 1964, p. 29.

[6] Province of Manitoba, Bill 16, An Act to Amend the Public Schools Act (Assented to, April 27, 1966).

the employ of this board. Consolidation of pupils at larger
schools permitted the expansion and specialization of
educational programs. The administration of this new unit
required a greater degree of professional assistance than
was previously possible from the inspector of schools.
Unitary division boards were encouraged to employ superin-
tendents to provide this service. The incentive came through
the payment of grants toward the superintendent's salary.
Division boards were authorized under Sections 135 and 453
of the Public Schools Act to appoint a superintendent, fix
and pay his salary, and define his duties.[7] There is no
reference to any duties of the superintendent in the Act.
However, some Regulations of The Department of Education
refer to some duties of the superintendent and in many
instances functions formerly performed by the inspector of
schools were assigned to the superintendent. By September,
1968, thirty-nine of the forty-one unitary school divisions
employed superintendents and two of the multi-district
divisions employed superintendents and two of the school
districts appointed someone to this office.

Thus, two positions within the administrative
organization of the unitary school division have been

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[7]Province of Manitoba, The Public Schools Act,
Chapter 215 (Winnipeg: Queen's Printer for the Province of
Manitoba, 1966).

established by law: the superintendent and the secretary-treasurer.[8] But many of the duties of each office has been left to the discretion of the boards of trustees. While trustees have the power to delegate the executive duties to both the superintendent and secretary-treasurer or to distribute the responsibilities between the two as they see fit many have not tended to exercise this power in any formal manner. Thus little delineation of responsibilities has occurred.

The above factors suggest that unrealistic expectations and lack of agreement concerning the respective roles by the superintendent and secretary-treasurer in the school divisions might present a major problem in the educational program for which the unitary concept of administration was established.

III. SIGNIFICANCE OF THE STUDY

The author has attended and participated in many meetings, conferences, and seminars in the Province of Manitoba with superintendents and secretary-treasurers where both groups have expressed the struggles and conflicts

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[8]Ibid.

which exist or are developing in their administrative unit.

These have all led to the major purpose of this study:

to examine the conflict in the duties of the superintendent

and secretary-treasurer in carrying out the policies and

directives of the board of trustees in the unitary school

divisions of Manitoba and to provide some guidelines for

the delineation of the duties and responsibilities of these

two officers or cause other agencies to provide some guidelines.

There is an awareness of the need for clearer defini-

tion of responsibilities for the administrative personnel

of the Manitoba school systems. The writer is aware of one

attempt that has been made to improve administrative procedures.

In 1967 the Department of Education produced a publi-

cation to serve as a guide to unitary school divisions in

developing local policies. This document contains a

suggested distribution of duties between the two offices

under study.[9] Though it is difficult to assess the impact

of this document, it does represent a deliberate attempt on

the part of the Department of Education to guide the local

authorities in clarifying the roles of the superintendent and

the secretary-treasurer.

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[9]See Appendix A (Copy attached).

Conflict in any organization can lessen the efficiency and effectiveness of the system and can prevent it from fulfilling its intended purposes. Conflict, however, cannot be dealt with nor eliminated until it is known. This study was intended to provide an insight into the lack of agreement of the superintendent and secretary-treasurer with respect to the operational task-areas of the unitary school divisions of the Province.

The information obtained from the responses of the superintendents and secretary-treasurers should prove of value to them, the trustees and other agencies involved in the provincial educational scene. It should be helpful in assisting these executives of the divisions to a better understanding of their respective roles. Because the study deals with the internal operation of the recently established administrative units in the Province, it should have special significance for all involved in the development of these educational systems. Identification of the areas of conflict in responsibilities should reveal the most urgent needs for clarification--delineation--in service and co-operative action of all concerned for improved administrative services.

IV. DELIMITATIONS

1. This study involved only the unitary school divisions in the Province of Manitoba.

2. This study included only those unitary school divisions which employed a superintendent and secretary-treasurer. The only exception was the Winnipeg School Division No. 1, which was omitted because of student population and the extensive administrative structure in comparison to the other divisions in the province.

3. The study included only the opinions and conditions of the superintendents and secretary-treasurers of Manitoba.

4. There are three major functions which a school board performs: legislative, executive, and judicial. This study involved the task-areas in the executive function of school administration.

5. The executive functions of the board are performed by various agencies, such as the board as a whole, committees of the board, and administrative officers of the board. This study was concerned with the tasks of two members of the latter group only: the superintendent and the secretary-treasurer.

V. LIMITATIONS

The findings of this study must be evaluated in terms of a number of limitations:

1. That the replies from the respondents truly represented their opinions.

2. That the respondents completed the questionnaire without collaboration with anyone.

3. That the respondents clearly understood each question
   and the meaning of all terms used.

VI. DEFINITION OF TERMS

The following terms, when used in this study,
have the meanings indicated.

1. Conflict - Webster's Third International Dictionary
   defines conflict as: (1) to contend with or against
   another in strife or warfare; (2) to show variance,
   incompatibility, irreconcilability, or opposition;
   (3) evidence, variance, or disharmony calling for
   adjustment, harmonizing, bringing into accord.

   Sherk defines role conflict as: "any situation
   in which an incumbent perceives that he is confronted with
   incompatible expectations." He further states:

   > that role congruence exists when a position incumbent
   > perceives that the same or highly similar expectations
   > are held for him by different individuals or groups
   > which he regards as significant.[10]

   In this study, there is no connotation of strife
   to be attached to the term conflict, but rather a lack of
   agreement in the expectations of the two people concerned as

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[10] H. Sherk, "The Role of the Alberta Superintendent,"
(unpublished Master's Thesis, University of Alberta,
Edmonton 1964) p. 21.

to who assumes the responsibility for the performance of a designated task.

2. <u>Unitary School Division</u> - An area of the province of Manitoba in which a single board of education is responsible for the educational program from kindergarten to grade twelve.

3. <u>Actual Responsibilities</u> - The tasks the incumbent performs or directs.

4. <u>Expected Responsibilities</u> - The tasks the incumbent feels he should perform or direct.

CHAPTER II

REVIEW OF THE LITERATURE

I. RELATED THEORY AND RESEARCH

Both the superintendent and the secretary-treasurer

often occupy positions within the organizational structure

of the school system which allows them to operate as

independent agents, neither responsible to the other, but

both responsible to the board of trustees. Morphet et al

consider this an unsatisfactory arrangement:

> In educational administration, numerous attempts have
> been made to divide the executive functions for education
> into educational and business administration. Boards of
> education have sometimes employed two superintendents;
> one for educational and one for business administration,
> each directly responsible to the board and neither
> responsible to the other. These experiments have
> almost invariably resulted in friction and failure of
> the organization to obtain its objectives effectively.[11]

These authors further state:

> Unless the lines of responsibility and authority are
> clearly defined, chaos is inevitable. It follows that
> no individual in the organization should be compelled
> to take direct orders from more than one person because
> conflict will inevitably arise.[12]

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[11]Edgar L. Morphet, Roe L. Johns and Theodore L. Reller,
Educational Administration (Englewood Cliffs, N.J.: Prentice-
Hall Inc., 1959) pp. 56-57.

[12]Ibid.

Since the situation described by these authors parallels

very closely the situation which may exist in the divisions

of Manitoba, it is very likely there will be some measure

of conflict present in these systems.

Collins, in his study of the provincially appointed

superintendent in Canada, observed:

> Research is needed to clarify the balance of power
> relationships among boards of trustees, Department of
> Education, superintendents, principals, secretaries
> and teachers. Examination of expectations and behaviour
> are needed to determine interrelations among these
> positions in terms of role consensus and role conflict.[13]

Hrynyk, in his study of the secretary-treasurer,

referred to the relationship between the secretary-treasurer

and the superintendent:

> There are two opposing views of the nature of the
> position. One holds that the secretary-treasurer should
> be a chief business executive of the board. The other
> states that the secretary-treasurer should be a business
> executive of the board but subordinate in authority to
> the superintendent of the division, who should be the
> chief executive officer.[14]

Matson's study of conflict in the executive function

of school systems in Alberta found that:

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[13]Cecil P. Collins, "The Role of the Provincially
Appointed Superintendent in Larger Units of Administration in
Canada" (unpublished Doctoral dissertation, The University
of Alberta, Edmonton, 1958) p. 266.

[14]Nicholas P. Hrynyk, "A Descriptive Survey of School
Division Secretary-treasurers" (unpublished Master's thesis,
The University of Alberta, Edmonton, 1962) p. 19.

The greatest lack of congruence occurred in the areas of public relations, administrative organization and structure, and pupil personnel. The least disagreement was found in the area of instructional leadership which is attributed to the fact that the tasks in this area require a measure of educational expertness and was the responsibility of the superintendent.[15]

Each of the studies cited considered that administrative organizations such as those found in the counties and divisions of Alberta are potential producers of conflict. They all recommended clarification of the roles of the secretary-treasurer and the superintendent.

A research project conducted by the Saskatchewan Branch of C.A.S.S.I. on the role of the superintendent, which analyzed the responses of both local and provincially employed superintendents, secretary-treasurers and board chairmen, concluded:

> Respondents generally favour an active role for the superintendents in the performance of tasks related directly to the instructional program or to the work of teachers. They believe the superintendent should assume an advisory role or no role at all when tasks involve non-teachers, school finance or service not directly related to instruction.[16]

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[15] Orran L. Matson, "Conflict in the Executive Function of the Administration of the Larger School Units of Alberta" (unpublished Master's thesis, The University of Alberta, Edmonton, 1964) p. 74.

[16] Frank E. Nakonechny, J. A. Burnett, and M. Pitsula, "The Role of the Superintendent" (Regina, Saskatchewan: Saskatchewan Branch of the Canadian Association of School Superintendents and Inspectors, 1968) p. 33.

This project included 25 local superintendents, 62 unit superintendents, 55 secretary-treasurers and 46 chairmen of boards. It is interesting to note that a summary of the trends of responses of superintendents when isolated from those of the secretary-treasurers and chairmen revealed a more active role:

> Locally employed superintendents generally advocated a more independent and active role for the superintendent than did the provincially employed superintendents in the units. The difference was particularly apparent with reference to tasks involving school finance and the provision of services not directly related to the instructional program. It was apparent, also, with reference to the tasks involving the work of non-teachers employed by school boards.[17]

The data from this study reveals that considerable disagreement exists between the superintendents and the secretary-treasurers as to the degree of involvement of the superintendent in the various administrative areas. There also appeared to be significant differences in the role perceptions of the locally employed superintendents and those employed by the province. Significant differences in the "actual" role and the "ideal" role of both groups of superintendents were also indicated in the study.

The writer is not aware of any studies that have been made in Manitoba of the problem under investigation

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[17] Ibid, p. 33.

in this study. However, one study in the field of decision-

making responsibilities in the administration of the unitary

school divisions by Reimer may have some relevance:

> Principals, superintendents, and trustees, as groups
> each wanted more authority for their own position than
> the other groups were willing to give them.
>
> Superintendents seem to be caught in a power struggle
> between principals and the trustees. Both groups
> expected him to share more responsibility with them than
> with the other group, and neither principals nor
> trustees allowed him a high degree of authority for
> decision-making.[18]

The study also pointed out an implication for school adminis-

tration in Manitoba:

> Selection and management of staff personnel may well
> become a disruptive element in the new unitary school
> divisions. All possible efforts should be made to deve-
> lop a mutual understanding among principals, superin-
> tendents, and trustees of their respective roles in
> this area of administration to prevent unnecessary
> conflict.[19]

Some of these findings allude to potential power

struggles and conflict in the decision-making responsibilities

among the superintendents, principals, and trustees of Mani-

toba. Thus, it is possible to suspect the existence of

conflict in the offices of the secretary-treasurer and the

superintendent as well.

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[18] Edward P. Reimer, "An Analysis of Expectations
Concerning the Distribution of Decision-Making Responsibilities
in the Administration of the New Unitary School Divisions in
Manitoba, (unpublished Master's thesis, The University of
Manitoba, 1968) pp. 84-85.

[19] Ibid, p. 86.

An organization with more than one member must clarify the duties and responsibilities of the members to each other and to the tasks to be performed. The unitary school divisions are a plural organization and require a delineation of responsibilities of their personnel, especially of these two executive offices. It is maintained that clear delineation of duties has a beneficial effect on the co-ordination and morale of the staff, while a vague definition of the responsibilities or none at all, has the opposite effect. Doubts as to the functions of the executive officer leads to indecisions and overlapping. It confuses the employees, the members of the board, and the public.

Authorities on educational administration recommend that if an organization is to function smoothly, there should be a clear line of authority running throughout the system.[20] Each member of the organization should be familiar with this line of authority and should know clearly to whom he is responsible. An employee cannot operate satisfactorily if he is in a position of trying to follow conflicting orders. Murphy suggests that it is not possible to operate a school system in the most effective fashion with a divided authority. She feels:

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[20]Edgar L. Morphet, et al, op. cit., p. 57.

. . . that every school system must have one chief
executive officer, the superintendent. This superin-
tendent should be the business head as well as the
educational leader of the system.[21]

The relationship of the business officer (secretary-

treasurer) to the superintendent and to the board of

education is influenced by legislation, practice, and

philosophical understandings of his administrative function.

A basic issue affecting the relationship, and which persists

in eluding the universally acceptable answer, is the matter

of unit control versus multiple control of a school system.

This question of whether a board should have unit or

dual control of its administrative organization has been the

subject of much discussion and controversy. Educationists

generally favour unit control and they have strong support

from the business world to back them up. The business

officials favour, generally, a dual organization with both

top officials reporting to the board.

There is ample evidence to support the contention that

the unit system of school administration is more effective

than others. Under the unit plan of operation, the board

delegates responsibility for the execution of the entire

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[21]Nan Murphy, "What a Trustee Expects of A Superintendent"
(Toronto, Ontario: Canadian Education Quarterly, 13;4: 70-71,
September, 1958).

system. In the unit system, the superintendent is the

only professional employee who regularly reports to and deals

directly with the board. All other employees in the school

system, professional and otherwise, are subordinate to the

superintendent and generally report to the board through

him.

Some boards delegate responsibility for the execution

of various facets of the educational program to more than

one executive officer. This is commonly referred to as the

multiple type of organization for school administration. The

dual system is the most common type of multiple organization

for the execution of board policies. Under this arrangement

there is usually a director of business affairs who reports

directly and independently to the board. This individual

is considered co-ordinate with the superintendent of

schools who is given responsibility over instructional

aspects only.

The evidence supporting the unit type of administrative

organization over any form of multiple executive organization

has resulted in all but a handful of school systems operating

with the former type. Few authorities, if any, recommend

any other type of executive function. Wilson concludes:

> No other organizations in society attempt to function
> under other than unit control except about one-fourth
> of the nation's public school districts.[22]

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[22]Robert E. Wilson, _Educational Administration_ (Columbus,
Ohio: Charles E. Merrill Books Inc., 1966) p. 83.

Custom and tradition is a force that keeps concepts of multiple control alive. The concept may be found in the origin of public schools. The first task of the early school committees was to find a teacher, the most learned person in the community. The teacher was expected to teach; the committee members could look after the administrative and business chores. They arranged for a place to hold classes; they provided the slate and supplies; they handled and accounted for the money.

This division of duties was workable with the one-room school. Not until the growth of cities, which produced several school houses in one system, did there appear a need for an administrator. In the United States when a system became large enough that the lay committeemen could no longer afford the time away from their own occupations to look after managing the details, a principal or head teacher was appointed. The sheer weight of increased managerial tasks caused lay boards of education to see the wisdom of employing an administrative officer to assume such obligations. As a result, the position of head teacher evolved into that of superintendent of schools. It was to be expected that the committeemen would continue to be responsible for fiscal and business affairs and would charge the superintendent with overseeing the learning activities. As systems became

still larger, and business details grew still more complicated,

the committees then employed a person to tend to those tasks

alone. The committee assigned the business administrator

to a position in the organizational structure which would be

directly responsible to them. They were not only jealous

about having these duties performed properly but they did not

want the matters of finance to get very far away from their

direct supervision. Moreover, the feeling endured that a

superintendent meant education, that he should not be

bothered by mundane affairs.

This attitude is perpetuated not only by tradition,

but also by the tardiness of university administrative-

preparatory programs to train school administrators in

business matters. Fensch states:

> Universities regarded the superintendent primarily
> as an educator. They did not prepare him to cope with
> the typical fiscal and physical plant problems until
> the past quarter century.[23]

It is not desirable to organize a school system so that

two or more top bosses are on an equivalent plane of authority

to the governing body, with neither administrator accountable

to the other. Morphet is explicit on this matter:

> Every organization should have a single executive
> head. The executive must provide central co-ordination
> for the activities of an organization. Although an
> organization may have a number of leaders, one of

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[23]Edwin A. Fensch and Robert E. Wilson, The Superintendency
Team (Columbus, Ohio: Charles E. Merrill Books Inc., 1961)p. 208.

these leaders must serve as the co-ordinating head
of the group. Unless this is done no organization can
achieve its purposes, because division of central
leadership will prevent the co-ordination of its
activities.[24]

In this regard, it is interesting to note that

Dr. Lorimer, Deputy Minister of Education for the province

of Manitoba, also prefers the unit system:

It is my view that the superintendent must be the
chief executive officer of the board. I know that
arguments are made in other places as well as in
Manitoba that there should be a dual system where the
superintendent and secretary-treasurer share equally
the responsibility, or at least deal with their
respective responsibilities before the board. I find
this, while persuasive in some instances, and particularly
as it relates to individuals, unpersuasive in the larger
context. In my view, it simply will not work adequately.[25]

The reasons for proposing unit control are several.

In the first place, multiple control of any organization

invites inefficiency. An essential element of efficiency is

absolute accountability. When accountability is dispersed

among two or more persons, there is apt to exist, almost

inescapably, evasion of responsibility, delays in decision-

making, and confusion. On the other hand, under a system of

unit control, the superintendent is responsible for the

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[24]Edgar L. Morphet, et al, op. cit. p. 56.

[25]W. C. Lorimer, "The Role of the Superintendent."
(a paper presented at the Manitoba Association of School
Superintendents Conference, Brandon, Manitoba, January 22,1968)p.2.

success of the organization to the governing body and

indirectly to the people of the division. Morphet et al

state:

> The organization should provide for the definition
> of the role of each individual. It is demoralizing
> to the individual and destructive to the productivity
> of the organization when individuals are uncertain of
> their responsibilities. Unless the lines of responsi-
> bility and authority are clearly defined, chaos is
> inevitable. It follows that no individual in the
> organization should be compelled to take direct orders
> from more than one person, because conflicts will
> inevitably arise.[26]

The recommendations of Campbell, Corbally, and Ramseyer

also support this first position:

> The superintendent of schools accepts the final
> responsibility for the operation of the system. The
> accountability of the total staff to the public is
> usually marked by pressure on the superintendent. While
> in many school systems the superintendent delegates
> authority and responsibility to assistant superintendents,
> business managers, directors, co-ordinators and super-
> visors, principals, teachers, and other personnel, he
> cannot delegate final accountability for the tasks which
> they perform.[27]

A second reason for unit control in a school system

pertains to the purpose of the enterprise. Success of an

educational system is measured in terms of what happens to

the students. What happens is conditioned by quality of

teachers, supplies, equipment, and buildings. The remarks

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[26] Edgar L. Morphet et al, op. cit., p. 57.

[27] Roald F. Campbell, John E. Corbally, Jr., and John A.
Ramseyer, Introduction to Educational Administration (Boston:
Allyn and Bacon, Inc., 1966) pp. 217-218.

by Lorimer support this reason:

> . . . the fact is, however, that school systems are
> established for the purpose of education and if all the
> efforts of the whole system are not co-ordinated toward
> the educational goal, the operation is not likely to be
> as successful as it ought to be. Perhaps it is sufficient
> to say that every progressive school system of any size
> in North America has now converted to a unit system.[28]

In any school system the superintendent will need the advice

and assistance of a business specialist, but the educational

generalist must be the highest authority. Dr. Sharp expresses

it in this manner:

> It seems that the superintendent holds a position
> comparable to that of a captain of a ship. The captain
> does not possess the technical knowledge of the engineer
> and, consequently, although head of the ship, relies
> upon the engineer in technical matters. Likewise, a
> superintendent may not possess a detailed knowledge of
> the principles of accounting and finance and should, there-
> fore, rely on the secretary-treasurer for advice in this
> vital field.[29]

The responsible officer must have final jurisdiction over use

of money within the framework of policies adopted by the

governing body in order to assure success of the total unit.

The superintendent cannot be held accountable for the

system's purpose if he does not have control over how money

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[28] W. C. Lorimer, op. cit., p. 3.

[29] R. F. Sharp, "Making The Administrative System Work"
(a paper presented at the 1954 Canadian Education Association
Short Course, University of Alberta, Edmonton, May 12, 1954)p. 5.

is used. Without such control he cannot logically be held
responsible for the success of the undertaking. With regard
to this matter the secretary-treasurer of one of the larger
administrative units in Canada may be quoted:

> The recognition that educational systems exist for one
> purpose alone, the education of the pupils makes it
> only common sense that the superintendent be an educa-
> tionist. Just as the president of a corporation must
> bring to bear sound objective judgment on the submissions
> of his financial and other technical advisors, so the
> superintendent as chief executive officer of a school
> system must be able to reach wise decisions on a wide
> variety of problems affecting all aspects of school
> administration.[30]

It is alleged that under dual control of school systems,
an unreasonable allocation of available monies goes for
non-educational activities in contrast to educational
activities. This was supported by the surveys conducted by
Furno for School Management.[31] Those nationwide comparisons
of selected school district expenditures showed clearly that
in those sections of the country which cling to a dual con-
trol concept, there is a higher proportion of the available
monies going for custodial and maintenance costs, transpor-
tation, building construction, and clerical functions; and
the least per cent of the available income is allocated for

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[30]D. C. Henderson, "The Role of the Business Official in
Canadian Education" (Toronto, Ontario: School Progress,
August, 1961) p. 32.

[31]Orlando F. Furno, School Management, IV, No. 1(1960);
V, No. 1(1961); VI, No. 1(1962); VII, No. 1(1963); VIII,
No. 1(1964).

teachers and educational expenditures as compared with other regions in the United States.

It is appropriate that the person responsible for the business affairs stand in relation to the superintendent and to the board of education as does any assistant superintendent in the system. This officer is responsible for performing one specialized aspect of the superintendency function. All of his authorities are delegated to him by the superintendent. He is responsible to the board only through the superintendent.

In this capacity, he is held accountable by the superintendent for all matters as defined in his job description. He is not only accountable for these duties but should be regarded by the superintendent as chief counsellor in decisions of finance, business affairs, and matters pertaining to the physical properties of the system. Thus, he performs in both as an authority and a consultative relationship, the same as any assistant superintendent. Wilson contends:

> In a school district of as many as 1500 pupils, with an annual budget approaching a million dollars, the superintendent cannot give direct supervision to business affairs without serious neglect of his other obligations. The school business manager, who may serve under other titles, becomes a vital force in the second echelon of a school system's central administration. To avoid duality of control, he must be accountable to the chief executive officer, not directly the board of education.[32]

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[32]Robert E. Wilson, op. cit., p. 664.

CHAPTER III

DEVELOPMENT OF THE PROBLEM AND METHODOLOGY

I.   DEVELOPMENT OF THE PROBLEM

In the administration of a school system with various
responsibilities to be carried out, any difference in role
expectations among the administrators may be sources of
efficiency-eroding conflict; thus reducing some of the
advantages of the larger administrative units.

The primary purpose of this study was to identify
areas of conflict which exist in the administrative
responsibilities between the superintendents and the
secretary-treasurers of the unitary school divisions as
indicated by the incumbents on the questionnaire designed
for this purpose.

The responses of both officers to forty-eight items
of responsibility, grouped into eight administrative task-
areas were analyzed with respect to the following:

(a) the actual responsibilities of the secretary-treasurer
    as compared to the actual responsibilities of the
    superintendent;

(b) the expected responsibilities of the superintendent as
    compared to the expected responsibilities of the secretary-
    treasurer;

(c) the actual responsibilities of the superintendent as compared to his expected responsibilities;

(d) the actual responsibilities of the secretary-treasurer as compared to his expected responsibilities.

The comparison of the responses of the superintendents and secretary-treasurers was analyzed in an effort to delineate:

(a) the areas which are the full responsibility of the superintendent;

(b) the areas which are the full responsibility of the secretary-treasurer;

(c) the areas in which there is a degree of responsibility for each officer;

(d) the areas in which responsibility is shared equally by both officers.

A secondary purpose was to study and analyze the responses in an attempt to answer the questions:

(a) Is there a tendency on the part of the superintendents or secretary-treasurers to want a greater or lesser amount of responsibility for their office in any task-area?

(b) What relationship, if any, exists between the number of years the incumbents have been in their respective positions and the amount of conflict?

(c) What is the opinion of the two officers as to the best form of an administrative structure; a unit or dual line of authority?

The study was based on the general assumption:
The responsibilities of the superintendent and secretary-
treasurer can be categorized on the basis of:

(a) the primary responsibilities of the superintendent;

(b) the primary responsibilities of the secretary-treasurer;

(c) the responsibilities which are shared by the superin-
tendent and the secretary-treasurer.

II. METHODOLOGY

Design of the Instrument

It was decided to gather the necessary information for
this study by means of a questionnaire. In each of the unitary
divisions of Manitoba, the superintendent and the secretary-
treasurer were treated as one pair of respondents. Both
members of each pair completed identical questionnaires, and
the differences between their responses were considered to
indicate a conflict.

All of the unitary school divisions which employ a
superintendent and a secretary-treasurer, except the
Winnipeg School Division No. 1 were included in the study.

The questionnaire was designed to deal with the
executive responsibilities in the various administrative
categories developed by the Southern States Co-Operative

Program in Educational Administration.[33] These categories

were combined with other sources, revised and refined to

produce a set of items that would be adequate to identify

the areas of conflict in the administrative responsibilities

of the superintendent and the secretary-treasurer.[34,35,36,37]

The classification used, consisting of eight task-

areas of school administration with a number of sub-tasks

listed under each is as follows:

A. Instructional Leadership

1. Improving instruction through visiting classrooms

and conferring with teachers.

2. Organizing teacher study groups, projects, conferences,

aimed at improving the quality of instruction.

3. Evaluating the work of teachers and reporting to the

board.

4. Encouraging teachers to improve their qualifications

by attending summer school, taking night calsses etc.

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[33]Roald F. Campbell and Russell T. Gregg, Administrative
Behaviour in Education (New York, Harper and Row Publishers,
1957) p. 205-207.

[34]John H. Finlay, "Expectations of School Boards for the
Role of the Provincially Appointed Superintendent of Schools in
Alberta" (unpublished Master's thesis, The University of Alberta,
Edmonton, 1961) p. 10.

[35]Edward P. Reimer, op. cit.

[36]Orran L. Matson, op. cit.

[37]F. E. Nakonechny, op. cit.

5. Aiding the professional staff in planning the program of instruction to be offered by the schools.

6. Keeping abreast and reporting on current theory, practice and research on educational matters.

7. Advising the board regarding materials and equipment for the instructional program.

8. Consulting with individual teachers or groups of teachers on specific problems.

9. Advising the board in its choice of curriculum offerings in the various schools.

10. Making provision for in-service programs by means of close liaison with educational institutions and professional organizations.

B. Selection and Management of Personnel

1. Selecting and placing teachers and principals.

2. Selecting and directing the work of professional staff.

3. Selecting and directing the work of non-professional staff (bus drivers, caretakers, etc.).

4. Engaging a new secretary-treasurer.

5. Keeping a personnel record of teaching staff (qualifications, experience, special abilities, etc.).

6. Keeping personnel records of non-teaching staff.

7. Assisting the board to formulate satisfactory personnel policies relative to the professional staff (working conditions, work-load, etc.).

8. Assisting the board to formulate satisfactory personnel policies relative to the non-professional staff.

9. Advising the board on promotions and dismissal of professional staff.

10. Advising the board on promotion and dismissal of non-professional staff.

11. Developing orientation programs for new of inexperienced staff.

C. Pupil Personnel

1. Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.).

2. Initiating and maintaining a system of child accounting and attendance (census, school populations, etc.).

3. Developing procedures for keeping pupil personnel records (promotions, systematic evaluation, special problems, etc.).

4. Developing procedures for and providing for the safety of pupils on school property.

5. Dealing with cases of suspension, expulsion, irregular attendance, etc.

6. Assisting teachers and principals in providing counselling services.

7. Making provision for adequate health services.

8. Development and co-ordination of a program of extra-curricular activities.

D. Provision and Maintenance of School Facilities

1. Determining the immediate and future building needs of the school division.

2. Selecting and advising on suitable school sites.

3. Recommending an architect to the board.

4. Developing an efficient program of maintenance and improvement of the school plant facilities.

5. Developing an efficient program of operation of the physical plant.

6. Establishing a procedure for the storage, distribution, inventory, maintenance, and care of non-educational supplies and equipment.

7. The formulation of policies governing the use of school facilities by the public.

8. Dealing with requests from principals, teachers, and caretakers for equipment and facilities to be installed in the schools (shelves, cupboards, bill systems, etc.).

9. Establish procedures to enable the professional staff and maintenance staff to make recommendations with regard to new buildings and improvements of existing plants.

E. School Finance and Business Management

1. Responsibility for making the preliminary draft of the annual budget.

2. Responsibility for the preparation of specifications for the purchase of supplies and equipment.

3. Developing long-range budget plans.

4. Administration of the budget.

5. Developing procedures and policies for purchasing of supplies and equipment.

6. Keeping the board informed on teacher salary trends.

7. Participation in salary negotiations with the professional staff.

8. Making surveys and keeping the board informed on salary trends of non-professional staff.

9. Advising on pay scales for non-professional staff.

10. Determining and providing for adequate insurance needs.

11. Initiating and implementing methods for the orderly growth and improvement of the business management procedures.

12. Keep abreast of and report on current theory, trends and research on finances and economics.

F. Administrative Organization and Structure

1. Organizing of local groups or communities for participation in educational planning and activities.

2. Developing long-range plans for the orderly growth and improvement of the school system.

3. Planning and organizing school consolidations.

4. Establishing appropriate attendance areas within the division.

5. Planning the administrative organization of schools within each centralized unit of the division.

6. Establishing working relationships with local, provincial and federal agencies.

7. Interpreting Department of Education policies, Acts, and regulations to the teachers, board, and public.

8. Ensuring that departmental regulations are observed.

9. Submitting reports as requested by the Department of Education.

10. Providing information and services to other school authorities, private schools, government agencies, teachers' associations, trustees' associations, and universities.

G. Public Relations

1. Interpreting school board policies to the public.

2. Giving support to worthy community activities.

3. Acquainting the communities with and explaining the needs, accomplishments, methods, and programs of the schools.

4. Developing community understanding of proposals for changes in the programs in the schools.

5. Preparing news releases of board meetings and policies for distribution to news medias.

6. Establish and maintain communications and relations with other local governments and school authorities.

7. Establish and maintain communication and relations with local news media.

8. Survey and recommend to the board the needs of the area for Adult Education Programs.

H. School Transportation

1. Determine the transportation needs of the division.

2. Recommend and develop policies to ensure the safety of pupils, personnel, and equipment.

3. Plan, establish, and coordinate bus routes.

4. Develop and plan a program of preventative maintenance and modernization of vehicles and equipment.

5. Recommend and develop policies and regulations with respect to control and behaviour of students when transported.

6. Develop the proper understanding for the legal provisions under which the transportation system operates.

7. Establish and maintain a system of records on the maintenance, numbers and names of pupils transported, operating reports, etc.

8. Initiate and implement an in-service program for
   school bus drivers.

   The final questionnaire consisted of forty-eight items.
Each item was presented as a function to be performed by one
of the respondents. The items were randomly distributed
throughout the questionnaire.

   For each item the respondents were asked to mark two
scales. On a "w" scale the respondents were asked to mark
who WOULD be responsible for implementing the item in his
system, according to a key provided; and on the "s" scale
the respondents were asked to mark who they felt SHOULD be
responsible for implementing the item, using the same key as
before. Each of the two scales encompassed five positions
labelled A to E inclusive. The accompanying key indicated
the alternatives for each item.

A - By the secretary-treasurer with NO assistance from the
    superintendent.

B - By the secretary-treasurer with SOME assistance from
    the superintendent.

C - By JOINT EFFORT with the secretary-treasurer and superin-
    tendent sharing EQUALLY the responsibilities.

D - By the superintendent with SOME assistance from the
    secretary-treasurer.

E - By the superintendent with NO assistance from the
    secretary-treasurer.

In addition, the respondents were requested to indicate whether they were the superintendent or the secretary-treasurer, how many years of experience they had with the present school division, whether their administrative organization for the division was a unit or dual system, which type of organization they felt should be used in their system, and whether the superintendent had been named as the chief executive officer of the division by board resolution.[38]

The questionnaire was designed to contain the following attributes: clarity of meaning, ease of scoring, simple directions, and ease in responding.

Validation of the Instrument

An attempt was made to establish that each questionnaire item truly represented the one task-area that it was constructed to represent. This was done by having three professors in School Administration at the Faculty of Education, University of Manitoba and three senior officials of the Manitoba Department of Education answer the questionnaire, to identify items that were unclear, ambiguous, or irrelevant, and to suggest revisions and important items which may have been omitted.[39]

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[38]See Appendix B (Questionnaire attached).

[39]See Appendix C (Letter attached).

Though the above test of representativeness was not completely successful, it did serve to clarify and refine many of the items of the questionnaire. Further refining was done on the advice of Professor C. Bjarnason, the faculty advisor for this study. Valuable revisions were made to the instrument and the directions to respondents from this advice.

A separate study was conducted to check the consistency of the responses to the items on the questionnaire. This was done by having eight superintendents and eight secretary-treasurers complete the questionnaire a second time. A comparison was made of each respondent's replies on both instruments. It was assumed that a high degree of consistency from the superintendents and secretary-treasurers selected would indicate reliability from all respondents to the instrument.

All eight of the respondents gave identical replies to all questions in the additional information section of the instrument. This represents 100 per cent consistency on this part of the questionnaire. Six of the eight superintendents responded identically on all forty-eight items of the questionnaire the second time. One superintendent deviated one interval on two items and the remaining superintendent altered his response on one item of two

intervals. The secretary-treasurers responded the same
on all forty-eight items on five of the eight replies.
The other three secretary-treasurers altered their second
response one interval on three items. In both cases, a
high degree of consistency is indicated. By taking the
total number of items (forty-eight) and multiplying the
number of respondents (eight), the total number of response
items would be three hundred and eighty-four for the first
reply. The superintendents indicate an identical total
response on the questionnaire the second time, of three
hundred and eighty-one. This gives a consistency percentage
of 99.2 for the superintendents. The second response of
the secretary-treasurers produced an identical total res-
ponse of three hundred and seventy-five for a consistency
percentage of 97.6. Both were accepted as indicating a
relatively high degree of consistency and all responses were
accepted as reliable.

Distribution and Collection of Questionnaires

Two copies of the questionnaire were mailed to the
superintendent of each of the thirty-eight unitary school
divisions employing a superintendent and secretary-treasurer.
Enclosed was a letter to the superintendent containing special
instructions for the administration of the questionnaire.[40]

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[40]See Appendix D (copy of letter attached).

The response to the questionnaire was excellent. A follow-up letter was sent to the respondents who had not replied within three weeks. A telephone call was made to any respondent who had not returned his questionnaire by a further three weeks. In all, thirty-five pairs of questionnaires were returned representing a ninety-two per cent response.

The questionnaires were coded to identify the divisions from which the responses came. This was considered essential since the analysis would require the questionnaires be considered in pairs. There was a possibility that some of the completed instruments might be mailed singly to the investigator and, as a result, the pairing would be impossible to do without some form of coding. The respondents were invited to be completely frank with the assurance that their responses would be confidential.

Treatment of Data

On receipt of each pair of questionnaires from the school divisions the responses on the secretary-treasurers questionnaire were transcribed to the superintendents questionnaire to facilitate comparison. When the pair of responses on any one item coincided, there was considered to be zero units of conflict. When the responses did not coincide this was considered as conflict and the incidence of conflict on any item was established by determining the

intervening spaces between markings. One space between
markings was treated as one unit of conflict, two spaces
as two units of conflict, etc. An equal interval scale
was assumed thus permitting mathematical operations with
the units of conflict.

In transcribing the secretary-treasurers' responses
onto the superintendent's instrument, it appeared that
collaboration between respondents had not taken place as
none of the pairs of questionnaires were in perfect agree-
ment. Therefore, on the assumption that the directions
requesting no collaboration had been understood, all responses
were included in the analysis. The responses from one
superintendent was received without the secretary-treasurer's
instrument which had not arrived prior to commencing the
analysis and was not included. The analysis was completed
using the remaining thirty-five pairs of questionnaires.

The analysis of the data was conducted in four
stages in an attempt to identify the areas of conflict with
an additional type analysis employed to obtain information
to enable the delineation of responsibilities for these two
officers. This latter analysis will be reported following
stage four. Three further stages of investigation were
carried out to answer the questions posed as the secondary
purpose of the study.

Stage One was a comparison of the responses of the superintendents with those of the secretary-treasurers on the "w" scale. The "w" scale indicated the respondent's opinion as to who would be responsible for the tasks presented in each item. The distribution of conflict revealed by this analysis is recorded for each of the eight task-areas of administration in Appendix E-1 to E-8 inclusive. Stage one provided data to identify areas of conflict in the administrative responsibilities between the superintendents and secretary-treasurers.

Stage two was a comparison of the responses of the superintendents with those of the secretary-treasurers on the "s" scale. The "s" scale indicated the respondents opinion of who should be responsible for the tasks presented in the questionnaire. The distribution of conflict revealed by this analysis is recorded for each of the eight task-areas of administration in Appendix F-1 to F-8 inclusive. Stage two provided data to identify areas of conflict between the superintendents and secretary-treasurers.

Stage three was a comparison of the responses of the superintendents on the "w" scale with their responses on the "s" scale. The distribution of conflict revealed by this analysis is recorded for each of the eight task-areas of administration in Appendix G-1 to G-8 inclusive. Stage three

provided data to identify areas of conflict in the administrative responsibilities of the superintendents.

Stage four was a comparison of the responses of the secretary-treasurers on the "w" scale with their responses on the "s" scale. The distribution of conflict revealed by this analysis is recorded for each of the eight task-areas of administration in Appendix H-1 to H-8 inclusive. Stage four provided data to identify areas of conflict in the administrative responsibilities of the secretary-treasurer.

Four additional forms of analysis were performed to obtain information in order to delineate the areas which are the sole responsibility of the superintendent, the areas which are the sole responsibility of the secretary-treasurer, the areas in which there is a degree of responsibility for each officer, and the areas in which the responsibility is shared equally by both officers. The information revealed by this analysis is recorded for each of the eight task-areas of administration in Appendices I-1 to I-8, J-1 to J-8, K-1 to K-8, and L-1 to L-8.

Stages one to four investigated the amount of conflict. Further analyses were performed to obtain information on the questions presented in the secondary purpose of the study. The first analysis on the secondary purpose of the study was performed to determine the extent of the changes the respondents

thought should be made, such changes being either toward
more responsibility for their office or toward less responsi-
bility for their position.

The next stage of analysis in the secondary purpose
of the study was done to obtain data for the question:
what relationship, if any, exists between the number of
years the incumbents have been in their respective positions
and the amount of conflict? Several types of analyses were
involved and these will be described in the presentation
of the results for this question.

Further comparisons were used in the final stage of
the secondary purpose of the study to determine the
incumbent's opinion as to the form of administrative
structure; a unit or dual line of authority.

CHAPTER IV

PRESENTATION OF DATA

I. AMOUNT OF CONFLICT

The design of the study permitted quantification of
the results. Chapter IV is a presentation of these results
with little discussion except to assist in the correct
reading of tables. This chapter is organized to present
the results for each of the four areas of responsibility
and the three questions in order.

Chapter V presents a discussion and interpretation of
the results using the same order of presentation.

Incumbents' Perceptions of Who Would Be Responsible

This problem was concerned with the conflict between
the superintendents and the secretary-treasurers in their
perception of who would be responsible for the respective
task-areas. The distribution of this conflict for individual
questionnaire items is presented in Appendices E-1 to E-8.
Table I is a compilation of these eight appendices and shows
the distribution of conflict for the eight task-areas. In
six of the eight task-areas the conflict ranged over the whole
scale from zero units to three units. This table also shows
the total amount of conflict present in each task-area.

TABLE I

DISTRIBUTION OF CONFLICT IN THE EIGHT TASK-AREAS BETWEEN
THE SUPERINTENDENTS AND THE SECRETARY-TREASURERS IN
THEIR PERCEPTION OF WHO WOULD BE RESPONSIBLE
FOR EACH AREA

Area of Admin.*	No. of Responses	Units of Conflict					Amount of Conflict **
		0	1	2	3	4	
I.L.	210	190	14	5	1	0	27
S.P.	210	140	34	14	15	7	135
P.P.	206	142	33	15	12	4	115
M.F.	206	96	58	37	12	3	180
S.F.	208	112	69	22	5	0	128
O.S.	206	116	55	26	5	4	138
P.R.	205	140	33	23	7	2	108
S.T.	201	109	54	14	17	7	161
TOTAL	1652	1045	350	156	74	27	992

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**The Amount of Conflict was obtained by multiplying
the frequency of responses in each of the five categories by
the number of units of conflict represented by that category
and summing the products for each area.

NOTE: For details of the distribution of responses
in each of the eight areas of administration, see
Appendices E-1 to E-8 inclusive.

Table I shows the greatest incidence of conflict in the area of Provision and Maintenance of School Facilities (180) with School Transportation (161) nearly as high. The areas of Administrative Organization and Structure (138), Selection and Management of Personnel (135), and Provision and Maintenance of School Facilities (128) were grouped closely together with only a moderate spread between them. A similar spread occurred between the sixth and seventh ranking areas. Pupil Personnel (115) and Public Relations (108). The least amount of conflict was found in the area of Instructional Leadership (27).

Atypical Responses. Within each of the task-areas the distribution of the responses was spread over most of the scale. Certain items indicated higher amounts of conflict and others lower amounts of conflict. Some of these high and low conflict items were quite extreme and were judged atypical for the area they represented.

The following summary presents these atypical items, together with the questionnaire, number of the item, the subject matter of the item, and whether it was judged to be atypically high or low.

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[41]See Appendices E-1 to E-8 for primary data.

Administrative Areas	High Conflict Items	Low Conflict Items
Instructional Leadership	#44 Advising on the selection of instructional materials.	Nil
Selection and Management of Personnel	#40 Selection of Secretary-Treasurer	#12 Teacher Load #21 Employing Teachers #48 Creating position of vice-principal
Pupil Personnel	Nil	#3 School entrance age #13 Obtaining guidance material #32 Fire drill procedures
Provision and Maintenance of School Facilities	Nil	Nil
School Finance and Business Management	Nil	Nil
Administrative Organization and Structure	Nil	#7 Local groups for educational planning #43 Implementation of inspectors' reports
Public Relations	Nil	#6 Adult Education #27 Informing public on educational matters
School Transportation	Nil	Nil

Clarification of Atypical Responses. Five of the
eight areas contained atypical responses. While each of these
areas purported to present tasks distinctive of that area,
certain of the items tended to carry overtones of other
dimensions. This was most noticeable in regard to the
atypically low conflict items. The ten atypically low conflict

items tended to require some measure of educational

expertness for completion of the task presented and, as

such, they resembled the items of the area of Instructional

Leadership, which is similarly low in the amount of conflict.

The atypically high conflict items did not tend to

exhibit any clear pattern. One item tended to require a

degree of educational expertness in the selection but some

confusion may have occurred through the purchasing aspect

of this item. The other high conflict item could express

a degree of resentment on the part of the secretary-

treasurers in that they do not feel the superintendent should

be involved in the selection of a person to fill the posi-

tion of secretary-treasurer.

It was considered that an atypically low conflict

item would tend to cancel out the effect of an atypically

high conflict item. Thus, in the areas of Selection and

Management of Personnel, Pupil Personnel, Administrative

Organization and Structure, and Public Relations with two

atypically low conflict items each, perhaps the amount of

conflict could be considered higher than reported. In the

area of Instructional Leadership, there was no atypically

low conflict item to cancel out the effect of the one

atypically high conflict item so perhaps the amount of

conflict for this area should be considered lower than

reported. However, this area was the lowest in the amount of conflict without adjustment so little purpose would be served by decreasing the amount.

Incumbents' Perceptions of Who Should Be Responsible

This area was concerned with the conflict between the superintendents and the secretary-treasurers in their perception of who should be responsible for the respective task-areas. The distribution of this conflict for individual questionnaire items is presented in Appendices F-1 to F-8. Table II is a compilation of these eight appendices and shows the distribution of conflict for each of the eight task-areas. The conflict ranged over the whole scale from zero to four units in all eight task-areas. This table also shows the total amount of conflict present in each task-area.

Table II shows the greatest incidence of conflict in the area of Provision and Maintenance of School Facilities (185). The other areas arranged in the order of the amount of conflict were as follows: Selection and Management of Personnel (170), Administrative Organization and Structure (164), School Transportation (161), School Finance and Business Management (143), Public Relations (137), Pupil Personnel (124), and Instructional Leadership (56).

TABLE II

DISTRIBUTION OF CONFLICT IN THE EIGHT TASK-AREAS BETWEEN
THE SUPERINTENDENTS AND THE SECRETARY-TREASURERS IN
THEIR PERCEPTION OF WHO SHOULD BE RESPONSIBLE
FOR EACH AREA

Areas of Admin. *	No. of Responses	Units of Conflict					Amount of Conflict **
		0	1	2	3	4	
I.L.	208	179	15	6	3	5	56
S.P.	209	117	50	15	18	9	170
P.P.	209	130	51	15	9	4	124
M.F.	207	87	68	42	7	3	185
S.F.	209	103	81	15	8	2	143
O.S.	207	103	57	37	7	3	164
P.R.	205	125	38	31	7	4	137
S.T.	198	106	51	21	12	8	161
TOTAL	1652	950	411	182	71	38	1140

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**The Amount of Conflict was obtained by multiplying
the frequency of responses in each of the five categories
by the number of units of conflict represented by that
category and summing the products for each area.

NOTE: For details of the distribution of responses
in each of the eight areas of administration, see
Appendices E-1 to E-8 inclusive.

Atypical responses. Eleven atypically low conflict items occurred in this comparison.[42] Ten of these items occurred as atypically low conflict items in the first comparison. The one item which occurred as an additional atypical low conflict item was #29 in the area of School Transportation. This item dealt with the preparation of a daily log book for school buses.

In the first comparison, two items were judged as atypically high conflict items. In this comparison, both of these items occurred again as atypically high conflict items.

Clarification of atypical responses. Since all of the atypical items from the first comparison reoccurred in this comparison with only one additional low conflict item, the clarification presented for the first comparison was equally applicable here.

Superintendents' Perceptions of Who Would Be and Who Should Be Responsible

The difference between the superintendents' perceptions of who would be responsible and who should be responsible for the eight task-areas was considered as a form of conflict. It was recognized that this usage of the term conflict differs slightly from the definition given in Chapter I, but

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[42]See Appendices F-1 to F-8 for primary data.

this liberty permitted a presentation parallel to that of the previous areas.

The distribution of the conflict for the individual questionnaire items is presented in Appendices G-1 to G-8. Table III is a compilation of these eight appendices and shows the distribution of conflict for each of the eight task-areas. In one of the areas, the range of conflict was from zero to two units. In the other seven areas, the conflict ranged over the whole scale from zero to four units. This table shows the total amount of conflict in each task-area.

Table III shows the greatest amount of conflict is found in the area of School Transportation (63). The next level of conflict had two areas grouped closely together; Provision and Maintenance of School Facilities (59) and School Finance and Business Management (57). The fourth and fifth ranking areas were Public Relations (45) and Administrative Organization and Structure (44). The areas of Selection and Management of Personnel and Pupil Personnel were identical with 32 units of conflict. The least amount of conflict was found in the area of Instructional Leadership (7).

TABLE III

THE DISTRIBUTION OF CONFLICT IN THE EIGHT TASK-AREAS OF
THE SUPERINTENDENTS' PERCEPTIONS OF WHO WOULD BE
RESPONSIBLE AND WHO SHOULD BE RESPONSIBLE
FOR EACH AREA

Areas of Admin. *	No. of Responses	Units of Conflict					Amount of Conflict **
		0	1	2	3	4	
I.L.	208	202	5	1	0	0	7
S.P.	210	193	9	4	1	3	32
P.P.	207	192	9	4	1	3	32
M.F.	207	175	20	2	5	5	59
S.F.	209	167	33	6	0	3	57
O.S.	207	176	20	10	0	1	44
P.R.	207	188	6	6	1	6	45
S.T.	200	169	14	6	7	4	63
TOTAL	1655	1462	114	37	17	25	339

     *Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilies;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

     **The Amount of Conflict was obtained by multiplying the frequency of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each area.

     NOTE: For details of the distribution of responses in each of the eight areas of administration see Appendices E-1 to E-8 inclusive.

Atypical Responses. The generally low level of
conflict in this comparison made the identification of atypical
responses difficult.[43] Also, with the general level of
conflict so low undue emphasis was given to the single instru-
ments where the conflict was excessively high. For these
reasons a discussion of atypical responses was not included
for this comparison.

Secretary-Treasurers' Perceptions of Who Would and Who Should Be Responsible

The difference between the secretary-treasurers'
perceptions of who would be responsible and who should be
responsible for the eight task-areas was considered as a form
of conflict. It was recognized that this usage of the word
conflict differs slightly from the definition given in
Chapter I, but this liberty permitted a presentation parallel
to that in the previous areas.

The distribution of this conflict for the individual
questionnaire items is presented in Appendices H-1 to H-8.
Table IV is a compilation of these eight appendices and shows
the distribution of conflict for each of the eight task-areas.
In all areas the conflict ranged over the whole scale from

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[43] See Appendices G-1 to G-8 for primary data.

zero units to four units. This table also shows the total amount of conflict in each task-area.

Table IV shows the greatest amount of conflict in the area of Provision and Maintenance of School Facilities (72). The other areas arranged in the order of the amount of conflict were as follows: Pupil Personnel (51), School Finance and Business Management (49), School Transportation (49), Public Relations (47), Administrative Organization and Structure (41), Selection and Management of Personnel (37), and Instructional Leadership (17).

Atypical Responses. The generally low level of conflict in this comparison made the identification of atypical responses difficult.[44] Also, with the general level of conflict so low, undue emphasis was given to the single instruments where the conflict was excessively high. For these reasons a discussion of atypical responses was not included for this comparison.

II. ACTUAL RESPONSIBILITIES

Superintendents' Perceptions

This problem was concerned with the superintendents' concept of the actual responsibilities in each task-area.

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[44]See Appendices H-1 to H-8 for primary data.

TABLE IV

DISTRIBUTION OF CONFLICT IN THE EIGHT TASK-AREAS OF THE
SECRETARY-TREASURERS' PERCEPTION OF WHO WOULD
BE RESPONSIBLE AND WHO SHOULD BE RESPON-
SIBLE FOR EACH AREA

Areas of Admin. *	No. of Responses	Units of Conflict					Amount of Conflict **
		0	1	2	3	4	
I.L.	210	201	5	1	2	1	17
S.P.	210	183	22	2	1	2	37
P.P.	210	182	13	9	4	2	51
M.F.	210	169	20	14	4	3	72
S.F.	210	177	23	6	2	2	49
O.S.	210	180	21	8	0	1	41
P.R.	206	179	16	5	3	3	47
S.T.	202	177	15	2	2	6	49
TOTAL	1688	1488	135	47	18	20	363

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**The Amount of Conflict was obtained by multiplying
the frequency of responses in each of the five categories
by the number of units of conflict represented by that
category and summing the products for each area.

NOTE: For details of the distribution of responses
in each of the eight areas of administration see
Appendices E-1 to E-8 inclusive.

The distribution of their perceptions for individual questionnaire items is presented in Appendices I-1 to I-8. Table V is a compilation of these eight appendices and shows the per cent of the total responses for each area. The percentage of involvement by both officers ranged over the whole scale from the full responsibility of the superintendent to the full responsibility of the secretary-treasurer.

Table V shows the majority of the respondents were of the opinion that the superintendent would be responsible for the areas of Instructional Leadership (83.33), Pupil Personnel (73.78), Public Relations (67.80) and Selection and Management of Personnel (57.14). The area of Administrative Organization and Structure (49.03) was very close to a majority opinion of it also being the full responsibility of the superintendent. The superintendents did not indicate by a majority any area to be the full responsibility of the secretary-treasurer; although School Finance and Business Management (44.23) and School Transportation (43.78) were the closest.

Secretary-Treasurers' Perceptions

This problem was concerned with the secretary-treasurers' concept of the actual responsibilities in each task-area. The distribution of their perceptions for individual questionnaire items is presented in Appendices J-1 to J-8. Table VI

TABLE V

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL
RESPONSIBILITIES IN THE EIGHT
TASK-AREAS

Areas of Admin. *	No. of Responses	Level of Responsibility**				
		A	B	C	D	E
I.L.	210	.47	3.80	3.33	9.04	83.33
S.P.	210	17.14	10.95	5.72	8.57	57.14
P.P.	206	4.37	3.39	4.81	13.59	73.78
M.F.	206	14.08	14.08	22.33	18.45	31.07
S.F.	208	44.23	35.58	13.94	5.29	.48
O.S.	206	12.14	7.77	15.05	16.02	49.03
P.R.	205	9.75	6.83	7.32	8.78	67.80
S.T.	201	43.78	13.93	9.95	12.44	19.90

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**A - by the secretary-treasurer with NO assistance from
      the superintendent.
  B - by the secretary-treasurer with SOME assistance from
      from the superintendent.
  C - by JOINT EFFORT with the secretary-treasurer and
      superintendent sharing EQUALLY the responsibilities.
  D - by the superintendent with SOME assistance from the
      secretary-treasurer.
  E - by the superintendent with NO assistance from the
      secretary-treasurer.

NOTE: For details of the distribution of responses
in each of the eight areas of administration, see
Appendices E-1 to E-8 inclusive.

is a compilation of these eight appendices and shows the per cent of the total responses for each area. The percentage of involvement by both officers ranged over the entire scale from the full responsibility of the superintendent to the full responsibility of the secretary-treasurer.

Table VI shows the majority of the respondents were of the opinion that the secretary-treasurer would be responsible for the area of School Finance and Business Management (55.98) and School Transportation (54.04). The majority of the secretary-treasurers also indicated that the superintendent would be responsible in the areas of Instructional Leadership (83.65), Pupil Personnel (67.14), Public Relations (56.80) and Selection and Management of Personnel (52.33).

III.   EXPECTED RESPONSIBILITIES

Superintendents' Perceptions

This area was concerned with the superintendents' concept of the expected responsibilities in each task-area. The distribution of their perceptions for individual questionnaire items is presented in Appendices K-1 to K-8. Table VII is a compilation of these eight appendices and shows the per cent of the total responses for each area. The percentage of involvement by both offivers ranged over the entire scale from the full responsibility of the

TABLE VI

THE SECRETARY-TREASURERS' PERCEPTIONS OF THE ACTUAL
RESPONSIBILITIES IN THE EIGHT TASK-AREAS

Areas of Admin. *	No. of Responses	Level of Responsibility **				
		A	B	C	D	E
I.L.	208	1.92	2.88	4.80	6.73	83.65
S.P.	210	21.90	9.05	6.19	10.00	52.33
P.P.	210	4.86	3.81	7.86	18.57	67.14
M.F.	207	21.25	11.59	26.57	18.84	21.26
S.F.	209	55.98	28.23	9.57	3.82	2.40
O.S.	207	12.08	8.70	20.29	23.19	35.26
P.R.	206	14.08	3.88	16.99	8.73	56.80
S.T.	198	54.04	14.65	10.60	8.08	12.62

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**A - by the secretary-treasurer with NO assistance from the
      superintendent.
  B - by the secretary-treasurer with SOME assistance from
      the superintendent.
  C - by JOINT EFFORT with the secretary-treasurer and
      superintendent sharing EQUALLY the responsibility.
  D - by the superintendent with SOME assistance from the
      secretary-treasurer.
  E - by the superintendent with NO assistance from the
      secretary-treasurer.

NOTE: For details of the distribution of responses
in each of the eight areas of administration see
Appendices E-1 to E-8 inclusive.

superintendent to the full responsibility of the secretary-treasurer.

Table VII shows the majority of the respondents were of the opinion that the superintendent should be responsible for the areas of Instructional Leadership (83.65), Pupil Personnel (71.01), Public Relations (62.31), and Selection and Management of Personnel (54.76). The area of Administrative Organization and Structure (49.27) was close to a majority opinion of being the responsibility of the superintendent. The superintendents did not indicate any area to be the full responsibility of the secretary-treasurer. The areas of School Finance and Business Management (41.15) and School Transportation (40.80) were the closest to a majority.

Secretary-Treasurers' Perceptions

This area was concerned with the secretary-treasurers' concept of the expected responsibilities in each task-area. The distribution of their perceptions for individual questionnaire items is presented in Appendices L-1 to L-8. Table VIII is a compilation of the eight appendices and shows the per cent of the total responses for each area. The percentage of involvement by both officers ranged over the whole scale from the full responsibility of the superintendent to the full responsibility of the secretary-treasurer.

TABLE VII

THE SUPERINTENDENTS' PERCEPTIONS OF THE EXPECTED
RESPONSIBILITIES IN THE EIGHT
TASK-AREAS

Areas of Admin. *	No. of Responses	Level of Responsibility **				
		A	B	C	D	E
I.L.	208	.48	3.36	3.84	8.65	83.65
S.P.	210	14.76	12.86	7.62	10.00	54.76
P.P.	207	4.83	4.34	4.34	15.46	71.01
M.F.	207	14.01	15.46	24.63	21.25	24.63
S.F.	209	41.15	37.32	16.27	4.78	.48
O.S.	207	6.76	10.62	16.42	16.90	49.27
P.R.	207	9.18	8.21	7.24	13.04	62.31
S.T.	201	40.80	21.89	8.95	9.45	18.91

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**A - by the secretary-treasurer with NO assistance from
the superintendent.
 B - by the secretary-treasurer with SOME assistance from
the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and the
superintendent sharing EQUALLY the responsibilities.
 D - by the superintendent with SOME assistance from the
secretary-treasurer.
 E - by the superintendent with NO assistance from the
secretary-treasurer.

NOTE: For details of the distribution of responses
in each of the eight areas of administration see
A-pendices E-1 to E-8 inclusive.

Table VIII shows the majority of respondents were of the opinion that the secretary-treasurer should be responsible for the areas of School Finance and Business Management (54.29) and School Transportation (52.97). The secretary-treasurers indicated that the superintendent should be responsible for the areas of Instructional Leadership (81.90), Pupil Personnel (60.95) and Public Relations (50.48).

IV. RELATED QUESTIONS

Question One: Is There A Tendency on The Part of The Incumbents to Want a Greater or Lesser Amount of Responsibility for Their Office in any Task-Area?

Two analyses of the data were performed to determine if there were any general trends on the part of the incumbents to think they should have either more or less responsibility. As each respondent marked his instrument he indicated the way a task was being performed and the way it should be performed. If these two markings coincided it was interpreted to mean that the respondent was satisfied with the way the task was being performed. However, if the markings did not coincide, the interpretation was that the respondent was indicating that changes should be made. These changes could occur in either of two directions toward more

TABLE VIII

THE SECRETARY-TREASURERS' PERCEPTIONS OF THE EXPECTED
RESPONSIBILITIES IN THE EIGHT TASK-AREAS

Areas of Admin. *	No. of Responses	Level of Responsibility **				
		A	B	C	D	E
I.L.	210	2.38	3.33	5.71	6.66	81.90
S.P.	210	21.43	9.52	9.52	12.86	46.66
P.P.	210	.95	6.19	10.95	20.95	60.95
M.F.	210	19.05	15.71	34.76	14.76	15.71
S.F.	210	54.29	34.76	9.05	.95	.95
O.S.	210	9.52	9.05	25.21	24.76	31.43
P.R.	206	13.81	4.29	18.57	10.95	50.48
S.T.	202	52.97	17.32	14.35	6.44	8.91

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

**A - by the secretary-treasurer with NO assistance from
    the superintendent.
  B - by the secretary-treasurer with SOME assistance from
    the superintendent.
  C - by JOINT EFFORT with the secretary-treasurer and
    superintendent sharing EQUALLY the responsibilities.
  D - by the superintendent with SOME assistance from
    the secretary-treasurer.
  E - by the superintendent with NO assistance from the
    secretary-treasurer.

NOTE: For details of the distribution of responses
in each of the eight areas of administration see
Appendices E-1 to E-8 inclusive.

responsibility or toward less responsibility. The number of units on the scale separating the two markings was considered as an indication of the amount of change suggested by the respondent.

This analysis yielded information about the changes in responsibility suggested by the superintendents as a group and by the secretary-treasurers as a group for each task-area. For each group the number of respondents suggesting more responsibility and the amount of such change suggested were determined. In like manner, the number of respondents suggesting less responsibility and the amount of the suggested change were obtained for each area. This information is presented in Tables IX and X.

Table IX presents the opinions of the superintendents as to the changes in responsibility that should occur in each of the eight task-areas. This table also presents a general interpretation of the superintendents' opinions for each area. This interpretation was based on two factors; the number of superintendents that indicated change should occur and the amount of change indicated by these superin= tendents. A scale was derived by taking the difference in the number of respondents suggesting change and multiplying it by the difference in the amount of change suggested. A product of 0 to 100 was taken to indicate a weak trend,

TABLE IX

THE DIRECTION AND RELATIVE STRENGTH OF THE SUGGESTED
CHANGE IN RESPONSIBILITY AS INDICATED
BY THE SUPERINTENDENTS

Areas of Admin. *	(1)	(2)	(3)	(4)
I.L.	more	1	1	----
	less	3	3	very weak
S.P.	more	1	4	----
	less	14	25	strong
P.P.	more	3	6	----
	less	11	22	moderate
M.F.	more	7	7	----
	less	24	46	very strong
S.F.	more	19	24	----
	less	21	27	very weak
O.S.	more	16	22	weak
	less	12	15	----
P.R.	more	7	13	----
	less	10	20	weak
S.T.	more	12	15	----
	less	17	44	moderate

Key to Numerical Headings:
(1) Direction of Suggested Change in Responsibility.
(2) Number of Respondents Suggesting Change.
(3) Amount of Change Suggested.
(4) Direction and Relative Strength of the Trend Toward
     More or Less Responsibility.

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

100 to 200 a moderate trend, 200 to 300 a strong trend, and over 300 to be a very strong trend.

A trend toward more responsibility was identified in only one area and it was interpreted as only a weak indication in this direction. This was in the area of Administrative Organization and Structure.

Trends toward less responsibility were identified in the other seven task-areas. The strongest of these seven trends was in the area of Provision and Maintenance of School Facilities. A strong trend was identified in the area of Selection and Management of Personnel, with moderate trends in the area of Pupil Personnel and School Transportation. In the other areas; Public Relations, Instructional Leadership, and School Finance and Business Management the trends were judged to be weak or very weak.

Table X presents the opinions of the secretary-treasurers as to the direction and the amount of changes in responsibility that should occur in each of the eight task-areas. This table also contains a general assessment of the secretary-treasurers' opinions for each area. This assessment was based on two factors; the number of secretary-treasurers that indicated changes should occur and the amount of change indicated by them.

TABLE X

THE DIRECTION AND RELATIVE STRENGTH OF THE SUGGESTED
CHANGES IN RESPONSIBILITY AS INDICATED
BY THE SECRETARY-TREASURERS

Areas of Admin. *	(1)	(2)	(3)	(4)
I.L.	more	6	15	weak
	less	3	5	----
S.P.	more	16	26	weak
	less	10	11	----
P.P.	more	22	36	strong
	less	7	17	----
M.F.	more	30	55	very strong
	less	11	16	----
S.F.	more	19	35	----
	less	13	13	moderate
O.S.	more	18	22	very weak
	less	12	20	----
P.R.	more	20	34	strong
	less	6	12	----
S.T.	more	16	24	very weak
	less	11	21	----

Key to Numerical Headings:
(1) Direction of Suggested Change in Responsibility.
(2) Number of Respondents Suggesting Change.
(3) Amount of Change Suggested.
(4) Direction and Relative Strength of the Trend Toward
     More or Less Responsibility.

*Areas of Administration:
I.L. - Instructional Leadership;
S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel;
M.F. - Provision and Maintenance of School Facilities;
S.F. - School Finance and Business Management;
O.S. - Administrative Organization and Structure;
P.R. - Public Relations;
S.T. - School Transportation.

In seven of the eight task-areas, trends toward more responsibility were shown by the secretary-treasurers. Of the seven areas indicating trends toward more responsibility, the strongest indication of such a trend was in the area of Provision and Maintenance of School Facilities, with strong trends in Public Relations and Pupil Personnel. The trends in the areas of Instructional Leadership, Selection and Management of Personnel, Administrative Organization and Structure, and School Transportation were judged to be weak or very weak. The only area showing a trend toward less responsibility was in School Finance and Business Management. This trend was moderate.

Question Two: What Relationship, if any, Exists Between the Number of Years the Incumbents have been in Their Respective Positions and The Amount of Conflict?

In attempting to obtain an answer to this question, the pairs of instruments were divided into three groups. Group one contained the pairs of instruments in which the superintendent had been working in the division longer than the secretary-treasurer. There were fifteen pairs of instruments in this group. Group two contained the pairs of instruments in which the secretary-treasurers had been working in the division longer than the superintendent. There

were seventeen pairs of instruments in this group. Group three contained the balance of the instruments and represented a group which had been working in their school division the same length of time.

The amount of conflict in each pair of instruments was calculated and the average amount of conflict for each pair was calculated for each of the three groups. The greatest amount of conflict was found in group one with 64.86 units of conflict per pair. Group two was second with 57.06 units of conflict per pair, and group three showed the lease conflict with 51.00 units of conflict per instrument.

There appeared to be small differences between the three groups which suggested a trend toward greater conflict where the superintendents had the greater amount of experience and less conflict where both incumbents had the same number of years.

Table XI shows a comparison of the ten highest conflict pairs of instruments from group one and from group two. Group three was not included in this comparison as only three pairs of instruments made up the group and it was considered to be too small in numbers for a valid comparison.

Question Three: What is the Opinion of the Two Officers as to the Best Form of Administrative Structure: A Unit or Dual Line of Authority?

The information for this question was obtained from

TABLE XI

COMPARISON OF THE TEN HIGHEST CONFLICT PAIRS
OF INSTRUMENTS FROM GROUP ONE AND
GROUP TWO*

Rank	Units of Conflict	Years of Experience		
		Sup't.	Sec-Treas.	Group
1	117	10	1	1
2	109	13	1	1
3	89	12	11	1
4	86	2	11	2
5	78	4	11	2
6	78	2	11	2
7	77	4	2	1
8	76	3	11	2
9	69	2	1	1
10	68	3	10	2
11	68	2	1	1
12	62	3	2	1
13	62	1	10	2
14	61	13	7	1
15	60	1	5	2
16	58	1	2	2
17	57	2	11	2
18	57	3	2	1
19	55	3	2	1
20	53	3.	5	2

*Group One – Superintendent had been employed
in present position longer than
the secretary-treasurer.

Group Two – Secretary-Treasurer had been employed
in present position longer than the
superintendent.

the additional information section of the questionnaire.
Each respondent was requested to indicate the type of
administrative structure presently in operation in his
division, and also to indicate which type of structure
he felt should be used in the division. In addition, the
incumbents were asked whether or not the superintendent
had been named as the chief executive officer of the system.
The pairs of instruments were compared for the responses to
the questions.

An analysis of the responses revealed that 60 per cent
of the superintendents indicated their division functioned
as a unit system; whereas only 40 per cent of the secretary-
treasurers showed this to be the case. Similarly, 40 per
cent of the superintendents indicated a dual system presently
in operation in their division and 60 per cent of the
secretary-treasurers indicated a dual system. This study
shows a conflict in this area of 20 per cent of the offices
under study.

A comparison of the averages of the amount of conflict
for the three types of administrative structures presently in
operation as indicated by the respondents was performed. The
incumbents who indicated their division operates with a unit
system of administration had an average of 47.6 units of
conflict per instrument. Those who indicated that their

division operated on a dual system showed an average of
66.7 units of conflict per instrument. For the incumbents
who disagreed as to the type of administrative structure in
operation, an average of 62.0 units of conflict was calculated.

The responses to which type of organization the
incumbents felt should be used in their division indicated
that 77.14 per cent of the superintendents selected the unit
system and 22.86 per cent selected the dual structure. The
secretary-treasurers indicated 34.29 per cent for the unit
system and 65.71 per cent for the dual line of authority.
This represents a change from the present system from unit
to dual by one superintendent and five secretary-treasurers,
and a change from a dual to a unit system by seven superin-
tendents and three secretary-treasurers.

Forty per cent of the respondents indicated that the
superintendent had been named as the chief executive officer
and a further 40 per cent indicated that the superintendent
had not been so named. The remaining 20 per cent disagreed
on this question with the superintendents indicating they
had been named as the chief executive officer and the secretary-
treasurers indicating that the superintendents had not been
so named.

A further piece of interesting information revealed
by the analysis, is that of fourteen divisions which indicated

a unit type of administrative structure only ten concur that
the superintendent is the chief executive officer and in
three divisions, he does not hold this position. In the
remaining division, the superintendent replied in the
affirmative to the question of being the chief executive
officer and the secretary-treasurer indicated negatively.
Also of the fourteen divisions which have a dual adminis-
tration structure, one superintendent has been named as the
chief executive officer, nine have not, and the remaining
four indicate a disagreement on the question between the
superintendent and the secretary-treasurer.

This apparent confusion and lack in administrative
structure could lead to a great deal of the conflict and even
cause it to increase. It may also attribute to erosion of
efficiency and inability to attain the purposes of the system.
The organization of a system is essential as it is the channel
through which the work of administration is accomplished. It
sets up a stable pattern of relationships which enables the
individual to coordinate his efforts with those of others and
accomplish the purposes of the total endeavor.

The situation as it exists warrants the immediate
attention of all agencies connected with educational adminis-
tration. This evidence suggests more pretraining for superin-
tendents and secretary-treasurers, and a series of in-service
workshops for the superintendents, secretary-treasurers, and
trustees of the Province.

CHAPTER V

INTERPRETATION OF DATA

I. AMOUNT OF CONFLICT

In the first portion of this study, four kinds of conflict were investigated. Table I presents data on the conflict in the eight task-areas between the two incumbents in their perceptions of who would be responsible for each area. Table II presents data on the conflict in the eight task-areas between the two incumbents in their perceptions of who should be responsible for each area. Table III presents data on the conflict of the superintendents' perceptions of who would be responsible and who should be responsible for the task-area. Table IV presents data on the conflict of the secretary-treasurers' perceptions of who would be responsible and who should be responsible for each area.

It was considered inevitable that the design of this study would produce results that would show that conflict was present. The design suffered from the lack of a criterion by which to decide whether conflict did, in fact, exist. However, in the course of the analysis, a criterion emerged. In the analysis of each of the four types of conflict, the area of Instructional Leadership showed an incidence of

conflict that was very low. While this low incidence of
conflict might be considered as no conflict, it also repre-
sented an indication of the extent to which the two incumbents
could agree and, as such, it was selected as a criterion for
measuring the lack of agreement (conflict) in the other
task-areas.

Incumbents' Perceptions of Who Would Be Responsible

The greatest incidence of conflict occurred in the
areas of Provision and Maintenance of School Facilities and
School Transportation, with the first showing conflict of
almost seven times and the latter almost six times that of
the criterion area. The areas of Administrative Organization
and Structure and Selection and Management of Personnel
showed an incidence of conflict of slightly more than five
times that of the criterion area. The areas of School Finance
and Pupil Personnel showed an incidence of conflict in excess
of four times that of the criterion. The other area, Public
Relations showed the incidence of conflict to be four times
that of the criterion area.

Incumbents' Perceptions of Who Should Be Responsible

The various task-areas fell into somewhat the same
rank order in this conflict as in the previous. The first,
third, and fifth were the same; the second and fourth changed
rank as did the sixth and seventh. The areas of Provision
and Maintenance of School Facilities and Selection and

Management of Personnel had the greatest incidence of

conflict, in excess of three times that of the criterion

area. The areas of Administrative Organization and

Structure had an incidence of conflict of slightly less than

three times the criterion area. The remaining areas, School

Finance and Business Management, Public Relations and Pupil

Personnel, all had an incidence of conflict of considerably

more than twice that of the criterion area.

Comparison of the interpretations presented in the

previous two paragraphs suggests that the incumbents agreed

less on who should be responsible for the various task-areas

than on who was actually responsible. However, both areas are

fairly similar. The doubling of the incidence of conflict

in the criterion area is due in part to this similarity. The

difference was partly due to the secretary-treasurers' desire

to have a greater responsibility in the selection of educa-

tional equipment. The only difference of any notable size

occurred in the area of Selection and Management of Personnel.

This difference was due to the secretary-treasurers' desire

to have a greater responsibility in those items dealing with

the professional staff. In general, there was a close

correlation between the amounts of these two forms of conflict

for each of the eight task-areas.

The points mentioned are illustrated in Figure 1,

which shows a comparison of the amount of conflict in who

_____ Actual Responsibilities

------- Expected Responsibilities

FIGURE 1

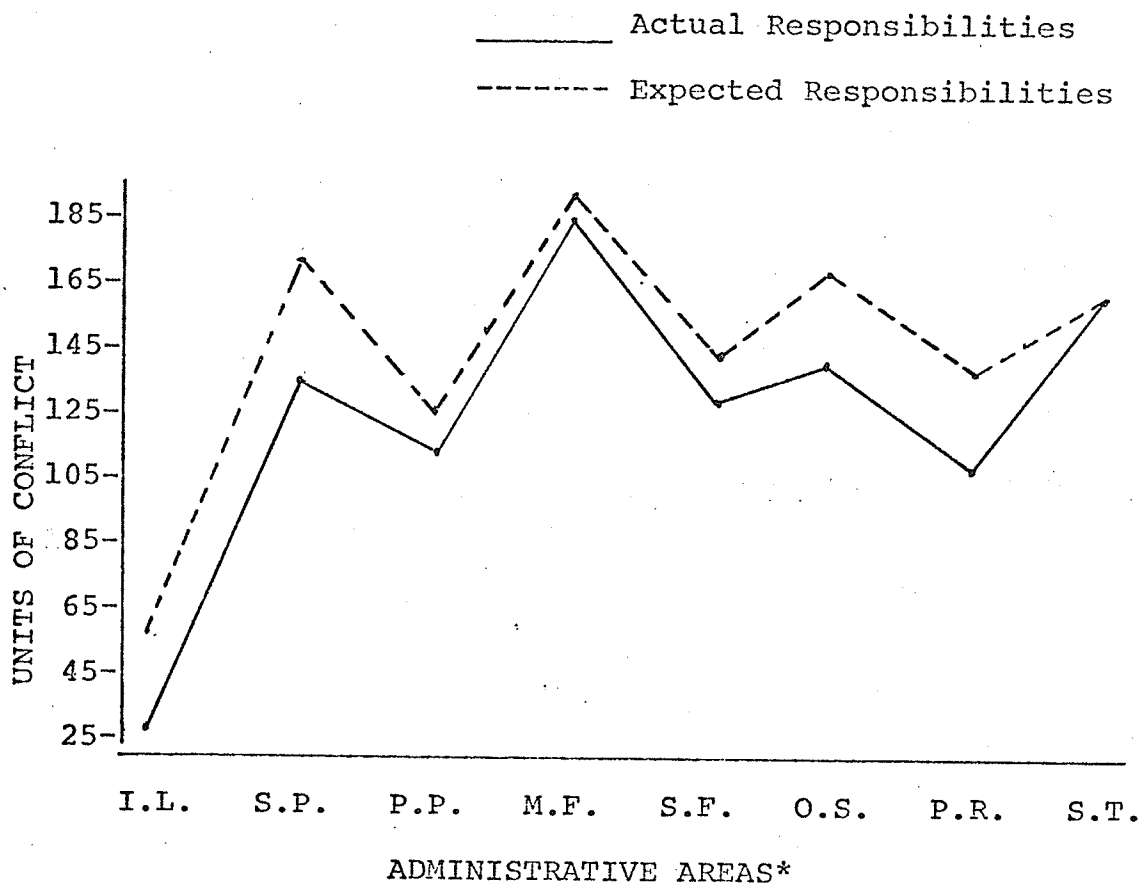COMPARISON OF THE AMOUNTS OF CONFLICT IN ACTUAL AND
EXPECTED RESPONSIBILITIES

*Key to Administrative Areas: I.L. - Instructional
Leadership; S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel; M.F. - Provision and Maintenance
of School Facilities; S.F. - School Finance; O.S. - Admin-
istrative Organization and Structure; P.R. - Public
Relations; S.T. - School Transportation.

would be responsible and in who should be responsible between the superintendents and secretary-treasurers.

While there was close correlation between these two kinds of conflict within each of the eight task-areas, there was some difference in the various areas. The most noticeable difference was the very low incidence of conflict in the area of Instructional Leadership. All of the items presented in this task-area required a measure of educational expertness. The secretary-treasurers probably recognized these items as being outside their area of responsibility and in the province of the superintendents. The superintendents accepted these tasks as their responsibility and thus there was agreement between the two incumbents.

Superintendents' Perceptions of Who Would and Who Should Be Responsible

This kind of conflict was confined to the one incumbent, the previous two kinds of conflict were derived from comparisons of responses of the two incumbents. This comparison of one person's opinions of "what would" with "what should" be was considered to be a rough expression of his satisfaction with the existing situation with low conflict indicating satisfaction and high conflict indicating dissatisfaction. Since this was a comparison of two opinions of one incumbent

as opposed to a comparison of the opinions of two incumbents, the relatively low amount of conflict in each task-area as shown in Table III is understandable.

While the general level of this form of conflict was considerably less than that of the two forms of conflict previously discussed, the relative degree of conflict between the areas was approximately the same though the rank order of the areas was different. Low conflict in Instructional Leadership, the criterion area, suggested that the superintendents were well satisfied with their responsibilities in this task-area. Considerable dissatisfaction was expressed in the other seven task-areas. The level of conflict ranged from a little less than five to nine times that of the criterion area. The rank order of the seven task-areas in comparison to the criterion area was: School Transportation (9 times); Provision and Maintenance of School Facilities (more than 8 times); School Finance and Business Management (8 times); Public Relations (more than 6 times); Administrative Organization and Structure (more than 6 times); Selection and Management of Personnel (less than 5 times); and Pupil Personnel (less than 5 times).

Secretary-Treasurers' Perceptions of Who Would and Who Should Be Responsible

In this form of conflict the two opinions of one incumbent again produced a level of conflict which was

generally considerably lower than when the comparison

involved the opinions of the two incumbents. While the

general amount of conflict was low, as shown in Table IV,

the variation between the task-areas was fairly marked.

The low incidence of conflict in Instructional Leadership,

the criterion area, indicated that the secretary-treasurers

were satisfied with their level of responsibility in this

task-area. The area of Provision and Maintenance of

School Facilities, with an amount of conflict of more than

four times the criterion area, is the major area of the

secretary-treasurers' dissatisfaction. Next in order were

four task-areas; Pupil Personnel, School Finance and Business

Management, School Transportation, and Public Relations with

an incidence of conflict ranging from three times to slightly

less than three times that of the criterion area. The

other two areas, Administrative Organization and Structure,

and Selection and Management of Personnel had an incidence

of conflict of more than twice that of the criterion area.

Comparison of the amount of these two forms of

conflict suggests that the superintendents were considerably

less satisfied than the secretary-treasurers. While this

was basically true, the degree of difference was questionable.

This difference was due, largely, to the small size of the

criterion used in measuring the superintendents' satisfaction.

FIGURE 2

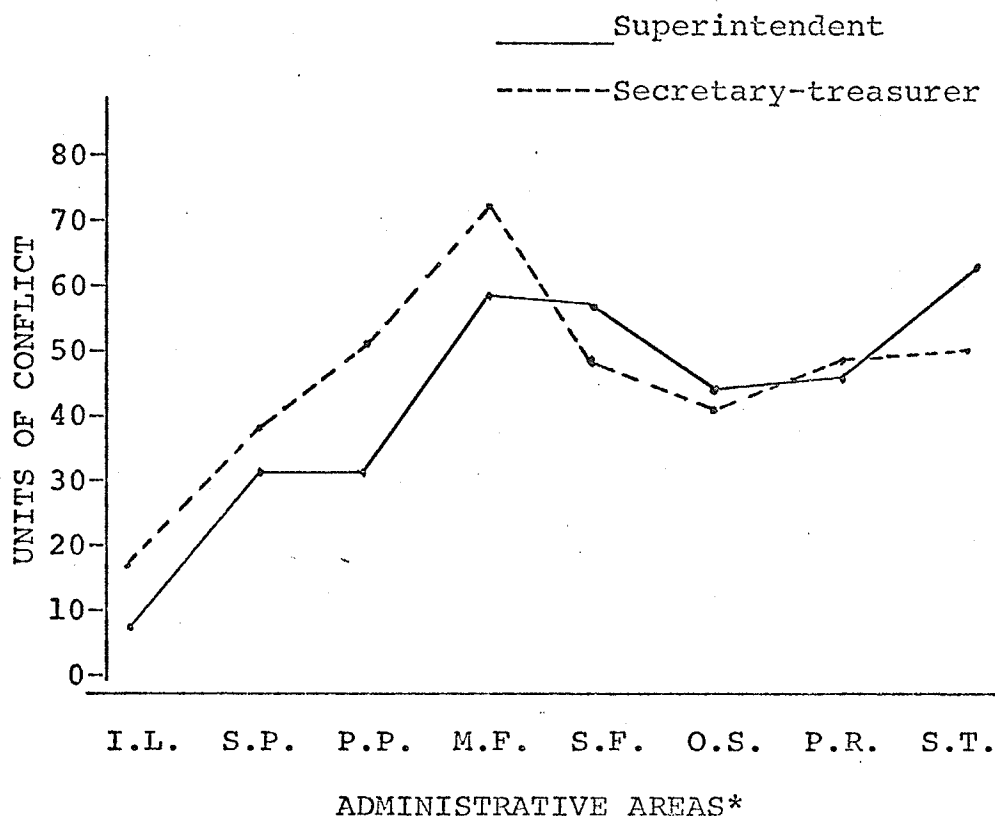COMPARISON OF THE AMOUNTS OF SUPERINTENDENT AND
SECRETARY-TREASURER DISSATISFACTION

*Key to Administrative Areas: I.L. - Instructional
Leadership; S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel; M.F. - Provision and Maintenance
of School Facilities; S.F. - School Finance; O.S. -
Administrative Organization and Structure; P.R. - Public
Relations; S.T. - School Transportation.

Consideration of Tables III and IV showed that there was a slight tendency toward greater dissatisfaction on the part of the secretary-treasurers since the total amount of conflict was slightly greater than the total of the superintendents, and the amount was greater in five of the eight task-areas. Figure 2 presents a visual comparison of these two forms of conflict.

II.   ACTUAL RESPONSIBILITIES

Superintendents' Perceptions

In the second portion of this study the amount of conflict in each task-area was calculated as a percentage of the total responses to determine the extent of the incumbents' opinions as to which officer was to assume the greatest share of the responsibility for the particular area or whether the responsibility should be shared equally. It was necessary to use a comparison method between the opinions of the superintendents and those of the secretary-treasurers on both scales: who would be responsible and who should be responsible.

Table V presents data on the percentage of opinions of the superintendents as to the level of responsibility for each task-area. The superintendents indicated rather conclusively that the areas of Instructional Leadership, Pupil Personnel and Public Relations are their full

responsibility. A majority also indicated the superintendent would be responsible for the Selection and Management of Personnel. The area of Administrative Organization and Structure was very close to having a majority of the superintendents place it in their realm of responsibility. This particular area did not receive any clear majority indicated as to which level of responsibility it belongs. The superintendents did not assign any task-area to be the full responsibility of the secretary-treasurers. The area of School Finance and Business Management and School Transportation were fairly close. However, the three levels of responsibility which indicate a sharing of the responsibility by the two incumbents received a majority of 53.81 per cent in the area of School Finance and Business Management by the superintendents. An indication of this trend was not evident in the area of School Transportation. The superintendents indicated that the area of Provision and Maintenance of School Facilities would be on a shared basis of responsibility. Chart I presents a summary of the general trends in the levels of responsibility.

Secretary-Treasurers' Perceptions

The secretary-treasurers indicated a similar level of responsibility to that of the superintendents for the various task-areas. The major differences to be found is in the

areas of School Finance and Business Management, and School Transportation which the greater percentage of the secretary-treasurers indicated would be their responsibility. The areas of Instructional Leadership, Pupil Personnel, Public Relations and Selection and Management of Personnel would be the responsibility of the superintendents. The remaining two areas, Provision and Maintenance of School Facilities, and Administrative Organization and Structure would be a shared responsibility according to the secretary-treasurers. Table VI presents data on the perceptions of the secretary-treasurers as to the actual responsibilities. Chart I presents a summary of the general trends in the levels of responsibility.

III. EXPECTED RESPONSIBILITIES

Superintendents' Perceptions

The superintendents indicated a similar level of expected responsibilities to that which they indicated were their actual responsibilities. The rank order of the task-areas was identical. The major difference was in a slight change in the percentage of the total as to who should assume the responsibility. In all cases, the change was relatively insignificant. One area, School Finance and Business Management, remained the same and two areas,

Instructional Leadership and Administrative Organization and

Structure, showed an increase in these being the responsi-

bility of the superintendents. The remaining six areas

decreased slightly in the percentage indicating this should

be the sole responsibility of the superintendent. The areas

of Provision and Maintenance of School Facilities, and School

Finance and Business Management which the superintendents

indicated on the actual would be a shared responsibility

increased significantly on this scale that these areas should

be a shared responsibility. Table VII presents data on the

perceptions of the superintendents on the expected levels of

responsibility and Chart 1 is a summary of the general trends

in these levels.

Secretary-Treasurers' Perceptions

The secretary-treasurer's concept of the distribution

of responsibilities for the various task-areas was similar to

the actual responsibilities. The order in which they indicated

their level of responsibility remained the same. All areas

decreased in the per cent who indicated these should be their

responsibility except the area of Instructional Leadership

and the increase was relatively insignificant. The areas

which previously were indicated would be a shared

responsibility by the superintendents and secretary-

treasurers repeated as being a shared responsibility. The

increase in these areas of Provision and Maintenance of

School Facilities and Administrative Organization and
Structure was sufficient to be significant. Table VIII
presents data on the secretary-treasurers' perceptions of
the expected levels of responsibility and Chart I presents
a summary of the general trends in the levels of responsibil-
ity.

Chart I presents a summary of the general trends in
the levels of responsibilities as indicated by the superin-
tendents and secretary-treasurers in Tables V to VIII.
Totals and percentages for the entire group of respondents
were reviewed in preparing the chart. The administrative
areas into which the items on the questionnaire were divided,
provided a format for this summary. However, some areas had
to be sub-divided in the chart to avoid over-simplification.

A study of Chart I reveals that the superintendent
would be responsible for the areas of Instructional Leadership,
Pupil Personnel, and Public Relations, and have the major
responsibility for the area of Administrative Organization
and Structure. The secretary-treasurer would have the major
responsibility in the areas of School Finance and Business
Management and School Transportation. The remaining areas
of Selection and Management of Personnel and Provision and
Maintenance of School Facilities would be a split responsi-
bility. In the former, the division comes in the items of

CHART 1

SUMMARY OF LEVELS OF RESPONSIBILITY AS PERCEIVED BY
THE SUPERINTENDENTS SECRETARY-TREASURERS

Administrative Areas	Levels of Responsibility *
1. Instructional Leadership.	E
2. Selection and Management of Personnel	
(a) Items involving professional and administrative staff.	E
(b) Items involving nonprofessional staff.	A
3. Pupil Personnel	E
4. Provision and Maintenance of School Facilities	
(a) Items involving school construction and the Department of Education.	E
(b) Items involving school facilities, school sites, school construction, repairs, renovations, at local board level.	C
(c) Items involving storage, distribution, and inventory of supplies and equipment.	A
5. School Finance and Business Management	
(a) Items involving budget preparation.	B
(b) Items involving insurance, purchasing, accounting, and salaries.	A

CHART 1 (cont'd)

SUMMARY OF LEVELS OF RESPONSIBILITY AS PERCEIVED BY
THE SUPERINTENDENTS AND SECRETARY-TREASURERS

Administrative Areas	Levels of Responsibility*
6. Administrative Organization and Structure	
(1) Items involving local citizens groups.	E
(b) Items involving instructional program.	E
(c) Items involving finances.	A
(d) Items involving the Department of Education.	C
7. Public Relations	E
8. School Transportation	
(a) Items relating directly to instructional program.	D
(b) Items not related directly to the instructional program.	A

*Levels of Responsibility:
A - by the secretary-treasurer with NO assistance from the superintendent.
B - by the secretary-treasurer with SOME assistance from the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and superintendent sharing EQUALLY the responsibilities.
D - by the superintendent with SOME assistance from the secretary-treasurer.
E - by the superintendent with NO assistance from the secretary-treasurer.

the professional and non-professional staff. The latter area, Provision and Maintenance of School Facilities, indicates an even distribution and sharing of responsibilities.

IV. RELATED QUESTIONS

Question One: Is There a Tendency on the Part of the Superintendents or Secretary-Treasurers to Want a Greater or Lesser Amount of Responsibility for Their Office in any Task-Area?

The Direction and Relative Strength of Suggested Change in Responsibility as Indicated by the Superintendents. The general trend of the superintendents was for less responsibility in all areas with the exception of Administrative Organization and Structure. The number of superintendents who thought they should have less responsibility was close to double the number who thought they should have more responsibility. There was also some variation in the amount of change that the superintendents thought should occur. Figure 3 presents a visual summary of the situation with the plotted points representing the amount of change suggested by the superintendents.

The Direction and Relative Strength of Suggested Change in Responsibility Indicated by the Secretary-Treasurers. The general trend of the secretary-treasurers is the opposite of the superintendents. The trend is toward more responsibility in all areas. The number of secretary-treasurers who thought they should have more responsibility is double the number who thought they should have less. There was also a greater

_____ Toward Less Responsibility

----------- Toward More Responsibility

FIGURE 3

DIRECTION AND RELATIVE STRENGTH OF SUGGESTED CHANGE
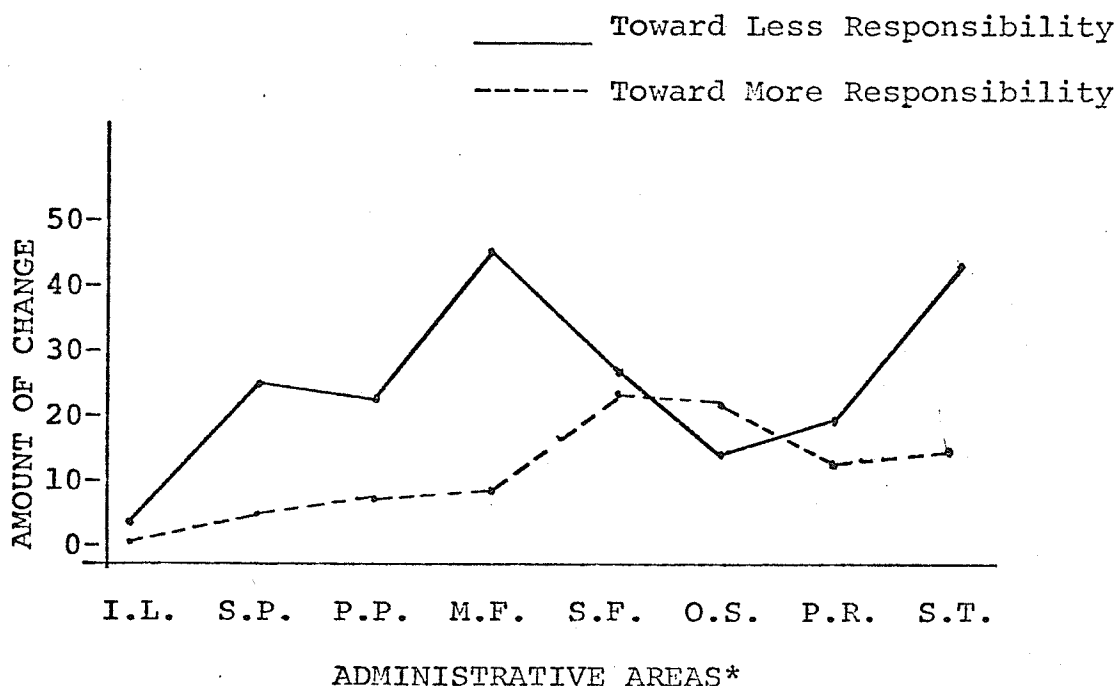IN RESPONSIBILITY AS INDICATED BY THE
SUPERINTENDENTS

  *Key to Administrative Areas: I.L. - Instructional
Leadership; S.P. - Selection and Management of Personnel;
P.P. - Pupil Personnel; M.F. - Provision and Mainten-
ance of School Facilities; S.F. - School Finance;
O.S. Administrative Organization and Structure;
P.R. - Public Relations; S.T. - School Transportation.

variation in the amount of change that the secretary-treasurers thought should occur. Figure 4 presents a visual summary of the situation with the plotted points representing the amount of change suggested by the secretary-treasurers.

Question Two: What Relationship, if any, Exists between the Number of Years the Incumbents have been in Their Respective Positions and the Amount of Conflict?

The Relationship between the Years of Experience of the Incumbents and The Amount of Conflict. No clear relationship was established between the years the incumbents had been in their present positions and the amount of conflict present. However, a slight difference between the groups did appear with the amount of conflict greater in the divisions in which the superintendent had the greater amount of experience.

While no clear relationship was established, the results of this study do not necessarily support the conclusion that no such relationship exists. The failure to produce any definite conclusions in this part of the investigation is attributed somewhat to other causes. First, the study was limited to the number of years of experience the incumbents had in their present position; that is, in their present school system. This limitation excluded the effects of any previous experience the incumbents may have had in other school systems or in allied occupations. Second, the nature of the administrative unit

_____ Toward Less Responsibility

----- Toward More Responsibility

ADMINISTRATIVE AREAS*
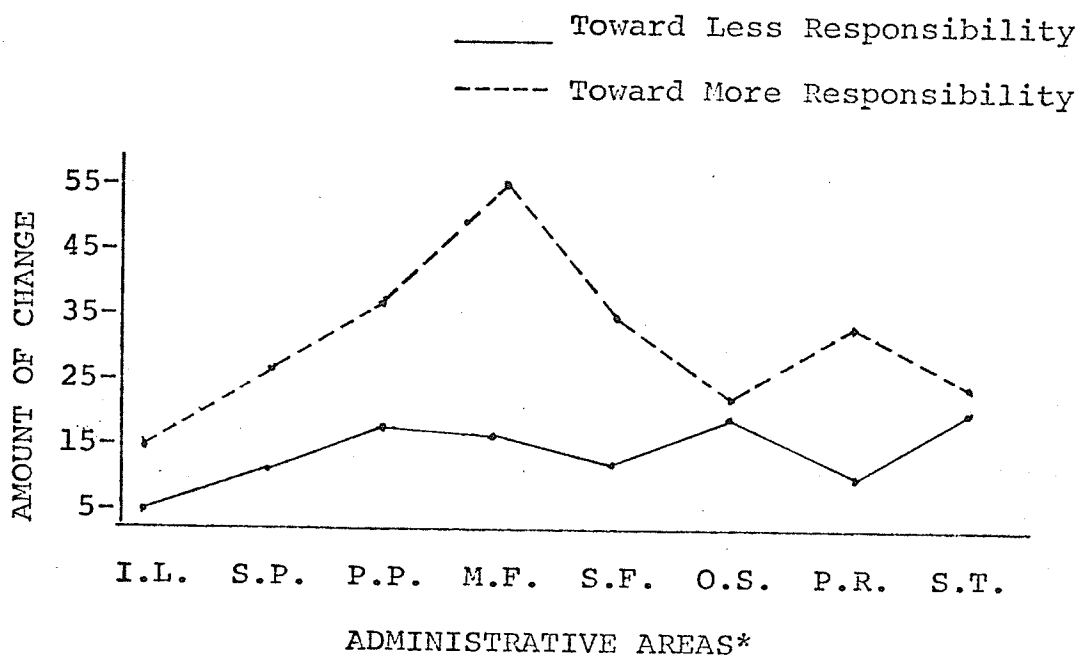
FIGURE 4

DIRECTION AND RELATIVE STRENGTH OF SUGGESTED
CHANGE IN RESPONSIBILITY AS INDICATED
BY THE SECRETARY-TREASURERS

*Key to Administrative Areas: I.L. - Instruc-
tional Leadership; S.P. - Selection and Management
of Personnel; P.P. - Pupil Personnel; M.F. - Provision
and Maintenance of School Facilities; S.F. - School
Finance and Business Management; O.S. - Administrative
Organization and Structure; P.R. - Public Relations;
S.T. - School Transportation.

may have some effect on the slight trends which did appear.

Question Three: What is the Opinion of the Two Officers as to

the Best Form of an Administrative Structure: a Unit or Dual

Line of Authority?

The Best Form of Administrative Structure: A Unit or

Dual Line of Authority. This study revealed a difference of

24.1 units of conflict on the average units of conflict per

instrument in favour of the unit system of administration over

the dual system and a difference of 19.4 units of conflict on

the average per instrument in favour of the unit system over

the areas in which the incumbents disagree as to the present

form of administrative structure. It was also evident that

the superintendents favoured the unit system and the secretary-

treasurers selected the dual system. Evidence was also found

to support the contention that some divisions have not defined

the lines of authority presently in operation. Additional

data from this study revealed that some of the secretary-

treasurers are the chief executive officers for their divisions,

or someone other than the superintendent or secretary-treasurer

acts in this capacity, or the system does not function on the

unit line of authority as indicated by the respondents.

Also one division, which both incumbents indicated

operates on a dual system, must function as a unit system as

they both stated that the superintendent had been appointed

the chief executive officer.

CHAPTER VI

SUMMARY AND CONCLUSION

I.   SUMMARY OF THE STUDY

This study compared the opinions of superintendents
and secretary-treasurers in the unitary school divisions of
Manitoba, to identify areas of disagreement on the areas of
responsibility for each office.

A questionnaire of forty-eight items was designed for
the study. These items were categorized into eight task-
areas: (1) Instructional Leadership; (2) Selection and
Management of Personnel; (3) Pupil Personnel; (4) Provision
and Maintenance of School Facilities; (5) School Finance and
Business Management; (6) Administrative Organization and
Structure; (7) Public Relations; and (8) School Transportation.
Respondents indicated on a five position scale who, in their
opinion, would be responsible for each item and on an identical
scale who, in their opinion, should be responsible. The
alternatives were (1) the secretary-treasurer with no
assistance from the superintendent, (2) the secretary-treasurer
with some assistance from the superintendent, (3) by joint
effort with the secretary-treasurer and superintendent sharing
equally the responsibility, (4) the superintendent with some
assistance from the secretary-treasurer, and (5) the superin-

tendent with no assistance from the secretary-treasurer.

The instrument was completed by thirty-five superintendents and thirty-five secretary-treasurers from the forty-one unitary divisions.

The responses were compared in pairs with the superintendent and secretary-treasurer of the same division forming the pairs. The comparisons were made to determine the amount of conflict in the actual responsibilities between the superintendents and secretary-treasurers, in the expected responsibilities between the superintendents and the secretary-treasurers, in the actual and expected responsibilities of the superintendents, and in the actual and expected responsibilities of the secretary-treasurers in each of the eight task-areas.

The study was done and the data analyzed in terms of:

1. Identifying areas of conflict in the administrative responsibilities between the superintendent and the secretary-treasurer.

2. Delineating the responsibilities of the superintendent and the secretary-treasurer.

3. Attempting to answer three questions:

   (a) Is there a tendency on the part of the superintendents or secretary-treasurers to want a greater or lesser amount of responsibility for their office?

(b) What relationship, if any, exists between the
number of years the incumbents have been in their
respective positions and the amount of conflict.

(c) What is the opinion of the two offices as to the
best form of an administrative structure; a unit or
dual line of authority?

Summary of The Major Findings

Since the primary purpose of this study was to identify
areas of conflict, this summary is organized to present these
as clearly as possible.

Instructional Leadership

In this area the amount of conflict was low. The
incumbents agreed closely in both, who should be responsible
and who would be responsible. The incumbents indicated rather
strongly that this area is the full responsibility of the
superintendent.

Selection and Management of Personnel

A relatively high level of conflict was present in
this area with the incumbents disagreeing approximately
equally as to who would and who should be responsible. While
the superintendents suggested strongly for less responsibility
in this area, the secretary-treasurers suggested only moderate
changes toward more responsibility. This area was perceived

by the incumbents to be an area in which both had full
responsibilities; the division being primarily between
professional and non-professional staff.

Pupil Personnel

A fairly substantial level of conflict was present
in this area with the secretary-treasurers indicating a desire
for more involvement. The superintendents suggested a
moderate change toward less responsibility and the secretary-
treasurers a strong desire for more. This was determined to
be an area of responsibility of the superintendent.

Provision and Maintenance of School Facilities

The highest amount of conflict in all four comparisons
was found in this area. The conflict was high in both who
would be responsible and who should be responsible for this
area. The superintendents gave their strongest indication
of dissatisfaction in this area. There was a very strong
indication of change toward less responsibility from the
superintendents. The secretary-treasurers also indicated a
very strong level of dissatisfaction. However, this was
toward more responsibility. The incumbents indicated this
to be an area of responsibility of both, and a sharing of
responsibilities.

School Finance and Business Management

Conflict was found in this area with the superintendents indicating the most disagreement between who would and who should be responsible. The other comparisons were relatively equal in the incidence of conflict. The superintendents gave a very weak suggestion of change toward less responsibility in this area whereas the secretary-treasurers indicated strongly for more responsibility. Primarily an area of responsibility of the secretary-treasurers.

Administrative Organization and Structure

This is an area of moderate conflict with dissatisfaction shown by both incumbents toward who would and who should be responsible. It is the only area in which the superintendents expressed a desire for more responsibility; although this was only a weak indication. The secretary-treasurers also indicated a weak desire for a change toward more responsibility. The incumbents indicated this to be a major responsibility of the superintendent with some items the responsibility of the superintendent, and some items to be shared.

Public Relations

An area of fairly high conflict with the greater disagreement being indicated by both the superintendents

and secretary-treasurers on their perceptions of who would and who should be responsible. The superintendents suggested a change toward less responsibility and the secretary-treasurers indicated a strong desire for more responsibility. Both groups generally indicated this to be an area for which the superintendent would be responsible.

School Transportation

One of the higher areas of conflict in who would be responsible and who should be responsible for it. The superintendents indicated a very strong desire for less responsibility and the secretary-treasurers a weak suggestion for more. This was the superintendents' highest conflict area in their perception of who would and who should assume the responsibility. An area which the superintendents and secretary-treasurers felt should be the major responsibility of the secretary-treasurer.

II. GENERAL COMMENTS

Although this study did not show that there was any clear and definite opinion among the respondents as to the best form of administrative structure; a unit or dual line of authority, there is sufficient evidence of disagreement and confusion of responsibilities to warrant immediate attention

to and action on this matter. The prime goals of educational administration must be based upon the instructional needs of children. Therefore, the chief executive officer should be an educator. He need not be an expert in the field of business but he must be able to unify all aspects of the programme and produce a co-ordinated educational effort. His most important function is to utilize the talents of the members of the administrative team, to see that they are able to unify all aspects of the programme and produce a co-ordinated educational effort. His most important function is to utilize the talents of the members of the administrative team, to see that they are able to function to maximum efficiency, and to present a coherent plan of operation to the school board. This does not mean that he will do all of these things himself but he will see that they are done. It must be stated and understood that the complexities and demands of our modern school divisions require various personnel for successful operation.

The development of an effective educational program in any school division is dependent on the skillful co-ordination and combination of personnel, facilities, and services. The ability to implement the program is dependent upon the availability and utilization of financial support. The superintendent and the secretary-treasurer need to work

closely together as an educational dyad in action to promote the educational program. They need to work in close co-operation with each other with sympathetic understanding and mutual confidence in order to achieve the maximum potential program.

A superintendent, although the executive officer of the board of education cannot attain the effectiveness which is required for the best functioning of the school system until he makes full use of able assistants. He can never become an executive in its finest sense until he discontinues performing his previous tasks. There are many lists of functions of educational administration which describe the responsibilities of the superintendent, but the following quotation seems to be a good summary of the major duties.[45]

1. Co-ordinator of functions - The superintendent's role as a co-ordinator calls for a fitting together of many people, ideas, and things into a compatible operation to achieve the goals for educating the young people.

2. Executive Officer to the board - He is the single source through which all action and thought pass in both directions between the board and the employees. He executes board policy which arises from the superintendent's recommendations which have been gathered through consultations with other administrators, teachers, non-professional staff, etc.

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[45]Edwin A. Fensch and Robert E. Wilson, op.cit., pp. 63-68.

3. <u>Core of decision-making</u> - The superintendent keeps
decision-making as near to the task as possible for the
attainment of long-run efficiency. Though he may make
few decisions personally, there are many types of decisions
to be made in the operation of a school system. Yet he
remains the core of all decisions made by personnel
associated in any way with the organization.

4. <u>Stimulation of thought and action</u> - Throughout the
century, writers in the forefront of educational adminis-
tration have included among their taxonomies which
describe the administrative function that of stimulation.
No student of administration would deny that the chief
executive has a responsibility for inspiring greater
effort and accomplishment among employees. The difference
is in the approach, not in the hoped-for outcome.

There is no single pattern for successful stimulation.
Each superintendent must capitalize on his native talents,
acquire the knowledge which has been made available for
motivating individuals, and adjust his techniques to the
nature of employees.

5. <u>Appraiser of the system's progress</u> - The evaluation
function pervades the entire school system. All levels
have commonalities of purpose and approach, but each
level has its uniqueness. The superintendent is concerned

with the evaluation of each of the various elements of
the educational organization and also with the whole.

Here again the superintendent must resort to secondary
sources of information in order to formulate opinions:
verbal and written reports. He may need to supplement
these with first-hand observations. He cannot blindly
assume competency. Since he is being held accountable for
the entire operation, he must check and evaluate continuously.

6. Resource person for ideas - It should not be inferred
    that the superintendent is the only well of ideas in the
    organization. His knowledge must be so generalized as
    to prepare him to develop and evaluate ideas in all
    segments of education. His imaginative talent must not
    only permit the origination of ideas but must also
    prevent garish ideas from going too far. He must be able
    to detect the possibilities and limitations of research
    for implementing ideas.

7. A model for assistants - Learning by imitation is still
    one of the most effective processes. The behaviour of
    subordinate administrators is influenced more by the
    behaviour of the superintendent than by any other single
    force. The example set by the superintendent will largely
    set the pattern of action for assistants in their public
    relations, efficiency, human relations, hours of work,

conduct, ethics and communication.

8. <u>A backstop for assistants</u> - The support which a
    superintendent must lend to his assistants in their
    decisions and actions is imperative to the successful
    operation of the system. They are doing his work and
    need his support of their views and decisions until
    proven wrong. Accepting responsibility for the acts of
    his assistants, censoring them privately for misjudgments
    and relieving them when it happens too often--all of
    these are expected standards of behaviour for a superin-
    tendent. Nevertheless, the welfare and continuity of the
    organization may not always bear sacrosanct support.

9. <u>Educational Leader</u> - For over a quarter of a century,
    voices have been calling for the superintendent to become
    an educational leader. The literature of educational
    administration, administrative preparatory programs, boards
    of education, and citizens--all have attempted to put
    this title upon him. The major reason for so few superin-
    tendents measuring up to the image of the leader is that
    he has little chance to do so. Most superintendents are
    forced to become task doers. They do not have sufficient
    assistants to permit the exercise of leadership responsi-
    bilities.

    The administering of schools has always included tasks
of a business nature, but the business function is another of

the poorly defined areas. Since the appointment of a person
to perform these tasks in a school system has evolved in the
same manner as have all other school administrative posts--
as the need arose--there is considerable diversity for this
administrator. No two school business officers have identical
responsibilities. Yet, there is enough commonality among
their major responsibilities to permit an identification of the
job. The following common specific duties seem to be a good
summary of the major responsibilities of secretary-treasurers.

1. Budget preparation and control. In conjunction with the
superintendent and other academic people, compile the operating
budget to meet the schools' needs--taking great care to
determine how much money can be obtained from provincial
grants and local tax levies. Once the board approves the
budget, implement it, and control the expenditures accordingly.
Submit regular reports to the superintendent and the board.

2. Accounting. Establish and supervise an accounting system
in line with provincial requirements which can show the true
financial position for any specified period.

3. Purchasing. Set up basic policies and specifications for
requisitioning and buying supplies and equipment in consulta-
tion with the academic staff.

4. Personnel Management. Play a key part in hiring non-teaching
staff for the board and maintain payroll records, accumulative

sick leave records, plus all other information needed for proper payroll accounting.

5. <u>Planning and Construction</u>. Work with academic officials and the board to acquire school sites well ahead of when they are needed. If a new school is to built, work closely with the architect.

6. <u>School operation and maintenance</u>. Supervise all school plant operations; and see that schools are clean and well-heated to provide the proper environment for pupils and teachers.

7. <u>Transportation</u>. Supervise all bus transportation operations; prepare necessary forms required by the Department of Education.

8. <u>Cafeterias</u>. Supervise this operation, if provided by the board, in conjunction with the academic officials.

9. <u>Insurance</u>. Make sure all buildings and equipment are adequately insured against fire, property damage, theft, malicious damage, etc. Be sure there is adequate liability coverage.

10. <u>Secretary-treasurer</u>. Submit agendas for all board and committee meetings, record the minutes, write reports, and distribute them to trustees. Be responsible for all correspondence on board matters. Prepare concise financial reports for the board.

Educational organization and administration must be combined in a rational functional structure that will

operate smoothly and efficiently. The only purpose of the whole structure is to facilitate the work of the teacher in the classroom and everything, therefore, must be bent to this end. The final judgment of the effectiveness of the system will be based upon the quality of education that is provided for the children and the effect of that education upon them.

II. IMPLICATIONS

The level of conflict in all areas, except Instructional Leadership, is high enough to warrant some attention by school administrators in Manitoba. There are several possible means by which the conflict might be reduced.

1. It is recommended that some of the conflict could be relieved if the incumbents would discuss the situation to discover the thoughts of each other. It is recognized that personality factors might make such discussions difficult in some cases; however, discussion would probably alleviate much of the conflict.

2. It is recommended that school boards review their present expectations regarding the responsibilities of the superintendents and the secretary-treasurers. Both feel that change should be made toward less responsibility for the superintendent and more responsibility for the secretary-treasurer in most of the areas. Change is not

likely to occur when both incumbents realize such change is to be contrary to board expectations.

3. Any power struggle or dissatisfaction in the role of the administrative staff of the central office could be a detriment to the efficient operation of a school system. It is recommended that the Manitoba Association of School Superintendents and the Manitoba Association of School Trustees should agree to organize and sponsor joint regional seminars to clarify the responsibilities of these two offices.

4. Policies should be developed in all school divisions which outline clearly the duties, responsibilities, and inter-relationships to be performed by all administrative staff. These policies should be developed in terms of the contributions to be made by each staff member toward the total educational program.

5. School boards, superintendents, and secretary-treasurers should spend some considerable time in reviewing their present operation with respect to a unit or dual system of administration and decide upon one system or the other. It is recommended they proceed with the development of their system along the line chosen. It was apparent from the study that considerable confusion exists in this area.

6. Authorities should study the legal status of the superintendent of schools in Manitoba and recommend legislation to designate the superintendent as the chief executive officer of the board, unless by motion of the board, the dual system is implemented.

III. RECOMMENDATIONS FOR FURTHER STUDY

It is recommended that further study be conducted on the superintendent-secretary-treasurer relationships. Such studies might include:

1. Is there a parallel between the incidence of conflict in any administrative area and the skill required for the execution of the various tasks, required of the incumbent. Such skills would include: technical-managerial, human-managerial, technical-educational, and speculative-creative skills.

2. A study of the expectations of school board members as to the responsibilities or roles of the superintendent and/or secretary-treasurer.

3. A critical study to consider the following:
   (a) What are the existing relationships between the secretary-treasurer and the superintendent?
   (b) Are the secretary-treasurers working in close co-operation with the superintendent, or vice-versa?

(c) Are the relationships which are vital and necessary really in actual practice?

4. A study to determine:

(a) actions and activities of one official which raise the morale and effectiveness of the other;

(b) actions and activities of one official which lower the morale and effectiveness of the other;

(c) suggested actions in terms of successful practices for both officials.

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APPENDICES

APPENDIX A

SUGGESTED LIST OF RESPONSIBILITIES

1.1 RECOMMENDED DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT

As Chief Executive Officer of the School Board, the superintendent is responsible for the following duties as Agent of the Board, Administrator, Supervisor, Educational Leader and Public Relations Officer:

As an Agent of the Board

1. In co-operation with the Board and the Secretary-Treasurer, accumulate and maintain a written statement of Board policy, rules and regulations in a form readily accessible to the administrative staff. (See Article "How to Succeed in School Administration," by James Harmon, in March, 1966 issue of "School Management.")

2. Responsible for the preparation of the agenda for Board meetings and attend all Board and committee meetings except those affecting his own salary.

3. Before each meeting supply trustees with information concerning items requiring immediate action.

4. Recommend action by the Board and have suggested motion ready where practicable.

5. Interpret and support Board policy to the staff and the public.

6. Interpret Department of Education policy to the Board.

7. Implement Board policy and assist the Board in distinguishing its policy-making function from the administrative function of the superintendent.

8. Recommend hiring and dismissing teachers and other personnel.

9. Recommend promotions of staff and supply pertinent data to the Board.

10. Recommend building requirements to the Board.

11. Recommend school attendance areas within a division or within a district where there is more than one school.

12. Recommend administrative personnel and teachers for attendance at educational conferences, conventions, etc.

13. Recommend educational courses to be offered by the division.

14. Direct the preparation of and present the budget to the Board in co-operation with the secretary-treasurer.

15. Recommend policy governing transportation of students.

16. Carry out instructions received from the Board resulting from a regularly constituted meeting. (No single trustee or group of trustees less than a quorom can direct the superintendents to carry out specified action unless such action has been approved by the Board.)

As an Administrator

1. Recommend employment, suspension, dismissal of staff to the board.

2. Place and transfer staff members.

3. Plan building requirements in co-operation with principals and teachers.

4. Keep record of enrolment and predict future enrolment.

5. Deal with problems concerning school attendance areas and report decisions to the Board.

6. Direct the organization of transportation.

7. Deal with complaints and requests from parents and teachers and be prepared to make decisions.

8. Determine, in consultation with principals, what courses will be offered in each school and establish means of guiding students into these courses.

9. Administer disbursement of budget.

As a Superivisor

1. Keep well-informed of all aspects of the educational program within the divisions, i.e.;

    (a) teacher effectiveness,

    (b) student progress,

    (c) administrative and supervisory practices in the schools,

    (d) student and teacher welfare.

2. Keep informed through:

    (a) reports of principals, supervisors and inspectors,

    (b) classroom visitation,

    (c) testing program,

    (d) staff meetings.

3. Interpret and enforce regulations of the Department of Education.

4. Develop and maintain a system of evaluation of student achievement.

As an Educational Leader

1. Keep school Board and staff informed concerning trends in education.

2. Organize in-service education of staff.

3. Maintain optimum standard of education within the division.

4. Encourage staff to initiate and investigate new ideas, provide facilities for experimentation and implement worthwhile innovations in education.

5. Hold regular meetings with principals as a forum for discussing and suggesting board policy.

As a Public Relations Officer

1. Maintain open channels of communication with school board members, individual staff members, parents and general public.

2. Display tact and sensitivity in dealing with people.

3. Keep school board, staff and public informed of trends in educational thought and procedures.

4. Make statements concerning policy only after this policy has been established by the board.

1.2 DUTIES OF THE SECRETARY-TREASURER

In addition to the duties required to be performed by the secretary-treasurer under the provisions of the Public Schools Act, the secretary-treasurer shall under the direction and supervision of the superintendent, conduct all the business affairs of the board and to this end, he shall organize his department and assign duties to his staff. In carrying out the same and without in any way restricting the generality of the foregoing, the secretary-treasurer shall:

1. Develop an adequate system for recording and preserving the proceedings of the board.

2. Be responsible for conducting all the financial affairs of the board, and develop and keep an adequate system of accounts and records.

3. Be responsible for the execution of Board policy with respect to insurance.

4. Not less than 24 hours before the regular meetings of the Board, supply the members with a copy of the reports of committees, if any, and notify all employees of the school districts who have reports to present at the next meeting of the Board.

5. Prepare the Annual Budget together with the superintendent and chairman of finance.

6. Act as secretary-treasurer for the pension funds maintained by the board.

7. Submit quarterly, to the Board, a statement of the amount expended and unexpended on the different items contained in the different estimates for the year.

8. Notify each member of the meetings of all committees.

9. Endorse and promptly submit for consideration and report every matter referred to any officer or committee.

10. Be responsible for the taking of school census as required.

11. Together with the Superintendent, sign all requisitions for materials or work.

12. Under the direction of the superintendent, rent or allocate school auditoriums for the use of responsible groups.

13. Perform such other duties as the Board of Trustees and the Superintendent may from time to time indicate.

APPENDIX B

QUESTIONNAIRE

<u>Instructions to Respondents for the Completion of the</u>
<u>Questionnaire</u>

1. This questionnaire contains forty-eight administrative
    items. Each item states an area in which an adminis-
    trative function must be carried out in the school
    system. You are asked to indicate for each item who
    <u>would</u> assume responsibility and who <u>should</u> assume
    responsibility for seeing to it that the functions
    presented in each item are carried out and where a
    co-operative method would or should be employed; indicate
    the degree of participation of the co-operating personnel
    according to the following key.

    A - by the <u>secretary-treasurer</u> with NO assistance from
        the superintendent.

    B - by the <u>secretary-treasurer</u> with SOME assistance from
        the superintendent.

    C - by JOINT EFFORT with the <u>secretary-treasurer and super-</u>
        <u>intendent</u> sharing equally the work and responsibility.

    D - by the <u>superintendent</u> with SOME assistance from the
        <u>secretary-treasurer</u>.

    E - by the <u>superintendent</u> with NO assistance from the
        <u>secretary-treasurer</u>.

2. Each item is accompanied by two scales. On the "w"
   scale, indicate the way the task WOULD be implemented
   in your school system: and on the "s" scale, indicate
   the way in which you think the task SHOULD be implemented.

3. You are asked to assume that none of the work required
   by the item would be done by the trustees. If the work
   is actually done by another person, such as an assistant,
   a building foreman, or a supervisor of transportation,
   mark the questionnaire on the basis of who would direct
   the activities of the person and who should direct his
   activities.

4. For each item, please mark one and only one of the five
   possible positions on the "w" scale and one and only one
   position on the "s" scale.

EXAMPLE:

    The following is a sample to show the nature of the items,
the provisions for rapid marking, and the type of mark required.

```
                                    A    B    C    D    E
The drafting of the necessary   w - ( )  ( )  ( )  ( )  (x)
forms for textbook rentals.     s - ( )  ( )  (x)  ( )  ( )
```

    The two positions marked above would indicate that in your
system the superintendent would do this job with no assistance
from the secretary-treasurer, but that you think that these two
people should work on this task and be jointly responsible for
the results.

    Your complete frankness is invited with the guarantee
that all information received will be treated as confidential.

AN ABBREVIATED CODE IS GIVEN AT THE TOP OF EACH PAGE FOR YOUR
CONVENIENCE

QUESTIONNAIRE

For each item, indicate on the "w" scale who WOULD perform this task in your system, and on the "s" scale, indicate who you think SHOULD perform this task.

CODE:

A - secretary-treasurer
B - secretary-treasurer assisted
C - equal responsibility

D - superintendent assisted by secretary-treasurer
E - superintendent

		A	B	C	D	E
1.	Prepare a summary of staff qualifications for presentation to the Board; such summary to contain information on salary paid, grant received, age, sex, marital status, years of teaching experience and qualifications.	w - ( ) s - ( )	( ) ( )	( ) ( )	( ) ( )	( ) ( )
2.	Prepare a bulletin to encourage all teachers in the division on Permit with the required qualifications to enter the forth-coming 12-week teacher training program.	w - ( ) s - ( )	( ) ( )	( ) ( )	( ) ( )	( ) ( )
3.	Prepare a tentative draft for presentation to the Board on a revision of the school entrance age policy to incorporate current knowledge on the subject.	w - ( ) s - ( )	( ) ( )	( ) ( )	( ) ( )	( ) ( )
4.	Investigate all architects who have made submissions and select three firms to make presentations to the Board for final selection.	w - ( ) s - ( )	( ) ( )	( ) ( )	( ) ( )	( ) ( )
5.	Prepare for presentation to the Board a proposal for an adequate and sufficient insurance policy on all buildings and equipment of the divisions.	w - ( ) s - ( )	( ) ( )	( ) ( )	( ) ( )	( ) ( )

CODE:

A - secretary-treasurer
B - secretary-treasurer assisted
    by superintendent
C - equal responsibility

D - superintendent assisted
    by secretary-treasurer
E - superintendent

		A	B	C	D	E
6.	Prepare and submit to the Board a proposal for an Adult Education Program designed to meet the needs of the area.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
7.	Organize local groups in each community of the division with a view to participation in educational planning and activities.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
8.	Organize and direct an orderly procedure for the requisition and purchase of all supplies and equipment for the division.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
9.	Another division has requested information on, and an opportunity to visit your bus garage; provide this information and arrange to accompany them on their visit to explain the system.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
10.	Develop a program of preventative maintenance for the school buses owned by the division.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
11.	Develop in consultation with the principal of the school a program of business education electives to meet the needs of the students.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
12.	Prepare a report on the teaching load of the high school staff in the division for the consideration of the trustees.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
13.	Obtain current literature on job and educational opportunities and make it available to all high schools.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )

CODE:

A - Secretary-treasurer
B - secretary-treasurer assisted
    by superintendent
C - equal responsibility

D - superintendent assisted
    by secretary-treasurer
E - superintendent

		A	B	C	D	E
14.	Develop a new policy for the use of school gymnasiums by the public for presentation to the board.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
15.	A salary committee of the Board has been appointed to review all non-professional staff salary; make a survey of all school divisions in the province to determine current rates of pay for clerical staff, caretakers, and bus drivers and present the findings to this committee and serve as advisors on their deliberations.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
16.	Prepare a full report explaining the latest amendments to the "Public Schools Act" for presentation to the board.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
17.	Approach the editors of the local newspapers with a view to obtaining better and more sympathetic treatment by the press.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
18.	The Town Council (or Municipal Council) have requested an explanation of the current special levy. Prepare a report explaining the budget appropriations and the need for the levy and arrange to present it at their next meeting.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )

CODE:

A - secretary-treasurer
B - secretary-treasurer assisted
    by superintendent
C - equal responsibility

D - superintendent assisted
    by secretary-treasurer
E - superintendent

		A	B	C	D	E
19.	Arrange and conduct a Defensive Driver Training Program for all school bus drivers in the division.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
20.	Visit a teacher's classroom to determine the cause of the discipline problems and to assist in the correction of the problem.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
21.	Advertise for and obtain a teacher as soon as possible for an unexpected vacancy.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
22.	Prepare a detailed plan for the utilization of the playground at a new school site.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
23.	Study the possible school sites in a community in the division and submit the three most likely sites to the Board for final decision.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
24.	Prepare a revision of the specifications and procedures for purchasing caretaking supplies with a view to obtaining a maximum value for the money spent.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
25.	Preparing and submitting the various reports to the Department of Education on student enrolment, staff qualifications, etc.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
26.	Contact the local Festival Committee to discuss ways in which the school authorities might assist in making the local Art and Drama Festival a success.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )

CODE:

A - secretary-treasurer
B - secretary-treasurer assisted
    by superintendent
C - equal responsibility

D - superintendent assisted
    by secretary-treasurer
E - superintendent

		A	B	C	D	E
27.	Prepare a news release for the local paper to explain the nature of the experiment being conducted in the Mathematics 100 classes in the schools.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
28.	The Board has decided to take over the 12 contracted bus routes, effective September 1, 1970. Plan and coordinate these routes with existing division operated routes and recommend to the board the purchase of sufficient new buses to transport the balance of the pupils.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
29.	Prepare a "Daily Log Book" for all division owned buses which will provide a record of the cost of operating and maintening the bus.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
30.	Organize a series of study groups to improve teacher competence in utilizing the audio-visual aids.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
31.	A payroll clerk is to be added to the central office staff. Prepare an advertisement and an outline of the duties for this position.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
32.	Review the fire drill procedures in all schools to assure maximum pupil safety.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
33.	Prepare a "Notice of Intent" for submission to the Department of Education on the building requirements for the division.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )

CODE:

A - secretary-treasurer
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   by superintendent
C - equal responsibility

D - superintendent assisted
   by secretary-treasurer
E - superintendent

		A	B	C	D	E
34.	Prepare a preliminary draft of the budget for presentation to the Board	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
35.	Draft a proposal for presentation to the ratepayers of an area explaining the proposed consolidation of their area with other areas at one school site.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
36.	Preparation of a press release explaining the Board's policy on the public use of the auditoriums.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
37.	Develop and recommend to the Board, policies on the operation of school buses to ensure the safety of conveyed pupils.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
38.	Prepare a policy for the approval of the Board on the extra-curricular (field trips, educational tours, athletics, etc.) use of school buses by the students.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
39.	Prepare reports on the competence of all first year teachers for presentation to the board.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )
40.	Prepare an advertisement inviting applications to fill the position of secretary-treasurer and assist the Board in selecting a candidate.	w - ( )	( )	( )	( )	( )
		s - ( )	( )	( )	( )	( )

CODE:

A - secretary-treasurer   D - superintendent assisted
B - secretary-treasurer assisted   by secretary-treasurer
    by superintendent   E - superintendent
C - equal responsibility

			A	B	C	D	E
41.	Prepare a census of all pre-school children in the division to be incorporated into a presentation to the Board to establish kindergarten classes.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
42.	Establish a procedure for the storage, distribution, and inventory of all maintenance supplies and equipment.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
43.	Develop a plan whereby the recommendations of the inspectoral team will be implemented over the next three years.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
44.	Typing is to be introduced in a secondary school next year, investigate and prepare a cost estimate for the necessary machines and advise the Board on the type of machine to purchase.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
45.	Prepare a summary of pupil attendance for each school for the past three years for presentation to the Board.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
46.	Screen the requests of principals for repairs and renovations to the schools for inclusion in the current budget.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )
47.	Prepare a brief for the Board on the advantages, costs, procedures and equipment required to change the accounting system to Cost Accounting.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )

CODE:

A - secretary-treasurer   D - superintendent assisted
B - secretary-treasurer assisted   by secretary-treasurer
    by superintendent   E - superintendent
C - equal responsibility

			A	B	C	D	E
48.	Investigate the advisability (in terms of need, benefit and cost) of creating the position of vice-principal in one of the schools as required by the principal.	w -	( )	( )	( )	( )	( )
		s -	( )	( )	( )	( )	( )

ADDITIONAL INFORMATION

Please circle one reply to each question or place an answer in the space provided.

1. The position I presently hold in the division is:
   superintendent   secretary-treasurer.

2. How many years of experience have you had with your present school division in your present position? ____

3. The administrative organization for this division is:
   unit   dual.

   unit: (a single chief executive officer).

   dual: (two or more executive officers with equal but
           different responsibilities).

4. Which type of organization do you feel should be used
   in your division?   unit   dual.

5. Has the superintendent been named (by resolution) as
   chief executive officer in your division? Yes   No.

APPENDIX C

QUESTIONNAIRE STUDY LETTER

Dear

As part of my program in Educational Administration at the University of Manitoba, I am making a study of the conflict in administrative functions of superintendents and secretary-treasurers in the unitary school divisions of .Manitoba. The study involves approximately forty-eight pairs of questionnaires. Prior to finalizing the questionnaire, I would appreciate it if you would assist me by studying the tasks proposed in the questionnaire with respect to their suitability in covering the sub-tasks as listed by the Southern States Co-Operative Program in Educational Administration. A standard set of directions and explanations are attached to facilitate your knowledge of the questionnaire.

On completion of the questionnaire, would you answer the following questions and enclose this sheet in your return envelope.

1. Do you feel both incumbents will be able to complete the questionnaire without consultation? Yes ___ No ___

2. What items, if any, may prove to be troublesome to either incumbent? Indicate the item number. _____

3. I would appreciate any comments you might care to make that might improve the instrument or directions.

Your co-operation in this task is greatly appreciated and I hope you can find time to give it your early attention. Thank you.

Yours truly,

J. P. Claggett

JPC/bjl

APPENDIX D

COVERING LETTER TO SUPERINTENDENT

Box 439
Gladstone, Manitoba

Dear Superintendent:

I come to you in the form of this letter to request 15-20 minutes of your busy schedule on a topic which is of great importance to me. I sincerely hope you can find the time to assist with this project. I NEED YOUR HELP!

As part of my program in Educational Administration at the University of Manitoba, I am making a study of the potential conflict in administrative functions of <u>superintendents</u> and <u>secretary-treasurers</u> in the school <u>divisions</u> of Manitoba. Therefore, I would appreciate it if you would have the enclosed questionnaire completed according to the following directions .

(a) Have your secretary-treasurer complete one of the questionnaires, seal it in the envelope provided, and return it to <u>you</u>.

(b) Complete the other questionnaire yourself.

(c) Place your questionnaire and the sealed envelope returned to you by the secretary-treasurer in the large envelope provided, and return the lot to me prior to February 10, 1970.

(d) It is important to the study that each respondent complete his questionnaire without consultation with anyone.

Thank you for your assistance and anticipated response to the questionnaire and this request.

Yours truly,

J. P. Claggett

JPC/bjl

THE PRIMARY DATA DERIVED FROM THE QUESTIONNAIRES

APPENDIX E-1

DISTRIBUTION OF CONFLICT IN THE AREA OF INSTRUCTIONAL LEAD-
ERSHIP BETWEEN THE SUPERINTENDENT AND THE SECRETARY-
TREASURER IN THEIR PERCEPTION OF WHO WOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
2	35	34	1	0	0	0	1
11	35	33	2	0	0	0	2
20	35	35	0	0	0	0	0
30	35	35	0	0	0	0	0
39	35	35	0	0	0	0	0
44	35	18	11	5	1	0	24
TOTAL	210	190	14	5	1	0	
Amount of Conflict		0	14	10	3	0	27

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented by
that category, and summing the products for each item.

APPENDIX E-2

DISTRIBUTION OF CONFLICT IN THE AREA OF SELECTION AND
MANAGEMENT OF PERSONNEL BETWEEN THE SUPERINTENDENT
AND THE SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO WOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
1	35	14	11	4	5	1	38
12	35	33	0	1	1	0	5
21	35	32	2	0	1	0	5
31	35	22	9	2	2	0	19
40	35	9	7	7	6	6	63
48	35	30	5	0	0	0	5
TOTAL	210	140	34	14	15	7	
Amount of Conflict		0	34	28	45	28	135

*The Amount of Conflict was obtained by multiply-
ing the frequency of occurrence of responses in each of
the five categories by the number of units of conflict
represented by that category, and summing the products
for each item.

APPENDIX E-3

DISTRIBUTION OF CONFLICT IN THE AREA OF PUPIL PERSONNEL
BETWEEN THE SUPERINTENDENT AND THE SECRETARY-
TREASURER IN THEIR PERCEPTION OF WHO WOULD
BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
3	34	31	1	0	1	0	5
13	35	29	5	0	1	0	8
22	33	20	4	6	2	1	26
32	35	29	3	2	1	0	10
41	34	17	9	5	2	1	29
45	35	16	10	2	5	2	37
TOTAL	206	142	33	15	12	4	
Amount of Conflict		0	33	30	36	16	115

*The Amount of Conflict was obtained by multiply-
ing the frequency of occurrence of responses of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX E-4

DISTRIBUTION OF CONFLICT IN THE AREA OF PROVISION AND
MAINTENANCE OF SCHOOL FACILITIES BETWEEN THE
SUPERINTENDENT AND THE SECRETARY-TREASURER
IN THEIR PERCEPTION OF WHO WOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
4	32	15	9	5	2	1	29
14	35	13	12	7	2	1	36
23	35	18	10	4	3	0	27
33	35	16	8	10	1	0	31
42	34	23	6	3	2	0	18
46	35	11	13	8	2	1	39
TOTAL	206	96	58	37	12	3	
Amount of Conflict		0	58	74	36	12	180

*The Amount of Conflict was obtained by multiply-
ing the frequency of occurrence of responses of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX E-5

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL FINANCE
AND BUSINESS MANAGEMENT BETWEEN THE SUPERINTENDENT
AND THE SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO WOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
5	35	20	12	1	2	0	20
8	34	13	16	5	0	0	26
15	34	16	13	5	0	0	23
24	35	24	8	2	1	0	15
34	35	15	15	4	1	0	26
47	35	24	5	5	1	0	18
TOTAL	208	112	69	22	5	0	
Amount of Conflict		0	69	44	15	0	128

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX E-6

DISTRIBUTION OF CONFLICT IN THE AREA OF ADMINISTRATIVE
ORGANIZATION AND STRUCTURE BETWEEN THE SUPER-
INTENDENT AND THE SECRETARY-TREASURER IN
THEIR PERCEPTION OF WHO WOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
7	32	22	10	0	0	0	10
16	34	17	11	4	2	0	25
18	35	20	9	4	1	1	24
25	35	12	13	7	1	2	38
35	35	16	7	10	1	1	34
43	35	29	5	1	0	0	7
TOTAL	206	116	55	26	5	4	
Amount of Conflict		0	55	52	15	16	138

*The Amount of Conflict was obtained by multiply-
ing the frequency of occurrence of responses in each of the
five categories by the number of units of conflict repre-
sented by that category and summing the products for each
item.

APPENDIX E-7

DISTRIBUTION OF CONFLICT IN THE AREA OF PUBLIC RELATIONS
BETWEEN THE SUPERINTENDENT AND THE SECRETARY-
TREASURER IN THEIR PERCEPTION OF WHO WOULD
BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
6	35	30	4	1	0	0	6
9	32	20	6	4	1	1	21
17	33	13	9	10	1	0	32
26	35	26	6	2	1	0	13
27	35	34	1	0	0	0	1
36	35	17	7	6	4	1	35
TOTAL	205	140	33	23	7	2	
Amount of Conflict		0	33	46	21	8	108

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX E-8

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL TRANS-
PORTATION BETWEEN THE SUPERINTENDENT AND THE
SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO WOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
10	33	20	7	3	1	2	24
19	33	19	9	1	4	0	23
28	33	19	7	2	4	1	27
29	34	26	4	1	2	1	16
37	33	12	14	4	2	1	32
38	35	13	13	3	4	2	39
TOTAL	201	109	54	14	17	7	
Amount of Conflict		0	54	28	51	28	161

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX F-1

DISTRIBUTION OF CONFLICT IN THE AREA OF INSTRUCTIONAL
LEADERSHIP BETWEEN THE SUPERINTENDENT AND
THE SECRETARY-TREASURER IN THEIR PER-
CEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
2	33	31	1	0	0	1	5
11	35	31	3	0	1	0	6
20	35	34	0	0	0	1	4
30	35	33	1	0	0	1	5
39	35	34	0	0	0	1	4
44	35	16	10	6	2	1	32
TOTAL	208	179	15	6	3	5	
Amount of Conflict		0	15	12	9	20	56

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX F-2

DISTRIBUTION OF CONFLICT IN THE AREA OF SELECTION AND
MANAGEMENT OF PERSONNEL BETWEEN THE SUPERINTENDENT
AND THE SECRETARY-TREASURER IN THEIR
PERCEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
1	35	10	14	4	6	1	44
12	35	29	3	1	1	1	12
21	35	29	4	0	1	1	11
31	35	18	12	2	2	1	26
40	34	7	8	7	7	5	63
48	35	24	9	1	1	0	14
TOTAL	209	117	50	15	18	9	
Amount of Conflict		0	50	30	54	36	170

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX F-3

DISTRIBUTION OF CONFLICT IN THE AREA OF PUPIL PER-
SONNEL BETWEEN THE SUPERINTENDENT AND THE
SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
3	34	28	4	0	1	1	11
13	35	27	6	1	1	0	11
22	35	17	8	7	2	1	32
32	35	24	8	2	1	0	15
41	35	18	11	4	2	0	25
45	35	16	14	1	2	2	30
TOTAL	209	130	51	15	9	4	
Amount of Conflict		0	51	30	27	16	124

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX F-4

DISTRIBUTION OF CONFLICT IN THE AREA OF PROVISION AND
MAINTENANCE OF SCHOOL FACILITIES BETWEEN THE
SUPERINTENDENT AND THE SECRETARY-TREASURER
IN THEIR PERCEPTION OF WHO SHOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
4	33	13	14	6	0	0	26
14	35	13	10	9	2	1	38
23	35	15	13	6	1	0	28
33	35	15	11	7	2	0	31
42	34	21	7	4	1	1	22
46	35	10	13	10	1	1	40
TOTAL	207	87	68	42	7	3	
Amount of Conflict		0	68	84	21	12	185

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX F-5

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL FINANCE
AND BUSINESS MANAGEMENT BETWEEN THE SUPERINTENDENT
AND THE SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO SHOULD BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
5	35	23	9	0	3	0	18
8	35	16	15	3	1	0	24
15	35	14	17	2	2	0	27
24	35	19	12	1	1	2	25
34	35	12	18	5	0	0	28
47	34	19	10	4	1	0	21
TOTAL	209	103	81	15	8	2	
Amount of Conflict		0	81	30	24	8	143

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX F-6

DISTRIBUTION OF CONFLICT IN THE AREA OF ADMINISTRATION
ORGANIZATION AND STRUCTURE BETWEEN THE SUPERINTEND-
ENT AND THE SECRETARY-TREASURER IN THEIR
PERCEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
7	33	21	9	2	1	0	16
16	35	16	10	8	1	0	29
18	34	13	10	9	1	1	35
25	35	12	12	8	2	1	38
35	35	15	9	8	2	1	35
43	35	26	7	2	0	0	11
TOTAL	207	103	57	37	7	3	
Amount of Conflict		0	57	74	21	12	164

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented by
that category and summing the products for each item.

APPENDIX F-7

DISTRIBUTION OF CONFLICT IN THE AREA OF PUBLIC RELATIONS
BETWEEN THE SUPERINTENDENT AND THE SECRETARY-
TREASURER IN THEIR PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
6	35	26	7	1	1	0	12
9	32	18	6	5	2	1	26
17	33	12	7	14	0	0	35
26	35	23	7	3	2	0	19
27	35	33	1	0	0	1	5
36	35	13	10	8	2	2	40
TOTAL	205	125	38	31	7	4	
Amount of Conflict		0	38	62	21	16	137

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX F-8

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL TRANS-
PORTATION BETWEEN THE SUPERINTENDENT AND THE
SECRETARY-TREASURER IN THEIR PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
10	32	21	6	3	0	2	20
19	34	18	8	2	3	3	33
28	33	16	7	5	4	1	33
29	33	28	3	1	0	1	9
37	33	12	13	6	1	1	32
38	33	11	14	4	4	0	34
TOTAL	198	106	51	21	12	8	
Amount of Conflict		0	51	42	36	32	161

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX G-1

DISTRIBUTION OF CONFLICT IN THE AREA OF INSTRUCTIONAL
LEADERSHIP BETWEEN THE SUPERINTENDENT'S PERCEPTION
OF WHO WOULD BE RESPONSIBLE AND HIS PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
2	33	32	1	0	0	0	1
11	35	32	2	1	0	0	4
20	35	35	0	0	0	0	0
30	35	35	0	0	0	0	0
39	35	35	0	0	0	0	0
44	35	33	2	0	0	0	2
TOTAL	208	202	5	1	0	0	
Amount of Conflict		0	5	2	0	0	7

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX G-2

DISTRIBUTION OF CONFLICT IN THE AREA OF SELECTION AND
MANAGEMENT OF PERSONNEL BETWEEN THE SUPERINTEN-
DENT'S PERCEPTION OF WHO WOULD BE RESPONSIBLE
AND HIS PERCEPTION OF WHO SHOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
1	35	31	1	1	1	1	10
12	35	32	2	0	0	1	6
21	35	34	1	0	0	0	1
31	35	31	3	1	0	0	5
40	35	33	1	1	0	0	3
48	35	32	1	1	0	1	7
TOTAL	210	193	9	4	1	3	
Amount of Conflict		0	9	8	3	12	32

*The Amount of Conflict was obtained by multiplying the frequency of occurrence of responses in each of the five categories by the number of units of conflict represented by that category and summing the products for each item.

APPENDIX G-3

DISTRIBUTION OF CONFLICT IN THE AREA OF PUPIL PERSONNEL
BETWEEN THE SUPERINTENDENTS' PERCEPTION OF WHO WOULD
BE RESPONSIBLE AND HIS PERCEPTION OF WHO SHOULD
BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
3	33	31	1	0	0	1	5
13	35	34	1	0	0	0	1
22	34	31	1	1	1	0	6
32	35	33	1	0	0	1	5
41	35	32	1	1	1	0	6
45	35	31	2	0	1	1	9
TOTAL	207	192	7	2	3	3	
Amount of Conflict		0	7	4	9	12	32

*The Amount of Conflict was obtained by multiplying the
frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented by
that category and summing the products for each item.

APPENDIX G-4

DISTRIBUTION OF CONFLICT IN THE AREA OF PROVISION AND MAIN-
TENANCE OF SCHOOL FACILITIES BETWEEN THE SUPERINTENDENTS'
PERCEPTION OF WHO WOULD BE RESPONSIBLE AND
HIS PERCEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
4	33	21	9	2	0	1	17
14	35	29	4	0	1	1	11
23	35	33	2	0	0	0	2
33	35	32	2	0	0	1	6
42	34	30	2	0	1	1	9
46	35	30	1	0	3	1	14
TOTAL	207	175	20	2	5	5	
Amount of Conflict		0	20	4	15	20	59

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products for each item.

APPENDIX G-5

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL FINANCE
AND BUSINESS MANAGEMENT BETWEEN THE SUPERINTENDENT'S
PERCEPTION OF WHO WOULD BE RESPONSIBLE AND HIS
PERCEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
5	35	30	3	2	0	0	7
8	35	25	8	2	0	0	12
15	35	26	6	1	0	2	16
24	35	27	7	0	0	1	11
34	35	29	5	1	0	0	7
47	34	30	4	0	0	0	4
TOTAL	209	167	33	6	0	3	
Amount of Conflict		0	33	12	0	12	57

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX G-6

DISTRIBUTION OF CONFLICT IN THE AREA OF ADMINISTRATIVE
ORGANIZATION AND STRUCTURE BETWEEN THE SUPER-
INTENDENT'S PERCEPTION OF WHO WOULD BE
RESPONSIBLE AND HIS PERCEPTION OF
WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
7	33	27	4	2	0	0	8
16	35	31	2	2	0	0	6
18	34	23	6	5	0	0	16
25	35	31	3	1	0	0	5
35	35	32	3	0	0	0	3
43	35	32	2	0	0	1	6
TOTAL	207	176	20	10	0	1	
Amount of Conflict		0	20	20	0	4	44

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX G-7

DISTRIBUTION OF CONFLICT IN THE AREA OF PUBLIC RELATIONS
BETWEEN THE SUPERINTENDENT'S PERCEPTION OF WHO WOULD
BE RESPONSIBLE AND HIS PERCEPTION OF WHO SHOULD
BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
6	35	33	1	0	0	1	5
9	32	27	2	1	0	2	12
17	35	29	0	5	0	1	14
26	35	33	1	0	0	1	5
27	35	34	0	0	0	1	4
36	35	32	2	0	1	0	5
TOTAL	207	188	6	6	1	6	
Amount of Conflict		0	6	12	3	24	45

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX G-8

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL TRANS-
PORTATION BETWEEN THE SUPERINTENDENT'S PERCEPTION
OF WHO WOULD BE RESPONSIBLE AND HIS PER-
CEPTION OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
10	32	29	2	0	1	0	5
19	34	29	3	0	1	1	10
28	33	24	5	2	1	1	16
29	33	29	1	1	2	0	9
37	34	28	2	3	1	0	11
38	34	30	1	0	1	2	12
TOTAL	200	169	14	6	7	4	
Amount of Conflict		0	14	12	21	16	63

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-1

DISTRIBUTION OF CONFLICT IN THE AREA OF INSTRUCTIONAL
LEADERSHIP BETWEEN THE SECRETARY-TREASURER'S
PERCEPTION OF WHO WOULD BE RESPONSIBLE
AND HIS PERCEPTION OF WHO SHOULD BE
RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
2	35	35	0	0	0	0	0
11	35	34	1	0	0	0	1
20	35	35	0	0	0	0	0
30	35	34	1	0	0	0	1
39	35	35	0	0	0	0	0
44	35	28	3	1	2	1	15
TOTAL	210	201	5	1	2	1	
Amount of Conflict		0	5	2	6	4	17

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-2

DISTRIBUTION OF CONFLICT IN THE AREA OF SELECTION AND
MANAGEMENT OF PERSONNEL BETWEEN THE SECRETARY-
TREASURER'S PERCEPTION OF WHO WOULD BE
RESPONSIBLE AND HIS PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
1	35	27	6	1	1	0	11
12	35	34	1	0	0	0	1
21	35	34	1	0	0	0	1
31	35	33	2	0	0	0	2
40	35	27	6	0	0	2	14
48	35	28	6	1	0	0	8
TOTAL	210	183	22	2	1	2	
Amount of Conflict		0	22	4	3	8	37

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-3

DISTRIBUTION OF CONFLICT IN THE AREA OF PUPIL PERSONNEL
BETWEEN THE SECRETARY-TREASURER'S PERCEPTION OF WHO
WOULD BE RESPONSIBLE AND HIS PERCEPTION OF WHO
SHOULD BE RESPONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
3	35	34	1	0	0	0	1
13	35	32	2	1	0	0	4
22	35	27	3	3	2	0	15
32	35	29	4	1	0	1	10
41	35	30	1	1	2	1	13
45	35	30	2	3	0	0	8
TOTAL	210	182	13	9	4	2	
Amount of Conflict		0	13	18	12	8	51

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-4

DISTRIBUTION OF CONFLICT IN THE AREA OF PROVISION AND MAIN-
TENANCE OF SCHOOL FACILITIES BETWEEN THE SECRETARY-
TREASURER'S PERCEPTION OF WHO WOULD BE
RESPONSIBLE AND HIS PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
4	35	26	5	2	1	1	16
14	35	29	3	2	1	0	10
23	35	25	6	2	2	0	16
33	35	27	3	5	0	0	13
42	35	34	1	0	0	0	1
46	35	28	2	3	0	2	16
TOTAL	210	169	20	14	4	3	
Amount of Conflict		0	20	28	12	12	72

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-5

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL FINANCE AND
BUSINESS MANAGEMENT BETWEEN THE SECRETARY-TREASURER'S
PERCEPTION OF WHO WOULD BE RESPONSIBLE AND HIS
PERCEPTION OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
5	35	30	5	0	0	0	5
8	35	29	3	2	0	1	11
15	35	25	6	2	1	1	17
24	35	33	2	0	0	0	2
34	35	31	2	2	0	0	6
47	35	29	5	0	1	0	8
TOTAL	210	177	23	6	2	2	
Amount of Conflict		0	23	12	6	8	49

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-6

DISTRIBUTION OF CONFLICT IN THE AREA OF ADMINISTRATIVE
ORGANIZATION AND STRUCTURE BETWEEN THE SECRETARY-
TREASURER'S PERCEPTION OF WHO WOULD BE
RESPONSIBLE AND HIS PERCEPTION OF
WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
7	35	32	2	0	0	1	6
16	35	26	6	3	0	0	12
18	35	28	5	2	0	0	9
25	35	30	3	2	0	0	7
35	35	31	3	1	0	0	5
43	35	33	2	0	0	0	2
TOTAL	210	180	21	8	0	1	
Amount of Conflict		0	21	16	0	4	41

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-7

DISTRIBUTION OF CONFLICT IN THE AREA OF PUBLIC RELATIONS
BETWEEN THE SECRETARY-TREASURER'S PERCEPTION OF
WHO WOULD BE RESPONSIBLE AND HIS PERCEPTION
OF WHO SHOULD BE RESPONSIBLE
FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
6	34	29	5	0	0	0	5
9	34	31	1	0	1	1	8
17	33	25	5	3	0	0	11
26	35	33	1	0	0	1	5
27	35	35	0	0	0	0	0
36	35	26	4	2	2	1	18
TOTAL	206	179	16	5	3	3	
Amount of Conflict		0	16	10	9	12	47

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX H-8

DISTRIBUTION OF CONFLICT IN THE AREA OF SCHOOL TRANS-
PORTATION BETWEEN THE SECRETARY-TREASURER'S
PERCEPTION OF WHO WOULD BE RESPONSIBLE AND
HIS PERCEPTION OF WHO SHOULD BE RES-
PONSIBLE FOR THIS TASK-AREA

Item No.	No. of Responses	Units of Conflict					Amount of Conflict*
		0	1	2	3	4	
10	33	30	2	0	0	1	6
19	34	29	2	0	0	3	14
28	33	29	2	1	0	1	8
29	33	31	1	0	0	1	5
37	34	29	4	0	1	0	7
38	35	29	4	1	1	0	9
TOTAL	202	177	15	2	2	6	
Amount of Conflict		0	15	4	6	24	49

*The Amount of Conflict was obtained by multiplying
the frequency of occurrence of responses in each of the five
categories by the number of units of conflict represented
by that category and summing the products of each item.

APPENDIX I-1

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPON-
SIBILITIES IN THE AREA OF INSTRUCTIONAL LEADERSHIP

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
2	35	0	0	0	0	35
11	35	0	0	0	1	34
20	35	0	0	0	1	34
30	35	0	0	0	1	34
39	35	0	0	0	1	34
44	35	1	8	7	15	4
TOTAL	210	1	8	7	19	175
Per Cent of Total		.47	3.80	3.33	9.04	83.33

*A - by the secretary-treasurer with NO assistance from
 the superintendent.
 B - by the secretary-treasurer with SOME assistance
 from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
 and superintendent sharing EQUALLY the res-
 ponsibility.
 D - by the superintendent with SOME assistance from
 the secretary-treasurer.
 E - by the superintendent with NO assistance from
 the secretary-treasurer.

APPENDIX I-2

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPONSI-
BILITIES IN THE AREA OF SELECTION AND MANAGEMENT OF
PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
1	35	8	10	3	10	4
12	35	0	1	0	0	34
21	35	0	0	0	2	33
31	35	25	5	3	2	0
40	35	3	6	6	2	18
48	35	0	1	0	2	32
TOTAL	210	36	23	12	18	121
Per Cent of Total		17.14	10.95	5.72	8.57	57.14

*A - by the secretary-treasurer with NO assistance from
the superintendent.
 B - by the secretary-treasurer with SOME assistance from
the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
secretary-treasurer.
 E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX I-3

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPONSIBILITIES
IN THE AREA OF PUPIL PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
3	34	0	1	1	0	32
13	35	1	0	0	3	31
22	33	0	0	3	5	25
32	35	0	2	1	2	30
41	34	1	2	3	10	18
45	35	7	2	2	8	16
TOTAL	206	9	7	10	28	152
Per Cent of Total		4.37	3.39	4.81	13.59	73.78

*A - by the secretary-treasurer with NO assistance from the
superintendent.
B - by the secretary-treasurer with SOME assistance from
the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and super-
intendent sharing EQUALLY the responsibility.
D - by the superintendent with SOME assistance from the
secretary-treasurer
E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX I-4

THE SUPERINTENDENTS' PERCEPTION OF THE RESPONSIBILITIES IN
THE AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
4	32	3	7	11	1	10
14	35	1	3	11	4	16
23	35	1	2	8	14	10
33	35	0	3	5	10	17
42	34	21	9	4	0	0
46	35	3	5	7	9	11
TOTAL	206	29	29	46	38	64
Per Cent of Total		14.08	14.08	22.33	18.45	31.07

*A - by the secretary-treasurer with NO assistance from the
     superintendent.
 B - by the secretary-treasurer with SOME assistance from
     the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and super-
     intendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
     secretary-treasurer.
 E - by the superintendent with NO assistance from the
     secretary-treasurer.

APPENDIX I-5

THE SUPERINTENDENTS' PERCEPTION OF THE RESPONSIBILITIES
IN THE AREA OF SCHOOL FINANCE AND BUSINESS MANAGEMENT

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
5	35	21	10	3	1	0
8	34	7	15	6	6	0
15	34	14	14	3	3	0
24	35	25	7	2	0	1
34	35	5	18	11	1	0
47	35	20	10	4	1	0
TOTAL	208	92	74	29	12	1
Per Cent of Total		44.23	35.58	13.94	5.29	.48

*A - by the secretary-treasurer with NO assistance from
  the superintendent.
 B - by the secretary-treasurer with SOME assistance from
  the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
  superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
  secretary-treasurer.
 E - by the superintendent with NO assistance from the
  secretary-treasurer.

APPENDIX I-6

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPONSIBILITIES
IN THE AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
7	32	0	1	2	3	26
16	34	2	3	12	9	8
18	35	16	3	8	5	3
25	35	7	7	3	6	12
35	35	0	2	5	6	22
43	35	0	0	1	4	30
TOTAL	206	25	16	31	33	101
Per Cent of Total		12.14	7.77	15.05	16.02	49.03

*A - by the secretary-treasurer with NO assistance from
     the superintendent.
 B - by the secretary-treasurer with SOME assistance from
     the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
     superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
     secretary-treasurer.
 E - by the superintendent with NO assistance from the
     secretary-treasurer.

APPENDIX I-7

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPONSIBILITIES
IN THE AREA OF PUBLIC RELATIONS

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
6	35	0	0	0	2	33
9	32	20	4	4	0	4
17	33	0	1	6	4	22
26	35	0	1	1	4	29
27	35	0	0	0	1	34
36	35	0	8	4	7	16
TOTAL	205	20	14	15	18	138
Per Cent of Total		9.75	6.83	7.32	8.78	67.80

*A - by the secretary-treasurer with NO assistance from
  the superintendent.
 B - by the secretary-treasurer with SOME assistance from
  the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and super-
  intendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
  secretary-treasurer.
 E - by the superintendent with NO assistance from the
  secretary-treasurer.

APPENDIX I-8

THE SUPERINTENDENTS' PERCEPTION OF THE ACTUAL RESPONSI-
BILITIES IN THE AREA OF SCHOOL TRANSPORTATION

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
10	33	19	4	5	2	3
19	33	19	4	2	3	5
28	33	18	5	1	3	5
29	34	24	4	1	3	2
37	33	6	10	9	4	4
38	35	2	1	1	10	21
TOTAL	201	88	28	20	25	40
Per Cent of Total		43.78	13.93	9.95	12.44	19.90

*A - by the secretary-treasurer with NO assistance from
      the superintendent.
 B - by the secretary-treasurer with SOME assistance from
      the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and super-
      intendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
      secretary-treasurer.
 E - by the superintendent with NO assistance from the
      secretary-treasurer.

APPENDIX J-1

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL
RESPONSIBILITIES IN THE AREA OF
INSTRUCTIONAL LEADERSHIP

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
2	33	0	0	0	0	33
11	35	0	0	0	3	32
20	35	0	0	0	0	35
30	35	0	0	0	0	35
39	35	0	0	0	0	35
44	35	4	6	10	11	4
TOTAL	208	4	6	10	14	174
Per Cent of Total		1.92	2.88	4.80	6.73	83.65

*A - by the secretary-treasurer with NO assistance from
the superintendent.
 B - by the secretary-treasurer with SOME assistance from
the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
secretary-treasurer.
 E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX J-2

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPONSIBILITIES IN THE AREA OF SELECTION AND MANAGEMENT OF PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
1	35	8	6	7	12	2
12	35	0	0	1	0	34
21	35	0	1	0	3	31
31	35	28	6	1	0	0
40	35	10	6	4	1	14
48	35	0	1	0	5	29
TOTAL	210	46	20	13	21	110
Per Cent of Total		21.90	9.05	6.19	10.00	52.33

*A - by the secretary-treasurer with NO assistance from the superintendent.
 B - by the secretary-treasurer with SOME assistance from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the secretary-treasurer.
 E - by the superintendent with NO assistance from the secretary-treasurer.

APPENDIX J-3

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPONSIBILITIES IN THE AREA OF PUPIL PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
3	35	0	0	0	2	33
13	35	0	0	0	6	29
22	35	1	2	6	7	19
32	35	1	2	1	5	26
41	35	3	4	4	7	17
45	35	1	0	5	12	17
TOTAL	210	6	8	16	39	141
Per Cent of Total		4.86	3.81	7.86	18.57	67.14

*A - by the secretary-treasurer with NO assistance from the superintendent.
 B - by the secretary-treasurer with SOME assistance from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the secretary-treasurer.
 E - by the superintendent with NO assistance from the secretary-treasurer.

APPENDIX J-4

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPON-
SIBILITIES IN THE AREA OF PROVISION AND MAINTENANCE OF
SCHOOL FACILITIES

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
4	33	8	3	10	6	6
14	35	3	4	12	7	9
23	35	2	2	10	8	13
33	35	2	3	6	12	12
42	34	24	6	3	0	1.
46	35	5	6	14	6	4
TOTAL	207	44	24	55	39	45
Per Cent of Total		21.25	11.59	26.57	18.84	21.26

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance
    from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from
    the secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX J-5

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPON-
SIBILITIES IN THE AREA OF SCHOOL FINANCE AND BUSINESS
MANAGEMENT

Item No.	No. Responses	Level of Responsibility*				
		A	B	C	D	E
5	35	24	6	2	3	0
8	35	11	12	8	3	1
15	35	19	10	3	0	3
24	35	28	5	1	0	1
34	35	12	17	4	2	0
47	34	23	9	2	0	0
TOTAL	209	117	59	20	8	5
Per Cent of Total		55.98	28.23	9.57	3.82	2.40

*A - by the secretary-treasurer with NO assistance from
the superintendent.
B - by the secretary-treasurer with SOME assistance
from the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and
the superintendent sharing EQUALLY the responsibility.
D - by the superintendent with SOME assistance from the
secretary-treasurer.
E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX J-6

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPONSI-
BILITIES IN THE AREA OF ADMINISTRATIVE ORGANIZATION AND
STRUCTURE

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
7	33	0	0	0	13	20
16	35	4	1	18	8	4
18	34	18	10	3	3	0
25	35	2	5	12	9	7
35	35	1	2	8	11	13
43	35	0	0	1	5	29
TOTAL	209	25	18	42	49	73
Per Cent of Total		12.08	8.70	20.29	23.19	35.26

*A - by the secretary-treasurer with NO assistance from
   the superintendent.
 B - by the secretary-treasurer with SOME assistance
   from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
   the superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
   secretary-treasurer.
 E - by the superintendent with NO assistance from the
   secretary-treasurer.

APPENDIX J-7

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPON-
SIBILITIES IN THE AREA OF PUBLIC RELATIONS

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
6	35	0	0	1	2	32
9	32	20	4	4	1	3
17	33	0	0	18	6	9
26	35	1	0	3	2	29
27	35	0	0	0	0	35
36	35	6	4	9	7	9
TOTAL	206	29	8	35	18	117
Per Cent of Total		14.08	3.88	16.99	8.73	56.80

*A - by the secretary-treasurer with NO assistance from
   the superintendent.
 B - by the secretary-treasurer with SOME assistance
   from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
   the superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from
   the secretary-treasurer.
 E - by the superintendent with NO assistance from the
   secretary-treasurer.

APPENDIX J-8

THE SECRETARY-TREASURERS' PERCEPTION OF THE ACTUAL RESPON-
SIBILITIES IN THE AREA OF SCHOOL TRANSPORTATION

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
10	32	25	3	0	1	3
19	34	20	6	2	3	3
28	33	19	8	3	1	2
29	33	29	2	0	0	2
37	33	14	8	7	2	2
38	33	0	2	9	9	13
TOTAL	198	107	29	21	16	25
Per Cent of Total		54.04	14.65	10.60	8.08	12.62

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance
    from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    the superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX K-1

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPON-
SIBILITIES IN THE AREA OF INSTRUCTIONAL LEADERSHIP

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
2	33	0	0	0	0	33
11	35	0	0	0	2	33
20	35	0	0	0	0	35
30	35	0	0	0	0	35
39	35	0	0	0	0	35
44	35	1	7	8	16	3
TOTAL	208	1	7	8	18	174
Per Cent of Total		.48	3.36	3.84	8.65	83.65

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance from
    the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX K-2

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITY IN THE AREA OF SELECTION AND MANAGEMENT OF
PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
1	35	8	11	5	9	2
12	35	0	1	0	2	32
21	35	0	0	0	2	33
31	35	21	8	3	2	1
40	35	2	6	7	3	17
48	35	0	1	1	3	30
TOTAL	210	31	27	16	21	115
Per Cent of Total		14.76	12.86	7.62	10.00	54.76

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance from
    the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX K-3

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITY IN THE AREA OF PUPIL PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
3	33	0	0	0	1	32
13	35	0	0	0	4	31
22	34	2	0	3	6	23
32	35	0	2	1	3	29
41	35	3	3	3	9	17
45	35	5	4	2	9	15
TOTAL	207	10	9	9	32	147
Per Cent of Total		4.83	4.34	4.34	15.46	71.01

*A - by the secretary-treasurer with NO assistance from
the superintendent.
 B - by the secretary-treasurer with SOME assistance from
the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
secretary-treasurer.
 E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX K-4

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITIES IN THE AREA OF PROVISION AND MAINTENANCE OF
SCHOOL FACILITIES

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
4	33	2	7	13	5	6
14	35	2	4	11	6	12
23	35	1	1	10	13	10
33	35	1	3	5	12	14
42	34	20	10	4	0	0
46	35	3	7	8	8	9
TOTAL	207	29	32	51	44	51
Per Cent of Total		14.01	15.46	24.63	21.25	24.63

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance
    from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    the superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX K-5

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITIES IN THE AREA OF SCHOOL FINANCE AND BUSINESS
MANAGEMENT

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
5	35	20	10	3	2	0
8	35	10	15	7	3	0
15	35	14	13	5	2	1
24	35	21	12	1	1	0
34	35	2	18	14	1	0
47	34	19	10	4	1	0
TOTAL	209	86	78	34	10	1
Per Cent of Total		41.15	37.32	16.27	4.78	.48

*A - by the secretary-treasurer with NO assistance from
the superintendent.
 B - by the secretary-treasurer with SOME assistance
from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
the superintendent.
 D - by the superintendent with SOME assistance from
the secretary-treasurer.
 E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX K-6

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITIES IN THE AREA OF ADMINISTRATIVE ORGANIZATION
AND STRUCTURE

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
7	33	0	0	1	1	31
16	35	2	3	12	10	8
18	34	7	10	12	3	2
25	35	5	7	5	6	12
35	35	0	2	3	9	21
43	35	0	0	1	6	28
TOTAL	207	14	22	34	35	102
Per Cent of Total		6.76	10.62	16.42	16.90	49.27

*A - by the secretary-treasurer with NO assistance from
the superintendent.
  B - by the secretary-treasurer with SOME assistance
from the superintendent.
  C - by JOINT EFFORT with the secretary-treasurer and
the superintendent.
  D - by the superintendent with SOME assistance from
the secretary-treasurer.
  E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX K-7

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITIES IN THE AREA OF PUBLIC RELATIONS

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
6	35	0	0	0	3	32
9	32	19	5	4	1	3
17	35	0	2	7	6	20
26	35	0	1	1	6	27
27	35	0	0	0	1	34
36	35	0	9	3	10	13
TOTAL	207	19	17	15	27	129
Per Cent of Total		9.18	8.21	7.24	13.04	62.31

*A - by the secretary-treasurer with NO assistance from
the superintendent.
B - by the secretary-treasurer with SOME assistance from
the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and
the superintendent sharing EQUALLY the responsibility.
D - by the superintendent with SOME assistance from the
secretary-treasurer.
E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX K-8

THE SUPERINTENDENTS' PERCEPTION OF THE EXPECTED RESPONSI-
BILITIES IN THE AREA OF SCHOOL TRANSPORTATION

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
10	32	19	5	5	0	3
19	34	17	9	2	2	4
28	33	15	10	2	2	4
29	33	25	5	1	0	2
37	34	6	13	7	3	5
38	35	0	2	1	12	20
TOTAL	201	82	44	18	19	38
Per Cent of Total		40.80	21.89	8.95	9.45	18.91

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance from
    the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
    the superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX L-1

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED
RESPONSIBILITIES IN THE AREA OF INSTRUCTIONAL
LEADERSHIP

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
2	35	0	0	0	1	34
11	35	0	0	0	2	33
20	35	0	0	0	0	35
30	35	0	0	0	1	34
39	35	0	0	0	0	35
44	35	5	7	12	10	1
TOTAL	210	5	7	12	14	172
Per Cent of Total		2.38	3.33	5.71	6.66	81.90

*A - by the secretary-treasurer with NO assistance from
the superintendent.
B - by the secretary-treasurer with SOME assistance
from the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and
superintendent sharing EQUALLY the responsibility.
D - by the superintendent with SOME assistance from
the secretary-treasurer.
E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX L-2

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED
RESPONSIBILITIES IN THE AREA OF SELECTION AND
MANAGEMENT OF PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
1	35	7	6	11	10	1
12	35	0	1	1	1	32
21	35	0	0	0	4	31
31	35	28	6	1	0	0
40	35	10	6	6	3	10
48	35	0	1	1	9	24
TOTAL	210	45	20	20	27	98
Per Cent of Total		21.43	9.52	9.52	12.86	46.66

*A - by the secretary-treasurer with NO assistance
   from the superintendent.
 B - by the secretary-treasurer with SOME assistance
   from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
   superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from
   the secretary-treasurer.
 E - by the superintendent with NO assistance from the
   secretary-treasurer.

APPENDIX L-3

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED
RESPONSIBILITIES IN THE AREA OF PUPIL PERSONNEL

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
3	35	0	0	0	3	32
13	35	0	0	1	8	26
22	35	0	5	10	6	14
32	35	0	3	2	6	24
41	35	1	4	5	9	16
45	35	1	1	5	12	16
TOTAL	210	2	13	23	44	128
Per Cent of Total		.95	6.19	10.95	20.95	60.95

*A - by the secretary-treasurer with NO assistance from
     the superintendent.
 B - by the secretary-treasurer with SOME assistance
     from the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and
     superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from
     the secretary-treasurer.
 E - by the superintendent with NO assistance from the
     secretary-treasurer.

APPENDIX L-4

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED
RESPONSIBILITIES IN THE AREA OF PROVISION AND
MAINTENANCE OF SCHOOL FACILITIES

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
4	35	7	5	14	4	5
14	35	2	6	14	5	8
23	35	0	5	14	8	8
33	35	2	4	10	10	9
42	35	26	5	2	1	1
46	35	3	8	19	3	2
TOTAL	210	40	33	73	31	33
Per Cent of Total		19.05	15.71	34.76	14.76	15.71

*A - by the secretary-treasurer with NO assistance from
the superintendent.
B - by the secretary-treasurer with SOME assistance
from the superintendent.
C - by JOINT EFFORT with the secretary-treasurer and
superintendent sharing EQUALLY the responsibility.
D - by the superintendent with SOME assistance from
the secretary-treasurer.
E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX L-5

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED RESPON-
SIBILITIES IN THE AREA OF SCHOOL FINANCE AND BUSINESS
MANAGEMENT

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
5	35	22	9	3	1	0
8	35	11	15	8	1	0
15	35	19	14	1	0	1
24	35	28	5	1	0	1
34	35	11	20	4	0	0
47	35	23	10	2	0	0
TOTAL	210	114	73	19	2	2
Per Cent of Total		54.29	34.76	9.05	.95	.95

*A - by the secretary-treasurer with NO assistance from
the superintendent.

B - by the secretary-treasurer with SOME assistance from
the superintendent.

C - by JOINT EFFORT with the secretary-treasurer and the
superintendent sharing EQUALLY the responsibility.

D - by the superintendent with SOME assistance from the
secretary-treasurer.

E - by the superintendent with NO assistance from the
secretary-treasurer.

APPENDIX L-6

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED RESPON-
SIBILITIES IN THE AREA OF ADMINISTRATIVE ORGANIZATION AND
STRUCTURE

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
7	35	0	0	1	13	21
16	35	2	0	24	8	1
18	35	14	13	5	3	0
25	35	3	5	15	6	6
35	35	1	1	8	14	11
43	35	0	0	1	7	27
TOTAL	210	20	19	54	51	66
Per Cent of Total		9.52	9.05	25.21	24.76	31.43

*A - by the secretary-treasurer with NO assistance from
     the superintendent.
 B - by the secretary-treasurer with SOME assistance from
     the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and the
     superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
     secretary-treasurer.
 E - by the superintendent with NO assistance from the
     secretary-treasurer.

APPENDIX L-7

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED RESPON-
SIBILITIES IN THE AREA OF PUBLIC RELATIONS

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
6	34	0	0	0	7	27
9	34	23	4	5	1	1
17	33	0	0	20	6	7
26	35	0	0	3	3	29
27	35	0	0	0	0	35
36	35	6	5	11	6	7
TOTAL	206	29	9	39	23	106
PER CENT OF TOTAL		13.81	4.29	18.57	10.95	50.48

*A - by the secretary-treasurer with NO assistance from
    the superintendent.
 B - by the secretary-treasurer with SOME assistance from
    the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and the
    superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
    secretary-treasurer.
 E - by the superintendent with NO assistance from the
    secretary-treasurer.

APPENDIX L-8

THE SECRETARY-TREASURERS' PERCEPTION OF THE EXPECTED RES-
PONSIBILITIES IN THE AREA OF SCHOOL TRANSPORTATION

Item No.	No. of Responses	Level of Responsibility*				
		A	B	C	D	E
10	33	27	3	1	1	1
19	34	21	4	4	1	4
28	33	18	10	4	0	1
29	33	29	3	0	0	1
37	34	12	12	9	1	0
38	35	0	3	11	10	11
TOTAL	202	107	35	29	13	18
Per Cent of Total		52.97	17.32	14.35	6.44	8.91

*A - by the secretary-treasurer with NO assistance from
      the superintendent.
 B - by the secretary-treasurer with SOME assistance from
      the superintendent.
 C - by JOINT EFFORT with the secretary-treasurer and the
      superintendent sharing EQUALLY the responsibility.
 D - by the superintendent with SOME assistance from the
      secretary-treasurer.
 E - by the superintendent with NO assistance from the
      secretary-treasurer.