EXPRESSED CRITERIA FOR SCHOOL PRINCIPALS:
A PARSONIAN ANALYSIS

by

ARTHUR JAMES EDWARD BOND

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Department of Educational Administration

We accept this thesis as conforming to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA
JULY 1979

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Department of Educational Administration

The University of British Columbia
2075 Wesbrook Place
Vancouver, Canada
V6T 1W5

Date July 27, 1979
ABSTRACT

This study addressed the problem of applying a suitable conceptual framework for the classification of criteria statements and the investigation of the nature and variation in parent and staff criteria lists for the principalship.

All criteria statements were classified according to the framework of Talcott Parsons which was described and considered useful for the analysis of lists of criteria.

The applicability of the framework as a bias for classification was dependent upon the recognition of four problematic factors. First, criteria which did not specify the contribution which the principal was to make could not be classified according to Parsons' framework. Statements which lacked specificity were grouped in an unclassified category. The second problematic factor pertained to the degree of specificity of criteria statements. Here, a criterion may imply the subsystem in which a contribution is to occur but it may not indicate whether it is to be designated exclusively as an internal or external contribution. The third problem which prohibited exclusive classification pertained to statements which made reference to contributions in more than one subsystem. The fourth problematic factor concerned classifier inference and Parsons' framework. Parsons recognized that power and influence (goal attainment and integration subsystems) are intertwined and the distinction between these
contributions may be confused in criteria statements. In this instance or where a statement lacked specificity classification was dependent upon inferences made by the classifier.

Predominant subsystems and patterns and variations in priority lists were examined according to all lists, school district area, authorship and authorship by area.

The examination of all lists revealed that integrative criteria represented the greatest proportion of classifications at forty-two percent. Pattern-maintenance criteria represented the second largest group of classifications at twenty-two percent. Adaptation and goal attainment criteria represented the lowest percentage of classifications at sixteen percent each. Low standard deviation and percentage scores for external adaptation, external goal attainment and external pattern-maintenance subsystem classifications tended to represent a consensus among participants that activities within these subsystems are low priority contributions. Very few contributions, with the exception of external integration at twenty-one percent of all classifications, were recommended outside the school. As a result, sixty-five percent of all criteria classifications referred to internal contributions. Unclassified statements accounted for two and one-half percent of all classifications.

The analysis of lists according to school district area, authorship and authorship by area reaffirmed the importance of integrative criteria and the low priority of external adaptation, external goal attainment and external pattern-maintenance. The analysis of lists according to authorship revealed that staff lists placed the highest
priority on internal integration. This result was in contrast to parent lists which placed external integration criteria as a first priority. Parents placed a second priority on internal pattern-maintenance criteria (teaching, values of education) while staff lists placed internal pattern-maintenance as a fifth priority. On staff lists, internal pattern-maintenance was preceded by internal integration, internal adaptation, external integration, and internal goal attainment. These subsystems represent concerns for internal school harmony, resource responsibility allocation - skill in instruction, parental harmony and school discipline. The analysis by author and area demonstrated that internal integration for staff participants and external integration for parent participants occupied high positions regardless of the area in which they live or work. Area III staff participants followed this pattern but placed internal adaptation as a first priority. Across areas parent emphasis on internal pattern-maintenance was higher than the emphasis attributed by teachers.

Other patterns, criteria and implications are discussed.
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In February 1976, parent and teacher groups convened in a western Canadian urban school district to attend to the task of identifying criteria to assist in the selection of school principals. The application of groups to this task was initiated as a result of the school board's recognition of the desirability of parent and teacher participation. In all, fifty-two parent and teacher groups representing thirty-eight schools participated. The parent and teacher groups took a variety of forms and between them generated some six hundred and fifteen statements of criteria for the various principalships.

The sudden emergence of these data about a problem of long-standing concern to students of educational administration appeared to provide a useful opportunity to investigate the nature and variation in the criteria established. The possibility of the investigation, however, raised an even more important question: how might such statements be classified? Both these questions provided the focus of this study.

The Purpose of the Study

In order to address the questions noted above it was necessary to identify a suitable framework for the examination of the lists of criteria. One framework, comprehensive enough to appear usable, but not hitherto frequently used because of its apparent complexity is that of
Talcott Parsons. The first stage in the study was to understand and parsimoniously describe Parsons' framework so as to be able to accurately interpret each of its components. Second, it was necessary to determine whether the framework was such as to permit a meaningful analysis of the lists of criteria. If the framework proved inadequate, the third stage would be to explain its inadequacy, but if it proved adequate, then the third and final stage would be to use the framework in an analysis of the lists of criteria so as to gain insights into the nature of the criteria and any variation among the various lists.

Justification for the Study

The study may be justified in three different ways: theoretically, methodologically and practically. Each of these is treated separately in the following paragraphs.

Theoretical justification. The process of identifying criteria for the purpose of assisting school board officials in the selection of principals is a linguistic activity which provides an opportunity for the expression of "ideal" or "desirable" parent and teacher conceptions of a school principal in the performance of his roles. This linguistic activity may be characterized according to three levels of discourse. Hills expresses these levels as:

(1) the level on which the individual does what he does, whether that is research, writing, teaching or taking part in committee deliberations;

(2) the level on which the individual operates when he characterizes or describes to another what he does, i.e. the ordinary language level, and;
(3) the level on which the individual characterizes, describes and explains what he does within an analytical framework more abstract and generalized than the ordinary language level.

(Hills, 1975:107)

The description of the parent and teacher identification procedure may be viewed as being representative of the first two levels of discourse. The third level of discourse, however, would require the utilization of an analytical framework which would reveal what participants were "doing" when they identified criteria. According to Hills, the benefits which accrue to those who have command of analytical frameworks are of several kinds. First, analytical frameworks permit one to see aspects of his world, including himself and his own actions, in ways that he would not likely have otherwise seen them and in ways quite different from accustomed ways of seeing them. Second, seeing aspects of the world in new and different ways, particularly one's own behavior, enables one to ask questions and consider alternatives that he could not very well have otherwise asked or considered. Third, analysis in the present sense involves abstract generalized levels of symbolic representations within which diverse activities, events and situations fit as special cases of a more general case. Once the relevant action, event, etc. has been seen as a special case, the other special cases of the more general case become available either as alternatives to it or models for it or both. That is to say, once an individual sees that what he is doing is within a given analytical framework, the same kind of thing that has been done elsewhere, then what has been done elsewhere may be an alternative to what he is doing. Even if not an alternative, it may provide a paradigm, pattern or prototypical case for the conduct
of his own work (Hills, 1975:108).

If an analytical framework is not employed by those who construct or evaluate criteria statements, the task of finding or evaluating alternatives cannot progress very far beyond an "ordinary language" or "common sense" level. For those who write criteria, the task is similar to writing down all that one knows or feels about a particular subject. This task is a monumental one. One simply forgets to write down everything that one believes is "important." Here, an analytical framework may be employed to (1) stimulate one's memory by providing systematic guidance to thought processes; (2) increase the specificity of statements thereby enhancing the communication process; (3) enable one to characterize his/her own behavior; and (4) provide a basis for the asking of relevant questions (i.e., Why are certain types of criteria statements predominant? What effects accrue as a result of allowing parent and teacher participation in criteria identification?). For those who must evaluate criteria by determining similarities and differences between several lists, an analytical framework provides a basis for contrast and comparison.

The conceptual analytical framework which has been chosen for classification purposes is Talcott Parsons' theory of societal systems. The desirability of employing Talcott Parsons' approach lies in the theory's ability to be employed in the examination of organizational problems or requirements at every level of the organizational system. Consequently the framework is as suitable for the analysis of the roles performed by an individual within an organization as an analysis of an organization within society.
Methodological justification. Talcott Parsons' theory of societal systems has been utilized primarily for the purpose of identifying the societal and institutional foundations of organizational activities. This identification process has provided the basis for the construction or evaluation of organizational goals. It is the intent of this study to employ Parsonian theory in a unique way by shifting the emphasis slightly away from the direct examination of organizational goals. Here, the emphasis is placed upon the examination of the contributions which school principals are to make toward the attainment of goals (according to parent and teacher groups). This emphasis is not intended to negate the importance of organizational goals. An understanding of the criteria authors' intent in specifying what a principal should do (for the attainment of a goal) is required before classification and analysis can be conducted. Therefore, the classification procedure is subjective and dependent upon inferences which may have to be made about intents as well as the specificity of statements given.

Practical justification. The criteria lists as a whole present general conceptions or standards pertaining to the contributions which principals ought to make in the performance of their roles. Variation and similarities between lists however, are likely to exist as a result of diversity in interests between the participant groups. The task of identifying variations would not proceed very far without the use of an abstract; generalized framework. The practical intent here is to provide a tested framework for general use.
Overview of the Thesis

This chapter has outlined the purposes and significance of the study. Chapter 2 examines Talcott Parsons' conceptual framework and its application to organizations. Chapter 3 examines the data, methods of analysis and limitations of the study. Chapter 4 discusses problems related to using Talcott Parsons' framework for classification and analysis. Chapter 5 examines the findings of the analysis with reference to parent, teacher and parent-teacher lists across schools and school district areas. Chapter 6 discusses the findings of this study and the implications for field personnel.
Chapter 2

THE PARSONIAN FRAMEWORK

The role of the elementary principal according to British Columbia school superintendent's expectations of "tasks" and "duties" has been examined by Newberry (1975). A sample of Newberry's findings is listed below.

3. The five most important expectations as indicated by the free responses of the respondents, for the elementary principal were: (1) instructional leadership, (2) motivation of staff, (3) sound interpersonal relations, (4) effective school-home-community relations, and (5) efficient school administration. (1975:118)

5. The duties of the principal that were ranked in the top five were in this order: (1) "Stimulate and motivate the staff to maximum performance," (2) "Encourage continuous study of curricular and instructional innovations," (3) "Develop program assessment procedures," (4) "Develop with staff a system of accountability," (5) "Provide channels for involvement of the community." (1975:119)

7. The ideal distribution of time for a principal's week was reported as supervision (45.4 percent), administration (23.3 percent), teaching (14.3 percent), community relations (13.5 percent), and clerical duties (3.3 percent). (1975:119)

Newberry's findings as stated above may be classified in terms of Hills' levels of discourse (noted in Chapter 1) as being at the second level. That is to say they deal with "the level on which the individual operates when he characterizes or describes to another what he does, i.e., the ordinary language level" (Hills, 1975:107). These findings are comparable with the kind of expressions found in the criteria lists
used in the present study in that they are also presented at this
descriptive level.

Newberry's findings are not presented within an abstract or
generalized framework. This type of discourse gives rise to two
problems. Firstly, considerable "overlap" may exist in the listed
"tasks" and "duties." The "tasks" and "duties" may appear to be
diverse but may fit into what Hills calls a "general case." Secondly,
terms such as "school-home-community relations," "stimulate and
motivate," administration," lack specificity and are susceptible to
broad interpretations. For example, the term "administration" may be
perceived to encompass many of the "tasks" and "duties" indicated as
being distinct such as "supervision" or "clerical duties." To overcome
such limitations the use of an analytical framework is required. Such a
framework is provided by the work of Talcott Parsons and it is his
framework which is described in this chapter. The sections of this
chapter deal with the several components of the framework and a final
section considers the kind of predictions about the data of the present
study which are suggested by the framework.

The General Framework

Parson's framework is complex and has been built over many
years and elaborated in a variety of his works. Hills' attempts to
summarize and use Parsons' framework have resulted in the provision by
him of an outline of the framework which is concise and clear and it is
therefore Hills' work which is used as the source of many of the
illustrative quotations which follow.

For Talcott Parsons, several functional problems exist for
organizational systems. Each system and subsystem must:

1. secure a supply of generalized facilities (adaptation);
2. define its reason for being and organize itself for the attainment of goals (goal attainment);
3. maintain the integrity of its institutionalized value system (pattern-maintenance);
4. establish a means of co-ordinating its efforts (integration).

According to Hills, "all societies and all societal systems of any duration are confronted by these four problems and their continued existence depends on the satisfactory solution to them" (Hills, 1975a: 242). Hills goes on to explain (1975a: 244) that each of these subsystems and the units within them is subject to a particular value standard which defines an appropriate relationship between the subsystem and its environment. Thus in the goal attainment subsystem the "symbolic medium" (medium of exchange for resources) is "power," the "value standard" (definition of the appropriate system-environment relationship) is "effectiveness," the "co-ordinative standard" (the consequence of discrepancies between the actual and approved system-environment relation) is "success," and the institutions regulating activity (norms specifying legitimate and illegitimate means of producing outputs) are "regulation," "authority" and "leadership." The "symbolic media," "value standards," "co-ordinative standards" and "institutions regulating activity" associated with each subsystem are summarized below in Table 1. The "symbolic media," "value standards," "co-ordinative standards" and "institutions which regulate activity," permeate all subsystems of society. Therefore, an individual in the
Table 1
Four Subsystems, Their Outputs and Governing Standards

<table>
<thead>
<tr>
<th></th>
<th>Symbolic Media</th>
<th>Value Standards</th>
<th>Co-Ordinative Standards</th>
<th>Institutions Regulating Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation</td>
<td>Money</td>
<td>Utility</td>
<td>Solvency</td>
<td>Contract Occupation Property</td>
</tr>
<tr>
<td>Coal Attainment</td>
<td>Power</td>
<td>Effectiveness</td>
<td>Success</td>
<td>Regulation Authority Leadership</td>
</tr>
<tr>
<td>Pattern Maintenance</td>
<td>Generalized Commitments</td>
<td>Integrity</td>
<td>Pattern-Consistence</td>
<td>Moral Authority</td>
</tr>
<tr>
<td>Integration</td>
<td>Influence</td>
<td>Solidarity</td>
<td>Consensus</td>
<td>Prestige Adjudication</td>
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</table>

The performance of his roles within societal subsystems will be sanctioned according to the standards indicated above. In order to gain an understanding of the types of activities or "relevant mechanisms" which are employed satisfactorily to solve problems presented by each societal subsystem, it is necessary to examine Talcott Parsons' societal model as it pertains to organizational subsystems within society.

The Framework Applied to Organizations

Parsons' theoretical organizational framework examines both "internal" and "external" aspects of organizations. Employing the organization of a mental hospital as an example, Parsons states that
"external functions" must be performed for the purpose of "relating the organization to the rest of the society" (Parsons, 1963:112). "Internal structure" must be maintained by "internal functions" for the purpose of "relating the various structural parts of the organization to each other" (Parsons, 1963:112).

External Functions and Relevant Mechanisms

Parsons classifies "external functions" under four main headings:

1. "The process of acquiring the facilities necessary for carrying out its functions" (adaptation).
2. "The process in dealing with the recipients of the hospital services, the patients and above all, their families, including policy-making" (goal attainment).
3. "The legitimation of the operation of the hospital in the community" (pattern-maintenance).
4. "The ways in which the hospital is integrated into the community in which it operates" (integration) (Parsons, 1963:112).

The external functions stated above represent problems which the mental hospital as an organizational system must overcome. Each "external function" may be classified according to its expression as an adaptation, goal-attainment, pattern-maintenance or integration problem.

For Parsons, the ability of the organization to perform external functions "effectively" is dependent upon the operation of "relevant mechanisms." The functions and their relevant mechanisms are
described below and summarized in Table 2. For example, the external function concerning acquisition of resources (adaptation) is, in the case of the hospital, based upon the social value judgement that health is a right of the individual. Financial resources are raised by the "relevant mechanisms" of taxation or voluntary contribution. Parsons has argued that the implementation of these "relevant mechanisms" is endorsed by society because of the belief that the care of illness cannot be left to the "self interest" of entrepreneurs or the wishes of those needing assistance (Parsons, 1963:117).

The processes in dealing with the recipients of the hospital's services (goal attainment) involve the "admission of the patient to a kind of "membership" in the organization which takes the form of physical residence on the hospital's premises and subjection to authority and control of the hospital authorities" (Parsons, 1963:115). Here, "co-operation in minimizing the protective measures necessitated for the hospital is actively solicited and systematically rewarded" (Parsons, 1963:114). Hills explains (1975a:253) that external goal-attainment functions of an organization include the determination of the nature of the product, the scale of operation, the terms of settlement with consumers of the product, the determination of priorities and the setting of organizational policy.

The external functions pertaining to the legitimation of the operation of the hospital in the community (pattern-maintenance) also require the implementation of specific mechanisms. Legitimation or community confidence in the organization cannot be presumed to occur automatically. Parsons (1963:113) has stated that sponsors (in the case
Table 2
External Functions and Relevant Mechanisms

<table>
<thead>
<tr>
<th>External Functions</th>
<th>Relevant Mechanisms</th>
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<tr>
<td><strong>External Adaptation:</strong></td>
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<tr>
<td>The processes of acquiring the</td>
<td>- taxation</td>
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<td>facilities necessary for</td>
<td>- voluntary contribution</td>
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<tr>
<td>carrying out its functions.</td>
<td>- fee for services (sliding scale)</td>
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<td><strong>External Goal Attainment:</strong></td>
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<td>The processes in dealing with the</td>
<td>- policy decisions</td>
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<td>recipients of the hospital's</td>
<td>- decisions regarding approach to recipients of services</td>
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<tr>
<td>services, the patients and above</td>
<td>- nature and quality standards of product</td>
</tr>
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<td>all, their families.</td>
<td>- determination of priorities</td>
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<td><strong>External Pattern-Maintenance:</strong></td>
<td></td>
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<tr>
<td>The legitimation of the operation</td>
<td>- Reputation for responsibility,</td>
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<td>of the hospital in the community.</td>
<td>integrity and technical competence of the organization's</td>
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<td></td>
<td>sponsors</td>
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<td>- utilization of relevant professional groups as</td>
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<td></td>
<td>guarantors of the bona fide character of the organization</td>
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<td><strong>External Integration:</strong></td>
<td></td>
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<td>The ways in which the hospital</td>
<td>contract complex - defining obligations of loyalty to the</td>
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<tr>
<td>is integrated into the community in</td>
<td>organization</td>
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<td>which it operates.</td>
<td>authority complex - defining the relations of the</td>
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<td>organization to patients and personnel</td>
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<td>universalistic-rule complex - concerning</td>
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<tr>
<td></td>
<td>organizational observation of standards of &quot;good</td>
</tr>
<tr>
<td></td>
<td>practice&quot;</td>
</tr>
</tbody>
</table>
of the hospital) must have a reputation for responsibility, integrity and technical competence in its administration. Relevant professional groups (i.e., medical profession) become guarantors of the bona fide character of the operation. Presumably, if reputable and relevant groups associate themselves with the organization it must be all right. The diffuse area of "public relations" may also be included here as a legitimation mechanism or method by which "the 'right' of the organization to operate and the appeal to give it support are established" (Parsons, 1963:113).

The fourth major external function concerning the integration of the hospital into the community in which it operates is based upon "three major complexes of hospital-community integrative mechanisms" (Parsons, 1963:120). Parsons calls these complexes the "contract" complex, the "authority" complex and the "universalistic rule" complex. The "contractual" complex primarily concerns the definition of the scope of loyalty of personnel (and the providers of facilities) to an organization. The "authority" complex concerns the relations of the organization to patients and secondly to personnel. In order to carry out its functions the organization must be given some control over the individuals with which it is associated. The degree of organizational control is governed by the "universalistic-rule" complex which concerns the organizational observation of community standards of "good practice." For the mental hospital, compulsion, discipline or personal investigation beyond dictated requirements will severely effect the legitimation of the hospital in the community. Similarly, the administration must be honest and treat employees "fairly" by community
standards.

The external functions and relevant mechanisms are listed above in an abbreviated form for reference purposes.

Internal Functions and Kinds of Decisions

Talcott Parson's analysis of "internal" aspects of the organization focuses upon decision making and the types of activities which are essential for the utilization of resources, the implementation of organizational goals and values and the resolution of conflict. This analysis of "internal functions" is oriented toward the "political" or "goal attainment" aspects of the organization. As a result, this analysis is particularly adaptable to the "goal attainment" role of an administrator (school principal-school superintendent) as distinct from the "pattern-maintenance" role of a school's professional staff.

Allocative decisions. The kind of decisions occurring in the area of internal adaptation are allocative decisions. According to Parsons (1964:30) allocative decisions concern the allocation of responsibilities among personnel and the allocation of manpower, monetary and physical facilities in accordance with these responsibilities.

In the case of personnel, the fundamental consideration is the allocation of responsibility to decide, i.e., 'the decision who should decide,' as Barnard put it. . . . Budget allocation (distribution of fluid resources) is giving these sub-organizations access to the necessary means of carrying out their assignment (Parsons, 1964:33).

Authorization and enforcement activity. Internal aspects of goal attainment concern the authorization and enforcement of measures
required to implement external commitments. Changes in external commitments (priorities, policy, quality standards) necessitate internal adjustments in the selection, authorization, and enforcement of appropriate measures. A particular concern arises as to the authorization and legitimacy of certain organizational members who make binding decisions on others.

Routine-technical activities. The kind of activities occurring in the area of internal pattern-maintenance are routine-technical activities. These activities are routinized under the control of the organization and express or directly implement the organization's basic values. For Hills (1975a:254) these are the activities of technical, operative personnel, production workers in industry, physicians in hospitals and teachers in schools. Routine-technical activities do not involve changes in the instrumental capacity, goals or integration of the organization.

Co-ordinative decisions. The kind of decisions occurring in the area of internal integration are co-ordinative decisions. Co-ordinative decisions "are the operative decisions concerned with the integration of the organization as a system" (Parsons, 1964:34). Here problems concerned with the motivation of personnel to adequate performance are integrative. Parsons postulates that an inherent "centrifugal tendency" of subunits of the organization arises as a result of "pulls deriving from the personalities of the participants, from the special adaptive exigencies of their particular job situations and possibly from other sources such as the pressure of other roles in
which they are involved" (Parsons, 1964:34). Elsewhere, Parsons suggests that policy decisions concerning "the authorization and enforcement of measures to implement the organization's commitments relative to the outside situation . . . have consequences which bear unevenly on different groups within the organization" and act as a source of integrative problems (Parsons, 1963:125). Maximizing the integration of the organization is dependent upon "enlisting the loyalty of its personnel to the organization. Broadly, in a 'good' organization, this will be assured most effectively through belief in the "rightness" of the decisions taken" (Parsons, 1963:125). To ensure that performances of individuals are "more closely in line with the requirements of the organization than would otherwise be the case" Parsons notes that "coercion" (penalties for non-co-operation), "inducement" (rewards for valued performance) and "therapy" (a complex combination of measures to remove motivational obstacles to co-operation) may be employed (Parsons, 1964:34).

The internal functions are presented in Table 3 in an abbreviated form for reference purposes.

Organizations Differentiated -
An Approach to the Framework

The internal and external functions listed above have been written in a generalized form which could be utilized in the analysis of many different types of organizations. However, Hills argues that organizations may be categorized according to the types of problems they are to solve.
Table 3  
Internal Functions, Decisions and Activities

<table>
<thead>
<tr>
<th>Internal Functions</th>
<th>Decisions and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Adaptation:</td>
<td>Allocative Decisions:</td>
</tr>
<tr>
<td></td>
<td>- allocation of responsibilities</td>
</tr>
<tr>
<td></td>
<td>- allocation of fluid resources</td>
</tr>
<tr>
<td></td>
<td>- maintenance of favourable conditions for stable and</td>
</tr>
<tr>
<td></td>
<td>continuing operation</td>
</tr>
<tr>
<td>Internal Goal Attainment:</td>
<td>Authorization and Enforcement Activity:</td>
</tr>
<tr>
<td></td>
<td>- Routine-technical activities</td>
</tr>
<tr>
<td></td>
<td>- activities that express the basic values of the organization</td>
</tr>
<tr>
<td>Internal Pattern-Maintenance:</td>
<td>Co-ordinative Decisions:</td>
</tr>
<tr>
<td></td>
<td>- motivation of personnel for adequate performance of tasks</td>
</tr>
<tr>
<td>Internal Integration:</td>
<td></td>
</tr>
</tbody>
</table>

Four Classes of Organizations

Economic organizations, business firms and commercial enterprises may be classified primarily within the adaptive subsystem. The value standard which governs activity is utility. The primary intent of the commercial enterprise is to maximize the utility of available resources through the production of marketable goods and services.

Governmental bodies and agencies, including the military and police forces may be classified primarily within the goal attainment subsystem. The value standard which governs activity is effectiveness. The primary intent of the goal attainment organization is to attain
collective goals through collective action.

Public schools, religious organizations, higher education organizations and families may be classified primarily within the pattern-maintenance subsystem. The primary concern for the pattern-maintenance organization is to maintain the integrity of its commitment to values ascribed to by society with regard to patterns of relationships, behavior and social position. As public schools belong to this category, their place within this subsystem is elaborated in the next section.

Interest groups and political parties may be classified primarily with reference to the integrative subsystem. The primary concern of these collectivities is to promote the solidarity of the system by promoting common interests and resolving conflicts generated from competing or discrete interests.

The School and Pattern Maintenance

Hills' description of the public school in the pattern-maintenance subsystem (1975a:250) emphasizes the necessity for the organization to rely heavily on the commitments of occupationally involved personnel to provide services. The schools capacity to activate morally binding obligations to contribute to the implementation of educational values is crucial. Hills suggests that the school's extreme need to maintain its integrity with respect to its value commitments is the result of three factors. Firstly, the public school does not maintain independent control over financial resources. Secondly, the ability of a public school to impose binding decisions on
environing systems is limited. Lastly, a public school has limited prestige and its ability to persuade or exercise influence is limited. Many school principals are directly involved in the teaching process. As a result, criteria pertaining to pattern-maintenance or routine-technical activities are likely to be presented in criteria lists. In a brief paper concerning teaching and its evaluation, Hills has presented criteria based on Talcott Parsons' framework. These criteria include:

I. Generalized facilities (internal adaptation)

1. Command of materials taught.
2. Appropriateness of instructional methods and processes.
3. Skill in the application of instructional procedures.

II. Goals (internal goal attainment)

1. Success in securing cooperation of students.
2. Success in the attainment of goals.
3. Appropriateness of goals.
4. Purposefulness of instruction.

III. Norms (internal integration)

1. Conformity with legitimate expectations.
2. Adherence to standards of good practice.

IV. Values (internal pattern-maintenance)

1. Appropriateness of conception defining the desirable educational state of the individual person in the relevant area.
2. Appropriateness of conception defining the nature of the desirable class.
3. Commitment to academic integrity and professional standards of preparation.
4. Commitment to protect and enhance the interests of students. (Hills, 1977:3)
Types of Principal Criteria Suggested By
The Framework

The descriptions of the external-internal adaptation, goal-attainment, pattern-maintenance and integration subsystems presented by Parsons and Hills represent the guidelines for the classification of criteria. Prior to the classification procedure it would be difficult to determine which subsystems receive consistent emphasis. However, it is possible to speculate on an emphasis according to Hills' description of the school in society. As the public school does not have independent control of financial resources, a school principal can do very little about acquiring the facilities necessary for carrying out the school's function. Consequently, the subsystem of external adaptation is likely to receive minor emphasis in parent and teacher criteria lists. It is quite possible, however, for a principal to allocate resources and responsibilities (internal adaptation) within the school. A principal may be called upon because of his command of instructional materials or skill in the application of instructional procedures. An emphasis in the internal adaptation subsystem would indicate a concern on the part of parents and teachers that facilities were unsatisfactory and that instruction or learning was being hampered. Unless the availability of resources within the school was considered a major problem, emphasis on this type of criterion would be limited. Hills argues that the school's limited scope of authority necessitates a "heavy reliance on its capacity to activate morally binding obligations . . ." (Hills, 1975a: 250). Here, the school principal's role may be seen in part as securing the commitments of teachers. According to Parsons' framework, the
motivation of personnel may be conducted in two ways. (1) Internal goal attainment emphasizes the use of power (authority and enforcement). (2) Internal integration emphasizes the use of influence (coercion, inducement, therapy). If the consequences of authorization and enforcement bear unevenly on different groups in the organization and produce disharmony as Parsons suggests (Parsons, 1963:125), it would be in the interests of parents and teachers to emphasize integration as a means of securing the commitments of personnel.

From the literature presented by Hills and Parsons, it is plausible to predict that parent-teacher lists are likely to place an emphasis on integrative and pattern-maintenance criteria rather than goal attainment and adaptive criteria.
Chapter 3

THE DATA, METHOD OF ANALYSIS AND LIMITATIONS

The three purposes of this study which were identified in Chapter 1 are: 1) to understand and describe Parsons' framework so as to be able to accurately interpret each of its components; (2) to determine whether the framework was such as to permit a meaningful analysis of the lists of criteria; and (3) if the framework proved inadequate, the inadequacy would be explained or if the framework proved adequate it would be used in an analysis of criteria so as to gain insights into the nature of the criteria and any variation among the various lists.

The first of these three purposes has been achieved in Chapter 2. The way in which the remaining two purposes were addressed is described in this chapter which is divided into three major sections dealing respectively with the acquisition and initial treatment of the data, the methods used in the analysis and the limitations to which the findings are subject.

The Data

The raw data for the study consisted of fifty-two lists of statements produced by parents, teachers or groups of parents and teachers combined. The statements were statements of criteria held important by their authors for the next principal of the school with
which they were connected. The process of identifying criteria to assist in the selection of school principals was started in response to a request from school district officials. The intent of the process was to develop an up to date list of criteria for each school in which a replacement or transfer was considered, to provide the opportunity for prospective candidates to see the criteria and to keep the criteria in mind when making a placement or transfer.

The schools within this urban school district are divided into five areas. Schools in each of these areas were involved in criteria identification. However, not all areas generated the same number of lists due to disproportional transfers and replacements.

Each of the lists took various forms. Some of the lists appear in an itemized form while others present composite statements. Each list has been identified numerically. The first number—in the form of a Roman numeral—identifies the school district area in which the criteria was generated. The second number identifies the participating school. A small letter following the second number indicates that more than one list of criteria was composed. In this case each list represents a response from separate authors (parents, teachers).

The complete set of criteria lists for 1976 appears in the appendix. They have been reproduced in their original form with the following exceptions:

(1) Reference to the school district is omitted.
(2) The names of schools are omitted.
(3) The names of participants and school personnel are omitted.
In each case the omissions are replaced with dashes.

Permission to conduct this study was obtained from school board officials. Criteria lists were not collected until the criteria identification process was completed by the participants.

**Method of Analysis**

The method employed in the analysis of the criteria lists consists of three steps. The first step was the preparation of the data. The second was the attempt to classify each item in the lists of criteria as belonging to one or more of the kinds of functions designated by the framework. This second step involved detailed consideration of four kinds of problems. Third, the examination of the results of the analysis was undertaken. Each of these steps is described in the following section.

**The Preparation of the Data**

Each criteria list was examined for statements pertaining to contributions which principals are to make in their roles as principal teachers. In some instances criteria were presented in point form using phrases or a single word. In other cases a descriptive paragraph accompanied the criteria to provide emphasis or elaboration. Often two separate and distinct contributions were contained in the same sentence. In this instance the compound sentence was separated and the components were classified accordingly.

All these criteria statements were transposed on cards to allow for manipulation, comparison and written explanations pertaining
to classification.

The statements which have been produced by parents and teachers are not restricted to expressions of a principal's goal attainment role. These statements identify desirable qualifications, characteristics, standards of expertise, social and personal behaviors and contributions (etc.) which a principal ought to make to the school in an attempt to limit or solve "internal" and "external" functional problems at all levels of the organizational subsystem (i.e., adaptation, goal attainment, pattern-maintenance, integration). Consequently, applications of "symbolic media," "value standards," "co-ordinative standards" and "institutions which regulate activity"are often implied in parent and teacher criteria statements. In some statements however, these components may not be readily identified. As a result, several problems for classification are examined below.

Problems in Classification

The process of identifying and classifying criteria statements (according to implied applications of "symbolic media," "value standards," "co-ordinative standards" and "institutions which regulate activity") is entirely dependent upon the classifier's recognition of four problematic factors.

"Unclassifiable" statements. A criterion which does not specify the contribution which an individual is to make cannot be classified according to Parsons' framework. Several statements of this type are identified and listed below.

I1(a)#1 - should preferably be a man

I3(b)#1 - Best person for the job (Male or Female)
Ill(a) - general attributes desirable of all administrators

Statement II(a)#1, does not specify the desired contributions that a male would make as opposed to a female. Statement I3(b)#1, indicates that the "best" person should be appointed but does not indicate which "value standards" the authors would apply to determine the merits of candidates. Statement III(a) implies that there are a set of attributes which are desirable in administrators. It could be assumed that the authors are referring to the value standards "utility," "effectiveness," "integrity" and "solidarity." It is not clear however which "value standards" are given preference. Under these conditions the classification of this statement in all subsystems prohibits analysis. Statements which lack specificity have been grouped and classified in the category "unclassified."

"Internal" and "External" reference. The second problematic factor for classification also pertains to the degree of specificity of criteria statements. For example, the statements listed below imply the subsystem in which the statements may be classified but do not indicate whether they could be designated exclusively as internal or external.

I10(a) relaxed atmosphere (Internal and External Integration)
I4 should be approachable (Internal and External Integration)
III Is a tireless dedicated worker (Internal and External Pattern-Maintenance)

To provide a contrast, a statement from list II(a) is listed below.

II(a) his attitude to the community should be one of openness and approachability (External integration)

Here the statement from list II(a) specifies "openness" and
"approachability" as the contributions that a principal is to make. These contributions may be classified as part of the integration subsystem. Further the statement from list 11(a) specifies that these contributions are to be made to the community. As the "community" is external to the school organization, this may be considered an "external" contribution. Consequently, criterion 11(a) may be classified as an external integration statement.

Reference to multiple subsystems. The third problem which prohibits exclusive classification pertains to statements which make reference to contributions in more than one subsystem. Examples of these criteria are listed below.

I2(b) be able to develop a good relationship with parents and the community (External Integration) (External Pattern-Maintenance)

I3(a) an excellent organizer rather than excellence of scholastic performance (Internal Adaptation) (Internal Goal Attainment)

The statement from list I2(b) emphasizes the desire to integrate the school with parents and the community (External Integration). This result may be obtained through developing parental and community belief in the "rightness" of the actions taken within the school through "public relations" activities (i.e., newsletters, school productions). These actions also serve to legitimize the operation of the school in the community by enhancing the reputation for responsibility and integrity of the school's personnel (External Pattern-Maintenance). Consequently, the implications for "legitimation" and "integration" of the school in the community place this statement in the external
pattern maintenance subsystems.

Statement 13(a) emphasizes the desire for excellence in organization. Here, the word "organization" may be perceived to pertain to the allocation of responsibilities, the allocation of fluid resources, the maintenance of favourable conditions for stable and continuing operation, and the authorization and enforcement of measures necessary for the implementation of the school's goal commitment (Internal Adaptation, Internal Goal Attainment). The word "excellence" therefore, would imply the value standards "solvency" and "effectiveness."

Classifier inference. The fourth problematic factor which prohibits unique classification applies to Parsons' conceptual framework. As Parsons has noted, "in actual fact, power and influence must be intertwined" (Platt and Parsons, 1968:155). Hence, categorization of criteria within the goal attainment and integration subsystems relies heavily upon the perception of the criteria classifier. Two examples of criteria statements which present this problematic factor are listed below.

13(a) Must relate as firm and fair to not only student body, but to staff membership.

14 The principal should be sensitive to the needs and problems of, and be able to communicate and work effectively with parents, teachers, pupils, secretaries, custodians, school board officials, community agencies and all people and organizations associated with school.

In the examples directly above, all statements imply "effectiveness" through the use of words such as "firm" and "effectively." Conversely,
words such as "fair" and "sensitive" imply "solidarity" or the use of influence. The subsystems goal attainment and integration are clearly intertwined in these examples. This however is not always the case. For example, the distinction between goal attainment and integration is maintained in the statements below.

Ill(a) Discipline - articulates clearly guidelines to be followed
- takes consistent and immediate action (Internal Goal Attainment)

Ill(a) seeks staff's opinion (Internal Integration)

Ill(a) encourages lateral communications between principal and staff (Internal Integration)

Here, the distinction between authorization-enforcement and co-ordination action is apparent.

The Tabulation of Results

Once a list was classified according to the Parsonian subsystems and a category for unclassifiable statements, the total number of classifications for each list was determined. A tally method was employed to count the number of statements in each classification. A percentage of tallies for each category was calculated. The categories (subsystems) were rank ordered according to percentage for each criteria list. The rank ordered lists of subsystems and the percentages for each subsystem served as the basic components for comparing and contrasting schools, authors, school district areas, and analyzing all lists as a whole.

The method employed to compare and contrast schools consisted of rank ordering categories by percentage for the purpose of determining
the order of priorities and emphasis among the eight subsystems.

The determination of differences between lists, according to authorship, required the calculation of mean percentages for each subsystem. The 52 lists consisted of 23 teacher lists, 21 parent lists, 5 combined authorship lists, 1 student list, and 2 lists of unknown authorship. The following formula was employed to calculate mean percentages for each subsystem according to each group where \( N \) is the number of lists in an author group.

\[
\frac{\sum_{i=1}^{N} X_i \% \text{ subsystem } A}{N} = \bar{X} \% \text{ subsystem } A
\]

Range and standard deviation measures were also calculated for teacher, parent and combined authorship lists.

A similar method was employed to calculate mean percentages in each subsystem for five school district areas. In this case, the lists were subdivided according to the area in which they were composed. Area I generated 20 criteria lists, area II contained 6 lists, area III consisted of 5 lists, area IV consisted of 13 lists and area V generated 8 criteria lists. A mean percentage for each subsystem was calculated for each school district area. Range and standard deviation measures were also calculated for each subsystem according to school district area.

The method employed to analyze the lists as a whole consisted of adding all percentages of a given subsystem and dividing by the total number of lists. The resulting percentage represents a mean percentage for the subsystem for all lists. Range and standard deviation measures were also calculated for each subsystem.
Limitations

It is important to emphasize that the criteria and the findings of this study pertain only to those individuals who participated directly in the criteria identification process. Staff Committees, Parent Consultative Committees, students and members of specially constituted committees who received a mandate to conduct criteria identification procedures, were not randomly sampled. Therefore, the results may not be applied to schools which did not participate in the process within the school district. This restriction also applies to schools outside this particular school district.

Criteria identification sessions were not conducted simultaneously or conducted for the same periods of time. These activities were conducted during single and multiple afternoon or evening sessions. The amounts of time allocated for this purpose varied. Consequently, the lists varied accordingly to specificity and length.

As many participants had not experienced criteria identification procedures in the past, administrative guidance was required. As principals are members of parent consultative committees and their presence is constant, it may be assumed that this factor would have an effect on the types of criteria presented. This effect is speculative and non-testable. For other committees, the procedure was described and their activities were conducted independently. As the exact extent of administrative assistance and presence cannot be readily determined the effect of this variable cannot be controlled in this study.
Chapter 4

THE USE OF PARSONS' FRAMEWORK

This chapter is designed to determine whether the framework was such as to permit a meaningful analysis of the lists of criteria.

The examples of four problematic factors referred to in Chapter 3 as "unclassifiable statements," "internal and external reference," "multiple subsystems" and "classifier inference" may be viewed in conjunction with the two criteria lists which follow. The two lists have been classified in accordance with Talcott Parsons' conceptual framework and the problematic factors listed above. Each list appears in its entirety on the left side of each page. On the right side of each page appears the classification(s) and a detailed explanation for each classification.
Criteria List IV-9(b)
Authors: Staff

The staff would like an administrator who:

- is in accord with the philosophy of the school, . . .

The "philosophical" statements which have been produced are value statements pertaining to educational practices within the school. From one viewpoint, they may be considered to be statements pertaining to "standards of good practice" which if applied would integrate the school with the community. This criterion may be classified as an external integration item. From another viewpoint, the school philosophy may be considered to be an ordering of priorities in terms of the school's custodial, protective and socialization subgoals. This criterion may be considered to be a request to the new principal to maintain routine technical functions and avoid making policy decisions.

For these reasons, this item was classified as:

EXTERNAL INTEGRATION
EXTERNAL PATTERN-MAINTENANCE

. . . and will bear in mind the unique and diverse nature of the school, students and community.

This statement may be perceived to be a request to the new principal to be receptive to the interests of students and parents. In effect, he must be receptive to the "influence" of these individuals.

EXTERNAL INTEGRATION

- has demonstrated effectiveness in the administration of a school, in which teachers share in decision making.

Here the word "effectiveness" is perceived to be employed in the Parsonian sense as a reference to goal attainment activity. This statement may also pertain to aspects of administration which include the allocation of responsibilities, fluid resources and the maintenance of favorable conditions for stable and continuing operation.

The process of shared decision making implies the "value standard" of consensus. In the shared decision mode, a decision cannot be reached without consensus. The "symbolic medium," "influence" will be employed in the "successful" case to produce a "consensus."

This criterion may be classified as an internal goal attainment, internal adaptation and
internal integration statement.
INTERNAL GOAL ATTAINMENT
INTERNAL ADAPTATION
INTERNAL INTEGRATION

- is open to new ideas,

This statement is an expression of the desire to obtain a principal who has a willingness to be persuaded. The ability to apply the "symbolic medium" of "influence" in internal staff-principal relationships and external community-parent-principal relationships is implied. At the internal organizational level this statement may be considered to pertain to co-operation and co-ordination between the staff and principal. At the external level this statement may be considered to pertain to dialogue which assures organizational adherence to processes which are compatible with parental expectations. This statement may be categorized as an internal integration, external integration item.
INTERNAL INTEGRATION
EXTERNAL INTEGRATION

- but retains respect for the best in traditional practices

This statement may be perceived as a request to maintain acceptable routine function. It may be categorized as an internal pattern-maintenance item.
INTERNAL PATTERN-MAINTENANCE

- who sees teachers as professional and is tolerant of a variety of teaching methods

A definition of "good" teaching is often dependent upon a select set of value based criteria. "Narrow mindedness" on the part of an evaluator (Principal) may serve to be a source of internal conflict and dissatisfaction. Dissatisfaction is a problem which is not conducive to the motivation of personnel for adequate performance. This may be considered and internal co-ordinative problem arising from goal attainment processes. This statement may be considered to be a request to maintain harmony through internal integration.
INTERNAL INTEGRATION

- who is flexible and willing to change when the need arises

A relationship between this statement and the statement "is open to new ideas" may be established. The words "flexible" and "change" indicate the desire to implement the "symbolic medium" of "influence." This statement may be classified as an internal integration and external integration item.
INTERNAL INTEGRATION
EXTERNAL INTEGRATION
- sees the school in the context of the community and promotes community use of the school facilities for the recreational and educational use of the people in the school territory, striving to make the school function as a service centre for youth and adult groups.

- is approachable and people oriented,

- promoting a positive inter-personal relationship with students, staff and people in the community,

- who sees the position as one of service to others

- and will strive to maintain the school as a humane and happy place,

The ultimate goal which is implied here is the integration of the school into the community. It may be classified as an external integration item. There are, of course, many ramifications to this process. For example, a principal may engage in activities to maximize the utility of the school's resources through the allocation of facilities (i.e., space, materials) (internal adaptation). This activity will also have a legitimation effect for the school (external pattern-maintenance).

EXTERNAL INTEGRATION
EXTERNAL PATTERN-MAINTENANCE
INTERNAL ADAPTATION

The word "approachable" implies harmony and mutual support in inter-personal relationships. These relationships will exist internally (Principal-staff, principal-student relationships) and externally (principal-parent relationships). This statement may be categorized as an internal integration and external integration item.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

Internal co-ordination and external integration into the community are implied. Similarly, this quality may be considered essential for improving "public relations" and legitimizing the operation of the school in the community. This statement may be categorized as an internal integration, external integration and external pattern-maintenance item.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION
EXTERNAL PATTERN-MAINTENANCE

The phrase "service to others" implies the need to obtain an individual who has a reputation for responsibility, integrity and is dedicated to educational values.

INTERNAL PATTERN-MAINTENANCE
EXTERNAL PATTERN-MAINTENANCE

The maintenance of the school as a "humane and happy place" will have consequences for staff, students and parents. For teachers, this statement may be considered to be directed toward satisfaction and motivation on the job - the use
"inducement" rather than "coercion." The statement may also pertain to the "authority complex" - the relations of the organization to students and personnel and the "universalistic-rule complex" - a standard of good practise. The "universalistic-rule complex and the "authority complex," have implications for the integration of the school in the community as well as for community tolerance of the organization and its legitimations. On this basis, the statement may be classified as an external integration, and internal integration item.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

This statement may be perceived to pertain to the best efforts motivation of personnel and pupils to the performance of their respective tasks. Internally, this is a co-ordinative action which involves the implementation of "inducement," "coercion" and "therapy" and a determination of the conditions under which each is employed. At the societal level, the word "inspires" may be perceived to imply the use of the "symbolic medium" "influence." It is acknowledged that "best efforts" may be brought about through its use of "power." On the basis that Parsons states "in actual fact, power and influence must be intertwined" (Platt and Parsons, 1968, 155) this statement may be classified as an internal integration-internal goal attainment item.

INTERNAL INTEGRATION
INTERNAL GOAL ATTAINMENT
List IV-9(b) Analysis

<table>
<thead>
<tr>
<th>Classifications (Each Category)</th>
<th>Number of Classifications</th>
<th>Percentage of all Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Adaptations</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>Internal Goal Attainment</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>Internal Pattern-Maintenance</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td>Internal Integration</td>
<td>8</td>
<td>30.76</td>
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<tr>
<td>External Adaptation</td>
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<tr>
<td>External Goal Attainment</td>
<td>0</td>
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</tr>
<tr>
<td>External Pattern-Maintenance</td>
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<td>9</td>
<td>34.61</td>
</tr>
<tr>
<td>Unclassified</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>Total classifications</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Rank order of categories by percentage:

1. External Integration          | 34.61
2. Internal Integration          | 30.76
3. Internal Pattern-Maintenance  | 15.38
4. Internal Adaptation - Internal goal attainment | 7.69 (each)
5. External Pattern-maintenance | 3.84

External Adaptation - External goal attainment - Unclassified 00:00

Explanation - The rank order of categories by percentage may be considered to be the order of priorities among the eight functional problems as described by Parsons and Hills.
Criteria List I-1(a)
Authors: Staff

A Composite picture of the next principal
(as indicated by the answers to the questionnaire)

Reminder: The attributes mentioned indicate what quite a number of the staff would prefer.
Section F is the only one that indicates strong convictions and preferences.

The next principal should preferably be a man (12)

This criterion does not specify what contributions a male is to make in the performance of his roles as opposed to a female. Neither does it specify what contributions a female cannot make in the performance of her role as principal. Due to a lack of specificity, the statement is categorized as an unclassified statement.

UNCLASSIFIED

- who is democratic (19),

The operational word "democratic," implies a willingness to be influenced. The statement does not specify if this approach is to be applied to internal or external relations. The approach may therefore be considered universal. This statement may be classified in the internal integration and external integration categories.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

- moderately progressive (17)

This statement implies that the principal is to bring about change gradually. However, the criterion does not specify which subsystems are to be changed. The statement may be classified in the unclassified category.

UNCLASSIFIED

- collegial with the staff (17)

Trust and confidence, making allowances for competency, and shared decision making are characteristics of collegial (integrated) relationships. This criterion pertains to internal relationships and may therefore be classified as
This statement implies a commitment to protect and enhance the interests of students. The statement may be classified in the internal pattern-maintenance subsystem.

**INTERNAL PATTERN-MAINTENANCE**

Discipline is conducted through the authorization and enforcement of measures deemed necessary to ensure the technical and motivational competency of children. This statement may be classified as an internal goal attainment criterion.

**INTERNAL GOAL ATTAINMENT**

The three words "openness" and "approachability" imply harmony and support in interpersonal relationships. These relationships may exist internally (Principal-staff) and externally (Principal-parent) relationships. As this criterion specifies "openness" and "approachability" in external relationships, the statement may be classified in the external integration subsystem.

**EXTERNAL INTEGRATION**

The four criteria above have been classified in the same subsystems for the following reasons. Firstly, each statement does not indicate whether these contributions are to be made internally or externally. Therefore, each statement is classified on both levels. Secondly, the words "fair," "good-natured," "approachable," "flexible" may be associated with integrative characteristics (i.e. willingness to be influenced).

Consistency is likely to be attained through a knowledge of and a belief in (commitment) ones values. This contribution may permit others to predict actions or behaviors. The emphasis on
values places this criterion in the pattern-maintenance subsystem.

INTERNAL PATTERN-MAINTENANCE
EXTERNAL PATTERN-MAINTENANCE

encouraging,

"Encouragement" may be perceived as an integrative contribution in that it may be employed as a component of "inducement" or "therapy."

INTERNAL INTEGRATION

supportive,

"Support" may be perceived as an integrative contribution in that it may be employed as a component of "inducement" or "therapy."

INTERNAL INTEGRATION

reliable,

An individual's reliability concerns his reputation for responsibility and integrity. This statement may be classified as an external pattern-maintenance criterion.

EXTERNAL PATTERN-MAINTENANCE

enthusiastic,

"Enthusiasm" as a quality may be applied in all subsystems. This criterion requires a further statement to limit classification possibilities.

UNCLASSIFIED

and democratic
with his dealings
with the staff,

The word "democratic" implies a willingness to be influenced. It is requested that this contribution is to be made in internal-principal-staff relationships.

INTERNAL INTEGRATION

as well as having
a wealth of
experience.

An experienced principal is likely to be viewed as a guarantor of the bona fide character of the organization. This may be considered a factor which legitimizes the operation of the school in the community.

EXTERNAL PATTERN-MAINTENANCE

A fair proportion (9) of the staff would consider transferring if he were a very lenient disciplinarian. None expressed concern at the prospect of having a very strict disciplinarian. Also non would be concerned if he were

The statements at the left pertain to "undesirable" contributions. They do not specify the contributions that a principal is to make in the organization. As a result, these statements may not be classified according to Parsons' framework.
very conservative, while a few (3) don't want a very innovative person. Also a few (5) would leave if he were very autocratic, and four if a woman was appointed.

A fair proportion of the staff indicated that they would not like to have a principal who is lazy, unapproachable, prejudiced, irresponsible, narrow-minded, egotistical, verbose, quick-tempered or unprofessional.

The staff, as a whole did not consider the following items of any great importance: where he comes from or his counselling background. Their age preferences were quite evenly divided although three didn't want a very young man (25-30) and one didn't want an old one (60-64).
List I-1(a) Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Classifications</th>
<th>Percentage of all Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Adaptation</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Internal Goal Attainment</td>
<td>1</td>
<td>4.00</td>
</tr>
<tr>
<td>Internal Pattern-Maintenance</td>
<td>2</td>
<td>8.00</td>
</tr>
<tr>
<td>Internal Integration</td>
<td>9</td>
<td>36.00</td>
</tr>
<tr>
<td>External Adaptation</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>External Goal Attainment</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>External Pattern-Maintenance</td>
<td>3</td>
<td>12.00</td>
</tr>
<tr>
<td>External Integration</td>
<td>6</td>
<td>24.00</td>
</tr>
<tr>
<td>Unclassified</td>
<td>4</td>
<td>16.00</td>
</tr>
<tr>
<td>Total Classification</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Rank order of categories by percentage

1. Internal integration 36.00
2. External integration 24.00
3. Unclassified 16.00
4. External pattern-maintenance 12.00
5. Internal pattern-maintenance 8.00
6. Internal goal-attainment 4.00

Internal adaptation - External adaptation - External goal attainment 0.00
The applicability of Talcott Parsons' framework for classification purposes can be determined in part by examining the degree to which classification occurred. Under analysis some 615 statements generated 1205 classifications. Thirty-four or 2.85% of these classifications were placed in the "unclassified" category. These statements were placed in the "unclassified" category because specific contributions could not be identified. The complete set of "unclassified" criteria is listed below.

I-1(a) The next principal should preferably be a man (12)
I-1(a) Their age preferences were quite evenly divided although three didn't want a very young man (25-30) and one didn't want an old one (60-64).
I-1(a) moderately progressive (17)
I-1(a) enthusiastic
I-1(b) The almost unanimous opinion is that the new principal should be a man
I-1(b) and in the 45-60 age group
I-1(b) This committee would prefer a principal who has had previous teaching experience at ____________ School.
I-1(b) we would like full consideration given to ____________ who was Vice-Principal from September, 196__ to June, 197__.
I-2(b) Educational leadership is essential.
I-3(a) Applies imagination to the principalship.
I-3(b) Best Person for the job. (Male or Female)
I-8 He/she should be aware of all the programs in operation in the school.
I-10(a) preferably male
I-10(a) young in spirit
I-10(b) Male or Female - not important
I-10(b) the remaining specifically requested a male
I-11(a) general attributes desirable of all administrators
I-12(a) 2: Must have strong commitment to his own ideas and principles.
II-1 A person who possesses good communication skills.
II-2 The principal shall be energetic, resourceful, and imaginative.
II-4(b) age 40 to 50
III-2(a) High degree of skill in human relations.
III-2(a) Good relationship with _________ officials.
III-2(b) Communicative
III-2(b) Not an extremist
IV-1 should score highly in human relations
IV-7 who appreciates the advantages of a primary school;
IV-8(b) self-confident
IV-8(b) Knowledgeable in ____, ____ and ____ proposals and events.
IV-8(b) Able to cope with both family grouping and regular programme.
V-1 being energetic
V-1 innovative
V-1 creative
V-5(b) It is hoped a principal will be involved as little as possible in the managerial administration of the school.

Eleven of the criteria above specify age, gender or past activities as methods for selecting candidates. These statements present a degree of clarity which is absent in other "unclassified" statements. However, considerable interpretation would have to be made to determine the specific contributions that age, gender and past
activity present. The remaining statements use vague terms (i.e. moderately progressive, young in spirit, being energetic) which require a great amount of interpretation.

Except for a small percentage of "unclassifiable" statements, the classification procedure and explanations have shown that Talcott Parsons' conceptual framework may be employed to provide an analysis of the lists of criteria. As a result, the second purpose of this study has been achieved. All lists and their classifications may be found in the appendix.
Chapter 5

THE USE OF THE CLASSIFICATION: THE NATURE OF AND VARIATION IN THE CRITERIA LISTS

This chapter will concentrate on the third and final purpose of this study which involves the use of the framework in an analysis of the lists of criteria so as to gain insights into the nature of the criteria and any variation among the lists. Patterns and variations among lists are discernible in the findings of this study which present the order of priority among eight subsystems. Here, the term "priority" refers to the frequency with which a particular type of statement appears on a criteria list. This frequency is expressed as a percentage of the occurrence of all items.

Two major factors which may contribute to variations among the lists are authorship (i.e. special interests that parents or teachers integrate into criteria lists) and factors which may be attributed to individuals in school district areas (i.e. education levels, cultural backgrounds, income, occupation, etc.). The direct measurement of these factors was not possible in this study, but it may be assumed that to some extent it is differences in these variables which characterize some of the different areas in the city. Accordingly some of the differences between area lists may be attributable to these factors. In recognition of these influences, the first four sections of this chapter examine the relative predominance of subsystems over all lists,
variations between district areas, variation between authors and
variation between authors by district areas. Section 5 presents an
application of the framework to two individual school lists and
provides interpretations of the lists of priorities. The remaining
section of this chapter provides a general summary of the findings and
speculates as to their reasonableness.

Predominant Subsystems Over All Lists

Analysis and Findings

Two methods may be employed to determine the emphasis each
subsystem receives across 52 criteria lists. The first method requires
a calculation of a percentage representing the proportion of all state-
ments classified in a particular subsystem. While this method may
appear useful for determining the exact emphasis given to each subsystem
the effects of school district areas with greater numbers of lists,
different authorships, and lists with relatively large numbers of
classifications are combined. This method also does not permit the
calculation of standard deviation of percentages between lists.

The second method which may be employed to determine the
emphasis each subsystem receives in criteria lists, consists of
calculating the mean percentage of classifications for each subsystem in
52 criteria lists. The formula below represents the method employed:

\[
\sum_{i=1}^{52} \frac{x_i \% \text{ for subsystem } A}{52} = \bar{x}\% \text{ for subsystem } A
\]

This method shares many of the limitations expressed for the first
method. However, the utilization of percentages from each list allows
for the calculation of additional standard deviation calculations. Table 4 below presents the number of classifications per subsystem, percentage and mean percentage of classifications per subsystem and standard deviation of percentages per subsystem. Standard deviations of percentages have been employed to indicate dispersion in percentages for each subsystem.

Percentages for methods 1 and 2 remain relatively stable with the exception of internal integration and external integration subsystems. According to method 1 the actual percentage of classifications in the internal integration subsystem is approximately 3.73 percent higher than classifications in the external integration subsystem. However, method 2 indicates that the mean emphasis received by each of these subsystems is virtually identical. Both methods reveal that integration subsystem classifications represent the greatest proportion of classifications by subsystem. However, integration subsystem percentages display the highest standard deviations. Adaptation and goal attainment subsystem classifications exhibit the lowest percentage of classifications. The lowest standard deviations are displayed for external adaptation, external goal attainment and external pattern-maintenance percentages.

Discussion

The preceding analysis of prominent subsystems over all lists assimilates factors such as disproportional representation, authorship, and variation attributable to district area. Consequently, the meaningfulness of the results is limited. It may be stated however, that
Table 4

Number, Percentage, Mean Percentage, and Standard Deviation of Classifications in Each Subsystem from Fifty-two Lists

<table>
<thead>
<tr>
<th>Subsystem</th>
<th>Method 1</th>
<th>Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classifications Per Subsystem</td>
<td>Percentage of Classifications Per Subsystem</td>
</tr>
<tr>
<td>Internal Adaptation</td>
<td>180</td>
<td>14.93</td>
</tr>
<tr>
<td>Internal Goal Attainment</td>
<td>154</td>
<td>12.78</td>
</tr>
<tr>
<td>Internal Pattern-Maintenance</td>
<td>182</td>
<td>15.10</td>
</tr>
<tr>
<td>Internal Integration</td>
<td>273</td>
<td>22.65</td>
</tr>
<tr>
<td>External Adaptation</td>
<td>22</td>
<td>1.83</td>
</tr>
<tr>
<td>External Goal Attainment</td>
<td>45</td>
<td>3.73</td>
</tr>
<tr>
<td>External Pattern-Maintenance</td>
<td>87</td>
<td>7.21</td>
</tr>
<tr>
<td>External Integration</td>
<td>228</td>
<td>18.92</td>
</tr>
<tr>
<td>Unclassified</td>
<td>34</td>
<td>2.82</td>
</tr>
<tr>
<td>Total</td>
<td>1205</td>
<td>99.97</td>
</tr>
</tbody>
</table>

Note: Method I is a direct calculation of percentage.
Method II is conducted according to the formula of page 48 above.
integrative criteria (representing forty-two per cent of all classifications) are the most frequently used statements. The relatively large standard deviations for these subsystem percentages indicate that these list percentages are less homogeneous than list percentages for other subsystems. This dispersion may represent a form of disagreement between participants which may be attributed to one or more of the factors mentioned above.

Pattern-maintenance criteria (representing twenty-two per cent of all classifications) occupy a second priority position. The significance of this priority is that a principal's contributions with regard to qualifications, school philosophies, educational values, teaching, etc. must take second place to contributions which portray prudence, moderation, tolerance, compromise, reasonableness and harmony in internal and external relationships.

Adaptation and goal attainment classifications comprise approximately sixteen percent respectively of all classifications. External adaptation, external goal attainment and external pattern-maintenance subsystems received the lowest percentages and lowest standard deviation scores. These results tend to indicate a consensus among participants that activities within these subsystems are low priority contributions.

An examination of internal and external subsystem percentages reveals that sixty-five percent of all classifications refer to internal functions or contributions. This result indicates that very few contributions or activities (with the exception of external integration) were recommended or expected outside the school.
Variation Among School District Areas

The separation and analysis of data according to school district area may be justified on the basis that socio-economic factors such as education levels, cultural backgrounds, income and occupation may be held in common by residents in certain school district areas. These factors may directly or indirectly effect needs, expectations and educational goals or considerations which in turn influence the criteria identification process.

Most Frequently Mentioned Subsystems

A cursory examination of ordered subsystems by area gives the impression that first order preferences are held in common. First order preferences from individual lists (by areas) are recorded below in Table 5.

The majority of first order preferences on individual lists include integrative criteria. In area I lists, seventeen of the twenty lists ranked integrative criteria as a first order concern. The remaining three lists rank integrative criteria as a second choice. In area II lists, five lists out of six rank integrative criteria as a first order concern. The remaining list placed internal and external integration criteria as a second order of concern. In area III lists, four lists out of five ranked integrative criteria first. The remaining list placed internal integration criteria second. In area IV, eleven out of thirteen lists ranked integration criteria with the highest percentage. The remaining lists (IV-2, IV-9(a)) placed internal integration-external integration and external integration with the
Table 5

Number of Lists (By Areas) in which Each Subsystem was most Frequently Selected

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Lists</th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>External Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>13</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>V</td>
<td>8</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

a In several lists more than one subsystem tied for highest frequency of mention. Where this occurred each of the tied subsystems is counted above, hence totals horizontally may exceed the number of lists in any given area.
second highest percentages. In area V lists, three out of eight lists ranked integrative criteria first. The remaining lists, with the exception of list V-5(a), rank integration criteria second. Area V lists depart from a pattern established in Area I, II, III and IV lists in that integrative criteria are placed as a second priority rather than as a first priority.

Subsystems Not Mentioned

A second pattern which emerges relates to subsystems which have received little or no mention by participants. Table 6 below depicts the frequency with which classifications in specific subsystems did not occur on criteria lists.

In Table 6, the external adaptation subsystem is consistently ranked as the least mentioned subsystem. In area III, external pattern-maintenance classifications tie with external adaptation classifications for this distinction.

The second least mentioned subsystem is external goal attainment. This pattern remains constant throughout all areas. In area V internal integration classifications tie with external goal attainment classifications as a second least mentioned subsystem.

The priority position for third least mentioned subsystem is split between internal adaptation criteria and external pattern-maintenance criteria. Internal adaptation criteria are the third least mentioned statements in areas I and II. External pattern-maintenance classifications tie for this position in area II but appear exclusively as third least mentioned classifications in areas IV and V. Internal
Table 6

Number of Lists (By Area) in which Each Subsystem was not Mentioneda

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Lists</th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>External Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>20</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>16</td>
<td>11</td>
<td>3</td>
<td>-</td>
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<tr>
<td>II</td>
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<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>III</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>4</td>
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<tr>
<td>IV</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
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<td>4</td>
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<td>V</td>
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<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>38</td>
<td>22</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

aIn several lists more than one subsystem tied with regard to not being mentioned. Where this occurred each of the tied subsystems is counted above, hence totals horizontally may exceed the number of lists in any given area.
goal attainment criteria are the third least mentioned statements in area III.

An Examination of Other Priorities by Area

The predominant use of integrative criteria tends to obscure variations in emphasis among other subsystems. A closer examination of patterns pertaining to the priority placement of subsystems is required. Table 7 below, displays the rank order (from highest to lowest percentage) of subsystems by school area.

Table 7

<table>
<thead>
<tr>
<th>Area I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal I</td>
<td>External I</td>
<td>Internal A</td>
<td>Internal I</td>
<td>External I</td>
</tr>
<tr>
<td>External I</td>
<td>Internal I</td>
<td>Internal I</td>
<td>External I</td>
<td>Internal PM</td>
</tr>
<tr>
<td>Internal GA</td>
<td>Internal PM</td>
<td>External I</td>
<td>Internal PM</td>
<td>Internal A</td>
</tr>
<tr>
<td>Internal PM</td>
<td>Internal GA</td>
<td>Internal PM</td>
<td>Internal A</td>
<td>Internal I</td>
</tr>
<tr>
<td>Internal A</td>
<td>Internal A</td>
<td>Internal GA</td>
<td>Internal GA</td>
<td>Internal GA</td>
</tr>
<tr>
<td>External PM</td>
<td>External PM</td>
<td>External GA</td>
<td>External PM</td>
<td>External PM</td>
</tr>
<tr>
<td>Unclassified</td>
<td>External GA</td>
<td>Unclassified</td>
<td>External GA</td>
<td>External GA</td>
</tr>
<tr>
<td>External GA</td>
<td>Unclassified</td>
<td>External A</td>
<td>External A</td>
<td>External A</td>
</tr>
<tr>
<td>External A</td>
<td>External A</td>
<td>External PM</td>
<td>Unclassified</td>
<td>Unclassified</td>
</tr>
</tbody>
</table>

Abbreviations: A - adaptation
GA - goal attainment
PM - pattern-maintenance
I - integration

An examination of Table 7 above reaffirms the predominance of two major patterns discussed in the previous section. Integrative
criteria are placed at a high priority and external adaptation, external goal attainment and external pattern-maintenance criteria are placed at a low priority. One exception to this pattern appears in area III. Here, internal adaptation criteria are placed in first priority. However, combined mean percentages for internal and external adaptation are not as great as the combined percentages for internal and external integration.

In area V internal integration criteria receive a much lower priority than external integration. In all other areas internal integration immediately precedes or follows external integration as a priority.

The remaining internal adaptation, internal goal attainment and internal pattern-maintenance subsystems appear to shift position randomly and do not establish a pattern.

Table 8 below displays mean percentages and standard deviations (by areas) for each subsystem. The intent for including this detailed table is to provide a sound basis for the discussion section and a means for contrast and comparison with the following analysis for authors by school district areas.

Patterns with regard to standard deviation scores may be examined in Table 8. Standard deviations for internal and external integration subsystems are generally higher than those for other subsystems across areas. An exception to this pattern occurs in area III where the internal adaptation standard deviation exceeds internal and external integration standard deviations. Standard deviations for external adaptation, external goal attainment, external pattern-
<table>
<thead>
<tr>
<th>Area</th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>External Integration</th>
<th>Un-classified</th>
</tr>
</thead>
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<tr>
<td></td>
<td>( \bar{x} )</td>
<td>%</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>%</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>%</td>
<td>S.D.</td>
</tr>
<tr>
<td>I</td>
<td>10.17</td>
<td>8.30</td>
<td>16.04</td>
<td>8.13</td>
<td>13.40</td>
<td>7.36</td>
<td>23.43</td>
<td>9.67</td>
<td>.83</td>
</tr>
<tr>
<td>II</td>
<td>11.39</td>
<td>7.27</td>
<td>14.43</td>
<td>7.02</td>
<td>15.95</td>
<td>5.63</td>
<td>19.27</td>
<td>7.57</td>
<td>1.85</td>
</tr>
<tr>
<td>III</td>
<td>24.18</td>
<td>11.50</td>
<td>7.98</td>
<td>5.32</td>
<td>15.56</td>
<td>6.93</td>
<td>22.95</td>
<td>9.96</td>
<td>1.60</td>
</tr>
<tr>
<td>IV</td>
<td>11.45</td>
<td>6.43</td>
<td>10.84</td>
<td>6.79</td>
<td>17.18</td>
<td>10.99</td>
<td>23.66</td>
<td>8.05</td>
<td>1.00</td>
</tr>
</tbody>
</table>
maintenance and unclassified categories are generally lower than standard deviations for other categories within each area.

Discussion

The presence of numerous criteria of the same type (i.e. the most frequently mentioned integration subsystems) has made observations of variations between areas difficult. This situation is similar to a condition studied by Hills in his discussion of American and Canadian societal value patterns. An examination of American and Canadian literature has led Hills to the conclusion that Americans and Canadians share adaptive values. Hills states, "one cannot doubt that Canadians, at least in this part of Canada, conceive the good society as one which is oriented heavily toward the achievement of mastery over the environment in the interest of the attainment of a wide variety of individual and collective goals. Like their American neighbours, Canadians seem to view the good society as a progressively improving one, with no ultimate end in view" (Hills, 1976:28). At the second level however, Canadian and American value preferences differ. Hills argues that Canadian preferences emphasize integrative-collective values while American preferences emphasize highly individualistic goals. While a cursory examination of Canadian and American societies reveals much that is similar, secondary value preferences have altered the way in which each nation conducts its internal and external affairs.

As indicated above, the predominant use of integrative criteria tends to obscure variations in emphasis in other subsystems. Hills has provided descriptions of integrative statements which assist in their interpretations. Integrative conceptions portray a personality
which characteristically is "prudent, moderate, tolerant, accommodating, conciliatory, and compromising, (rather than firmly committed to abstract, moral or ethical principles), compassionate, harmonious, cautious, conservative, reasonable and calm. This seems to imply a more-or-less neutral stance with respect to competing principles, and hence, a capacity to mediate conflicts between contesting parties" (Hills, 1976:32). With the aid of Parsons' framework a closer examination of integration classifications reveals that area V deviates from the established pattern. One possible explanation for this result is that the communities in which these schools operate have a relatively high socio-economic status. In this instance the emphasis on internal adaptation and internal pattern-maintenance stresses the allocation of fluid resources, the allocation of responsibilities, command of materials taught, appropriateness of instructional methods and processes, skill in the application of instructional processes, knowledge of instructional processes and numerous conceptions concerning commitment to academic integrity, professional standards and desirable educational states of individual persons.

External adaptation, external goal attainment, and external pattern-maintenance display consistently low mean percentage and standard deviation scores. These results may represent a consensus regarding the types of contributions made in these subsystems. However, reasons for limiting certain types of statements may differ. At least seven reasons for these differences may be suggested. Within each area the authors: (1) may not have known that these contributions could be included in a school principals role, (2) may not have considered these
contributions to be of importance, (3) may have forgotten to mention these contributions because of a concentration on numerous other types of contributions, (4) may have considered certain contributions to be beyond the legal authority of school principals, (5) may have considered that certain contributions need to be discussed, (6) may not want certain contributions made, (7) may consider certain contributions taken for granted. Several of these reasons may be considered highly plausible when reviewing external adaptation, external goal attainment and external pattern-maintenance statements. For example, public school functions are primarily supported through taxation. Additional but comparatively small sums of money may be obtained through various school or individual class functions (i.e., sales, school plays). Beyond providing approval and moral support for these activities, a school principal is limited in his capacity to acquire resources (external adaptation). Similarly, policy decisions which concern changes in the scale of operations, problems of the approach to students, the nature of and quality standards for graduating students and the determination of priorities (external goal attainment) may have lower percentages for two possible reasons. Firstly, parents and teachers may consider policy decisions to be beyond the legal authority of school principals and that policy should be decided by the Ministry of Education or the local school board. Secondly, parents and teachers may perceive policy decisions (at the school level) to be highly centralized and authoritative. The integration criteria percentages tend to indicate a desire to promote consultative or shared decision making and allow for parent and teacher influence. Lastly, the legitimation of the school in the community
(external pattern-maintenance) depends, in part, on the reputation for responsibility and technical competency held by the organizations sponsors. In this instance, it may be assumed (because of school board policy) that a successful candidate would possess these qualities as well as any necessary academic credentials.

**Variation Between Authors**

The special interests that authors integrate into criteria lists may be identified as a major factor in the results. These concerns may represent the interests of parents or teachers rather than the interests of a particular neighbourhood, community or school district area. In an effort to ascertain the extent of parent and teacher orientations the complete set of data is presented in two ways. The first method examines the order of subsystems by priority according to authorship. The second method examines the order of subsystems by priority according to authorship and school district area. This section concludes with a discussion of the results.

**Priority of Subsystems According to Authorship**

Data have been assembled in a format to reflect patterns concerning authorship. In an effort to simplify an examination of results, the order of priorities for each authorship group are listed below in Table 9. Table 9 is supplemented by mean percentage and standard deviation scores for each subsystem according to authorship in Table 10.
<table>
<thead>
<tr>
<th>Staff Authorship</th>
<th>Parent Authorship</th>
<th>Combined Authorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internal Integration</td>
<td>1. External Integration</td>
<td>1. External Integration</td>
</tr>
<tr>
<td>2. Internal Adaptation</td>
<td>2. Internal Pattern-Maintenance</td>
<td>2. Internal Pattern-Maintenance</td>
</tr>
<tr>
<td>3. External Integration</td>
<td>3. Internal Integration</td>
<td>3. Internal Integration</td>
</tr>
<tr>
<td>5. Internal Pattern-Maintenance</td>
<td>5. Internal Adaptation</td>
<td>5. Internal Adaptation</td>
</tr>
</tbody>
</table>
Table 10
Mean Percentage and Standard Deviation Results for Each Subsystem According to Authorship

<table>
<thead>
<tr>
<th>N</th>
<th>Staff</th>
<th>Parent</th>
<th>Combined Authorship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal Adaptation</td>
<td>Internal Goal Attainment</td>
<td>Internal Pattern-Maintenance</td>
</tr>
<tr>
<td></td>
<td>(\overline{x})</td>
<td>S.D.</td>
<td>(\overline{x})</td>
</tr>
<tr>
<td>N = 23</td>
<td>17.95</td>
<td>7.99</td>
<td>13.72</td>
</tr>
<tr>
<td></td>
<td>3.96</td>
<td>6.04</td>
<td>1.30</td>
</tr>
<tr>
<td>N = 21</td>
<td>9.65</td>
<td>8.83</td>
<td>11.35</td>
</tr>
<tr>
<td></td>
<td>4.99</td>
<td>6.12</td>
<td>8.00</td>
</tr>
<tr>
<td>N = 5</td>
<td>8.17</td>
<td>7.89</td>
<td>13.84</td>
</tr>
<tr>
<td></td>
<td>1.36</td>
<td>2.17</td>
<td>6.67</td>
</tr>
</tbody>
</table>
According to Tables 9 and 10 above, staff lists place the highest priority on internal integration (principal-staff relationship). This result is in contrast to parent lists which place external integration criteria (principal-parent relationship) as a first priority. Staff lists place internal adaptation criteria (human and physical resource allocation, skill in instruction) as a second priority while parents emphasize internal pattern-maintenance criteria (values and commitment pertaining to teaching). The third priority for each group is significant in that the staff lists recognize the importance of external integration (parental influence in principal-parent relationships) and parent lists recognize the importance of internal integration (staff influence in principal-staff relationship). Internal goal attainment criteria are considered a fourth priority on staff, parent and combined authorship lists. Staff lists place internal pattern-maintenance criteria (a principal's educational values and commitment to the teaching function) as fifth priority. This placement is in sharp contrast to parent lists which place internal pattern-maintenance criteria as a second priority. One plausible explanation for this fifth priority placement is that criteria statements pertaining to principal-staff relationships, the allocation of responsibilities, skill in instruction, principal-parent relationships, discipline, authorization and enforcement are related to job satisfaction. For the teacher, these contributions may have tangible results in on-the-job situations. A principal's commitment to recognized educational values may be considered important (i.e. belief in the school's philosophy, meets the needs of children) but these contributions may also tend to be elusive
or visionary.

External pattern-maintenance criteria (legitimation of the school in the community), unclassified statements, and external adaptation criteria (resource acquisition), have received similar priority placements on staff, parent and combined authorship lists.

The effect of analyzing results according to authorship rather than by area can be noted by comparing standard deviation scores from Table 8 (area analysis) and Table 10 (author analysis). The subsystems containing the largest percentage of classifications (internal and external integration) have been chosen as an illustrative example. The authorship analysis has resulted in lower standard deviation scores for external integration and internal integration on staff lists. For other authorship groups however, the result is mixed. For combined authorship lists, the exclusion of staff and parent authorship lists has resulted in a lower standard deviation score for external integration and a higher standard deviation score for internal integration when compared to the area analysis. For parent lists, the exclusion of staff and combined authorship lists has resulted in a lower standard deviation score for internal integration than in areas I and IV. For external integration a lower standard deviation was obtained than in areas II and V.

Discussion

The predominant integrative results present a picture of a desire on the part of participants to obtain or retain input in local schools and to have principals adopt or maintain a tolerance to accept input. Teacher participants tend to suggest a higher percentage of
internal integration criteria (i.e. input in shared decision making, use of rewards rather than coercion, etc.), while parent participants tend to suggest a higher percentage of external integration criteria (i.e. input pertaining to parental expectations of school activities). Teacher participants do not concern themselves exclusively with internal integration criteria and parent participants do not concern themselves exclusively with external integration criteria. Considerable attention is given to external and internal integration criteria respectively.

One possible explanation is that participants are aware of each others role in the educational development of children. For example, parents may believe that a 'good' school is one in which personnel are motivated to performance through a belief in the 'rightness' of the decisions that are made. A manager who applies internal integration procedures (according to Parsons) can achieve this aim while motivation solely through goal attainment procedures (authorization and enforcement) may produce a dysfunctional environment. Conversely, teachers may believe that parental belief in the 'rightness' of the actions taken at school (i.e. actions are consistent with parental expectations) are critical for a successful 'follow-up' at home. It may be stated that each interest group is aware of the importance of the other but this awareness is usually subordinate to their own integrative concerns. An exception to this pattern appears where parent and teacher authors are combined into one group for the purpose of generating criteria. In this case the order of priorities for combined authorship lists is identical to the order of priorities for parent authorship lists. Two possible explanations for this similarity are that teachers are less willing to
voice their opinions in mixed groups or teachers are willing to be influenced by parent opinions.

A comparison of standard deviation scores for internal and external integration tends to indicate that staff authors are closer to agreement with regard to the emphasis given to these subsystems than would be attributed by an area analysis. Similarly, parents tend to be more in agreement with the emphasis given to external integration than can be attributed by an area analysis.

**Variation Between Authors By Area**

The preceding sections were designed to determine and discuss patterns and variations between school district areas and groups of authors. Although useful for this purpose, these methods are insufficient for examining patterns and variations within authorship groups according to school district areas.

**Ordering of Priorities by Author and Area**

In an effort to simplify an examination of results, the order of priorities for each authorship group according to school district area are listed below in Table 11. Table 11 is supplemented by Tables 12, 13, 14, 15 and 16.

An examination of Tables 11, 12, 13, 14, 15 and 16 indicates the importance of internal integration for staff participants and the importance of external integration for parent participants regardless of the area in which they work or live. For staff participants, internal integration is consistently placed at a higher priority than external
Table 11
The Order of Priorities for Staff, Parent and Combined Authorship Groups
According to School District Area

<table>
<thead>
<tr>
<th>Group</th>
<th>Area I</th>
<th>Area II</th>
<th>Area III</th>
<th>Area IV</th>
<th>Area V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Internal I</td>
<td>Internal I</td>
<td>Internal A</td>
<td>Internal I</td>
<td>1 List Only</td>
</tr>
<tr>
<td></td>
<td>Internal GA</td>
<td>External I</td>
<td>Internal I</td>
<td>External I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal A</td>
<td>Internal GA</td>
<td>Internal PM</td>
<td>Internal A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External I</td>
<td>Internal PM</td>
<td>External I</td>
<td>Internal PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal PM</td>
<td>Internal A</td>
<td>Internal GA</td>
<td>Internal GA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External PM</td>
<td>External PM</td>
<td>External GA</td>
<td>External GA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unclassified</td>
<td>Internal GA</td>
<td>Internal A</td>
<td>Internal A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External GA</td>
<td>Unclassified</td>
<td>(External PM)</td>
<td>External A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External A</td>
<td>External A</td>
<td>(Unclassified)</td>
<td>Unclassified</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>External I</td>
<td>External I</td>
<td>External I</td>
<td>Internal PM</td>
<td>External I</td>
</tr>
<tr>
<td></td>
<td>Internal I</td>
<td>Internal I</td>
<td>Internal PM</td>
<td>External I</td>
<td>Internal A</td>
</tr>
<tr>
<td></td>
<td>Internal PM</td>
<td>Internal PM</td>
<td>Internal I</td>
<td>Internal I</td>
<td>Internal PM</td>
</tr>
<tr>
<td></td>
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<td>Internal GA</td>
<td>Internal A</td>
<td>Internal GA</td>
<td>Internal GA</td>
</tr>
<tr>
<td></td>
<td>External PM</td>
<td>Internal A</td>
<td>Internal GA</td>
<td>External PM</td>
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</tr>
<tr>
<td></td>
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<td>Internal GA</td>
<td>Internal A</td>
<td>Internal I</td>
</tr>
<tr>
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<td>External GA</td>
<td>External PM</td>
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<tr>
<td></td>
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<td>(External A)</td>
<td>(External A)</td>
<td>External A</td>
</tr>
<tr>
<td></td>
<td>External A</td>
<td>External GA</td>
<td>(External PM)</td>
<td>(Unclassified)</td>
<td>Unclassified</td>
</tr>
<tr>
<td>Combined</td>
<td>External I</td>
<td>0 Lists</td>
<td>0 Lists</td>
<td>External I</td>
<td>0 Lists</td>
</tr>
<tr>
<td></td>
<td>Internal PM</td>
<td>Internal I</td>
<td>Internal PM</td>
<td>External PM</td>
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</tr>
<tr>
<td></td>
<td>Internal GA</td>
<td>Internal PM</td>
<td>Internal GA</td>
<td>External GA</td>
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</tr>
<tr>
<td></td>
<td>(Internal A)</td>
<td>Internal A</td>
<td>Internal A</td>
<td>External PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(External A)</td>
<td>Internal GA</td>
<td>Internal GA</td>
<td>External GA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(External GA)</td>
<td>External GA</td>
<td>External GA</td>
<td>Unclassified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Unclassified)</td>
<td>External A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Subsystems with brackets indicate ties in emphasis.
Table 12
Mean Percentage and Standard Deviation Scores for Each Subsystem
According to Authorship in Area I

<table>
<thead>
<tr>
<th></th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern Maintenance</th>
<th>External Integration</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
</tr>
<tr>
<td>Staff N = 10</td>
<td>15.91</td>
<td>6.84</td>
<td>16.81</td>
<td>9.05</td>
<td>10.27</td>
<td>5.02</td>
<td>28.56</td>
<td>6.11</td>
<td>.82</td>
</tr>
<tr>
<td>Parents N = 8</td>
<td>5.54</td>
<td>5.08</td>
<td>13.06</td>
<td>4.53</td>
<td>13.38</td>
<td>4.97</td>
<td>19.14</td>
<td>7.90</td>
<td>1.06</td>
</tr>
<tr>
<td>Combined Authorship</td>
<td>N = 2</td>
<td>0</td>
<td>0</td>
<td>24.16</td>
<td>12.96</td>
<td>29.16</td>
<td>5.89</td>
<td>15.00</td>
<td>21.21</td>
</tr>
</tbody>
</table>
Table 13
Mean Percentage and Standard Deviation Scores for Each Subsystem
According to Authorship in Area II

<table>
<thead>
<tr>
<th></th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>External Integration</th>
<th>Un-classified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>S.D.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 3</td>
<td>14.96</td>
<td>6.21</td>
<td>18.06</td>
<td>3.73</td>
<td>16.82</td>
<td>6.04</td>
<td>22.82</td>
<td>5.01</td>
<td>3.03</td>
</tr>
<tr>
<td></td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>3.03</td>
<td>2.63</td>
<td>4.61</td>
<td>4.54</td>
<td>18.20</td>
<td>.82</td>
<td>1.44</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 3</td>
<td>7.83</td>
<td>7.44</td>
<td>10.79</td>
<td>8.35</td>
<td>15.08</td>
<td>6.36</td>
<td>15.73</td>
<td>8.98</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>6.41</td>
<td>5.77</td>
<td>7.46</td>
<td>3.32</td>
<td>31.46</td>
<td>2.87</td>
<td>4.56</td>
<td>5.05</td>
<td></td>
</tr>
</tbody>
</table>
Table 14

Mean Percentage and Standard Deviation Scores for Each Subsystem
According to Authorship in Area III

<table>
<thead>
<tr>
<th></th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Adaptation</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>External Integration</th>
<th>Un-classified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
</tr>
<tr>
<td>Staff N = 3</td>
<td>31.42</td>
<td>7.56</td>
<td>5.52</td>
<td>4.79</td>
<td>13.42</td>
<td>5.47</td>
<td>27.14</td>
<td>7.95</td>
<td>2.66</td>
</tr>
<tr>
<td>Parents N = 2</td>
<td>13.33</td>
<td>4.70</td>
<td>11.66</td>
<td>4.71</td>
<td>17.50</td>
<td>10.60</td>
<td>16.66</td>
<td>11.78</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Internal Adaptation</td>
<td>Internal Goal Attainment</td>
<td>Internal Pattern-Maintenance</td>
<td>Internal Integration</td>
<td>External Adaptation</td>
<td>External Goal Attainment</td>
<td>External Pattern-Maintenance</td>
<td>External Integration</td>
<td>Un-classified</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
<td>S.D.</td>
<td>x %</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 6</td>
<td>14.77</td>
<td>4.85</td>
<td>12.12</td>
<td>6.60</td>
<td>12.31</td>
<td>6.29</td>
<td>27.39</td>
<td>5.82</td>
<td>1.27</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 4</td>
<td>4.86</td>
<td>5.72</td>
<td>11.83</td>
<td>8.24</td>
<td>26.41</td>
<td>15.81</td>
<td>18.67</td>
<td>11.16</td>
<td>0</td>
</tr>
<tr>
<td><strong>Combined Authorship</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>N = 3</td>
<td>13.62</td>
<td>3.62</td>
<td>6.96</td>
<td>6.05</td>
<td>14.60</td>
<td>.36</td>
<td>22.85</td>
<td>4.94</td>
<td>1.81</td>
</tr>
</tbody>
</table>
Table 16

Mean Percentage and Standard Deviation Scores for Each Subsystem
According to Authorship in Area V

<table>
<thead>
<tr>
<th></th>
<th>Internal Adaptation</th>
<th>Internal Goal Attainment</th>
<th>Internal Pattern-Maintenance</th>
<th>Internal Integration</th>
<th>External Goal Adaptation</th>
<th>External Pattern-Maintenance</th>
<th>External Goal Attainment</th>
<th>External Pattern-Maintenance</th>
<th>Unclassified</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X %</td>
<td>S.D.</td>
<td>X %</td>
<td>S.D.</td>
<td>X %</td>
<td>S.D.</td>
<td>X %</td>
<td>S.D.</td>
<td>X %</td>
</tr>
<tr>
<td>Staff N = 1</td>
<td>22.44</td>
<td>4.08</td>
<td>20.40</td>
<td>6.12</td>
<td>4.08</td>
<td>6.12</td>
<td>16.34</td>
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<tr>
<td>Student N = 1</td>
<td>13.79</td>
<td>13.79</td>
<td>20.68</td>
<td>3.44</td>
<td>6.89</td>
<td>10.34</td>
<td>10.34</td>
<td>3.44</td>
<td></td>
</tr>
<tr>
<td>Parent N = 4</td>
<td>22.20</td>
<td>9.21</td>
<td>7.73</td>
<td>3.60</td>
<td>6.17</td>
<td>8.18</td>
<td>5.76</td>
<td>6.28</td>
<td>3.44</td>
</tr>
<tr>
<td>Unknown Authors N = 2</td>
<td>13.71</td>
<td>.79</td>
<td>12.40</td>
<td>2.65</td>
<td>24.81</td>
<td>5.31</td>
<td>21.23</td>
<td>.26</td>
<td>0</td>
</tr>
</tbody>
</table>
integration. The ranges in emphasis extend from approximately four percent to sixteen percent. Area III staff participants follow this pattern but depart from placing internal integration as a first priority. Instead, internal adaptation occupies this position and receives approximately four percent greater emphasis than internal integration.

For parents, external integration is consistently placed at a higher priority than internal integration. The ranges in emphasis extend from approximately eight percent to twenty-six percent. Area IV parent participants follow this pattern but depart from placing external integration as a first priority. Instead, internal pattern-maintenance occupies this position and receives approximately seven percent greater emphasis than external integration. This emphasis may perhaps be attributed to a cultural bias held by parents in this area which is characterized by a large Oriental population. Parent emphasis on internal pattern-maintenance is also high in area III but consistency in the placement of this subsystem as a third priority is maintained in areas I, II and V. Internal pattern-maintenance criteria do not receive consistent emphasis across areas according to staff participants. However, this subsystem is given a lower emphasis by staff than by parents across all areas.

Parent emphasis on internal goal attainment criteria is consistent in fourth position for areas I, II, IV and V. The priority placement of these criteria in fifth position in area III corresponds to staff priority placement in areas III and IV. The staff concern for authorization, enforcement measures and discipline however, is higher in areas I and II.
The emphasis attributed to internal adaptation criteria is greatly variable. However, one apparent pattern is that the staff participants place a consistently higher priority on these contributions than do parent participants in the same school district area.

Discussion

An examination of ordered subsystems for authors by school district area has resulted in the emergence of several authorship patterns which cross school district areas. For example, staff emphasis on internal integration criteria and parent emphasis on external integration criteria is readily apparent. In fact the high percentage of integrative criteria statements could lead an observer to the conclusion that many educational needs, expectations and goals are held in common and that investments of time and commitment in each school, with each authorship group, or in each area would be difficult to justify. As a strong response to this argument it can be clearly shown that no two ordered lists of subsystem priorities for staff, parent or combined authorship groups are identical. A wide variation occurs in the second to fifth priority positions. For example, area V and area II parents place similar percentage emphasis on external integration criteria (31.46, 32.32). However, second priority placement of internal adaptation (area V) and internal integration (area II) represent radical departures.

The parental pattern of placing internal pattern-maintenance at a higher priority than teachers may be due to an attraction for implementing "ideal" educational philosophies. Teachers however, may have an inability to find practical applications for these concepts in
the classroom. This may explain the higher priority placements for internal adaptation criteria (responsibility allocation, command of materials taught, skill in instructional processes, knowledge of instructional processes) and internal goal attainment criteria (success in securing student cooperation, success in the attainment of goals).

Using the Framework to Analyze Individual School Lists: Some Examples

The statistical methods employed above, serve as a tool to describe, summarize and reduce to a manageable form the large masses of data which were obtained. While this reduction facilitates interpretation, it must be asserted that specific details must be obtained from examinations of individual lists. The findings of three lists are reproduced below for the purpose of description. This selection has been limited in an effort to reduce repetition.

Individual School Lists IV-9(b)-staff, I-1(a)-staff, II-1-staff

The rank order of subsystems by percentage is considered to be the order of priorities among the eight functional problems as described by Parsons and Hills. The rank order of subsystems for list IV-9(b) is presented below.

LIST: IV-9(b)
AUTHORS: Staff

Rank Order of Subsystems by Percentage:

1. External integration 34.61
2. Internal integration 30.76
3. Internal pattern-maintenance 15.38
4. Internal adaptation 7.69
5. Internal goal attainment 7.69
6. External pattern-maintenance 3.84
Subsystems Not Mentioned:

External adaptation
External goal attainment
Unclassified statements

Criteria concerning integration represent 65.37 of all the statements written. These statements essentially pertain to the development of harmony, tolerance and compromise in interpersonal relationships. The placement of external integration first is significant in that it may be held to signify the school staff's awareness of the importance of parental participation in the education of children. Here, teachers may advocate that parental belief in the 'rightness' of actions taken at school (i.e. actions are consistent with parental expectations) is crucial for successful 'follow-up' at home. The placement of external integration criteria first is a departure from an established staff authorship pattern and may signify a lack of parental involvement in the past. This placement may also stress the importance of the principal's role as a mediator with school parents in the future.

Internal integration criteria follow closely behind external integration criteria. These statements also pertain to harmony, tolerance and compromise in interpersonal relationships. For teachers, these interpersonal relationships are manifested through staff committees, collegial decision making (meaningful decisions), various activities which exhibit trust and confidence between the principal and staff, and the use of influence (rewards) rather than power (coercion) to motivate staff toward the performance of their respective roles.

The third category, internal pattern-maintenance, concerns the
principal's value system as it pertains to the running of classrooms and teaching functions. Hills (1977:3) states that these values include:

1. Appropriateness of conception defining the desirable educational state of the individual person in the relevant area.

2. Appropriateness of conception defining the nature of the desirable class.

3. Commitment to academic integrity and professional standards of preparation.

4. Commitment to protect and enhance the interests of students.

   It would be difficult for parents, teachers, principals or school superintendents to dismiss the importance of "protecting" and "enhancing" the interests of students. Indeed, a majority of lists state criteria related to this function. However, in relation to other types of criteria these statements are not predominant.

   The fourth position is occupied by internal adaptation and internal goal attainment statements. Internal adaptation criteria concern a range of activities which include a command of materials taught, skill and knowledge of instructional procedures, the allocation of resources (including the principal) throughout the school and the allocation of responsibilities. Internal goal attainment criteria pertain to authorization and enforcement of measures deemed necessary to ensure the attainment of organizational goals. Most often these statements pertain to securing the cooperation of students through disciplinary action.

   External pattern-maintenance statements concern the legitimation of the school in the community. These statements pertain to an individuals reputation for responsibility, or integrity, or attainment
of university credentials which would assure others that the principal is a guarantor of the bona fide character of the school.

A category entitled "categories not mentioned" was developed for the purpose of identifying statements which do not appear on individual criteria lists. In this list no statements were "unclassified." For list IV-9(b), external adaptation and external goal attainment criteria did not appear. External adaptation criteria concern the acquisition of facilities necessary for carrying out school functions. For example, statements which concern the acquisition of volunteer help from the community would have been included in this classification. External goal attainment concerns the making of policy decisions which concern changes in the scale of operations, problems of the approach to students, the nature and quality standards for graduating students, and the determination of priorities. A principal's autonomy in this area is contrary to ideas expressed in the internal integration and external integration categories.

LIST: I-1(a)
AUTHORS: Staff

Rank Order of Subsystems by Percentage:

1. Internal integration 36.00
2. External integration 24.00
3. Unclassified 16.00
4. External pattern-maintenance 12.00
5. Internal pattern-maintenance 8.00
6. Internal goal attainment 4.00

Subsystems Not Mentioned:

Internal adaptation
External adaptation
External goal attainment

For comparison purposes List I-1(a) may be considered similar
to List IV-9(b) in that over fifty percent of the criteria may be classified in the integration subsystem.

The third position is occupied by a relatively high percentage of unclassified statements. This may occur as a result of utilizing vague terms which do not specify the contribution that the principal is to make. A complete explanation of unclassified statements was supplied in Chapter 4.

The fourth position is occupied by external pattern-mainten­ance criteria. External pattern-maintenance statements concern the legitimation of the school in the community. These statements pertain to an individuals reputation for responsibility, or integrity, or attainment of university credentials which would assure others that the principal is a guarantor of the bona fide character of the school. Public relations activities may also be classified in this category.

Internal pattern-maintenance (value associated with teaching) and internal goal-attainment (authorization and enforcement) occupy the fifth and sixth positions. Together, the statements account for only twelve percent of all statements on List I-1(a).

The adaptive subsystem has been eliminated entirely from List I-1(a). The staff authors of this list may not conceive of the principal making any contributions in terms of the acquisition or allocation of fluid resources or responsibilities. Similarly, the absence of external goal attainment criteria would indicate that the making of policy decisions has not been considered as a possible contribution.
LIST: II-1  
AUTHORS: Staff  

Rank Order of Subsystem by Percentage:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internal adaptation</td>
<td>21.74</td>
</tr>
<tr>
<td>1. Internal goal attainment</td>
<td>21.74</td>
</tr>
<tr>
<td>2. Internal integration</td>
<td>17.39</td>
</tr>
<tr>
<td>2. External integration</td>
<td>17.39</td>
</tr>
<tr>
<td>3. Internal pattern-maintenance</td>
<td>13.04</td>
</tr>
<tr>
<td>4. External goal attainment</td>
<td>4.34</td>
</tr>
<tr>
<td>4. Unclassified</td>
<td>4.34</td>
</tr>
</tbody>
</table>

Categories Not Mentioned:

External adaptation  
External pattern-maintenance  

List II-1 represents an exception to other lists presented in this section. Internal or external integration criteria do not appear in the first position. Rather, internal adaptation and internal goal attainment criteria appear with the largest individual percentages.

Internal adaptation criteria concern a range of activities which include a command of materials taught, skill and knowledge of instructional processes, the allocation of resources (including the principal) throughout the school, and the allocation of responsibility (i.e. who decides what). Internal goal attainment criteria pertain to authorization and enforcement of measures considered necessary to ensure the attainment of organizational goals. Most often these statements pertain to securing the co-operation of students through disciplinary action. These types of statements present a desire on the part of the school staff to obtain an individual who is concerned with the "effectiveness" of the educational process.

From another point of view, the combined rather than individual effect of internal and external integration criteria would
indicate the integrative criteria exceed all other types of statements (i.e. integration 34.78, goal attainment 26.08, adaptation 21.74, pattern-maintenance 13.04). Consequently, staff-principal and parent-principal interactions which stress harmony, tolerance and compromise would be expected on numerous occasions.

The third position is occupied by internal pattern-maintenance criteria. These statements concern the principal value system as it pertains to the running of classrooms and teaching functions.

The fourth position is occupied by external goal attainment and unclassified statements. These statements concern the making of decisions which may alter the approach to students, problems associated with the approach to students, the nature and quality of standards for graduating students, and the determination of priorities. This aspect of the principal's role is given relatively low emphasis.

Activities concerning the acquisition of resources and the legitimation of the school in the community were not mentioned on criteria List II-1.

Summary

In an analysis of all lists, integration criteria received a mean percentage of 42.79 percent. Pattern-maintenance criteria received a mean percentage of 22.99 percent. Goal attainment contributions received a mean percentage of 16.81 percent. Adaptive criteria received a mean percentage of 14.80 percent.

This general pattern continued in an analysis of lists according to school district areas. Two major patterns were observed.
Firstly, integrative criteria usually occupied a first or second priority position. An exception occurred in area III in which internal adaptation received first priority. This was later attributed to a heavy staff emphasis on these types of contributions. Internal and external integration priorities were usually closely grouped. This however, did not occur in area V. Secondly, external adaptation, external goal attainment and external pattern-maintenance criteria appeared with least frequency.

An analysis of authorship patterns according to school district areas resulted in distinct observations. Firstly, staff participants consistently placed internal integration contributions at a higher priority than external integration contributions. Secondly, parent participants consistently placed external integration contributions at a higher priority than internal integration contributions. Thirdly, within areas, staff participants placed higher priorities on internal goal attainment and internal adaptation criteria than parent participants. Parent participants tended to reduce the relative importance of these contributions by placing emphasis on internal pattern-maintenance contributions. Lastly, it was noted that while these patterns existed no two priority lists were identical.
CHAPTER 6

SUMMARY AND CONCLUSIONS

Summary

This study addressed the problem of applying a suitable conceptual framework for the classification of criteria statements and the investigation of the nature and variation in parent and staff criteria lists for the principalship. The six hundred and fifteen criteria statements which served as the material to be classified were obtained from a population of fifty-two lists developed in thirty-eight schools. All criteria statements were classified according to the framework of Talcott Parsons which was described and considered useful for the analysis of lists of criteria.

Predominant subsystems and patterns and variations in priority lists were examined according to all lists, school district area, authorship and authorship by area.

The examination of all lists revealed that integrative criteria represented the greatest proportion of classifications at forty-two percent but presented the highest standard deviation scores. Pattern-maintenance criteria represented the second largest group of classifications at twenty-two percent. Adaptation and goal attainment criteria represented the lowest percentage of classifications at sixteen percent each. The presence of the integration and pattern-maintenance subsystem order revealed the possibility that according to stated
criteria a principal's contributions with regard to qualifications, school philosophies, educational values and teaching take second place to contributions which portray prudence, moderation, tolerance, compromise, reasonableness and harmony in internal and external relationships. Low standard deviation and percentage scores for external adaptation, external goal attainment and external pattern-maintenance subsystem classifications tended to represent a consensus among participants that activities within these subsystems are low priority contributions. Very few contributions with the exception of external integration at twenty-one percent of all classifications were recommended outside the school. As a result, sixty-five percent of all criteria classifications referred to internal contributions. Unclassified statements accounted for two and one-half percent of all classifications.

The analysis of data according to school district area concentrated upon most frequently mentioned and least frequently mentioned subsystems. On the majority of lists classified according to school district area, integrative criteria ranked as a first order concern. An exception occurred in area V lists where the majority of lists ranked integrative criteria as a second priority. A second pattern which emerged on lists according to school district area related to subsystems which received little or no mention by participants. Over all areas, the external adaptation subsystem was consistently ranked as the least mentioned subsystem. The second least mentioned subsystem was external goal attainment. In area V internal integration classifications tied with external goal attainment classifications as a second
least mentioned subsystem. The priority position for third least mentioned subsystem was split between internal adaptation and external pattern-maintenance criteria.

The analysis of lists according to authorship revealed that staff lists placed the highest priority on internal integration (principal-staff relationship). This result was in contrast to parent lists which placed external integration criteria (principal-parent relationship) as a first priority. Staff lists placed internal adaptation criteria as a second priority while parents emphasized pattern-maintenance criteria. For teachers, a principal's commitment to recognized educational values (internal pattern-maintenance) may be considered important, but these contributions may also tend to be elusive or visionary. Internal adaptation criteria (human and physical resource allocation, skill in instruction) and internal goal attainment (discipline, authorization and enforcement) may have a greater relevance for job satisfaction. The third priority for each group was considered significant in that staff lists recognized the importance of external integration (parental influence in principal-parent-relationships) and parent lists recognized the importance of internal integration (staff influence in principal-staff relationship). Internal goal attainment, external pattern-maintenance, unclassified and external adaptation criteria received similar priority placements on parent and staff lists. Where authorship groups were combined the list of subsystem priorities was identical to the parent authorship priority list.

An analysis of priorities by author and area reaffirmed the importance of internal integration for staff participants and the
importance of external integration for parent participants regardless of the area in which they live or work. Area III staff participants followed this pattern but placed internal adaptation as a first priority. Parent emphasis on internal pattern-maintenance (values of teaching) was higher than the emphasis attributed by teachers. This emphasis was most apparent in area IV where parents placed a first priority on internal pattern-maintenance. Parent emphasis on internal goal attainment criteria was consistent in fourth position for areas I, II, IV and V. The priority placement of these criteria in fifth position in area III corresponds to staff priority placement in areas III and IV. The staff concern for goal attainment measures is higher in areas I and II. The emphasis attributed to internal adaptation criteria is greatly variable. However, one apparent pattern is that staff participants place a consistently higher priority on these contributions than do parent participants in the same school district area.

Conclusions

The three purposes of this study were: 1) to understand and describe Parsons' framework so as to be able to accurately interpret each of its components; 2) to determine whether the framework was such as to permit a meaningful analysis of the lists of criteria; and 3) to employ the framework in an analysis of the criteria so as to gain insights into the nature of the criteria and any variation among the various lists. These purposes were achieved.

The purpose of employing the framework in the analysis of the criteria was partially limited by four classification problems. First,
criteria which did not specify the contribution which the individual was to make could not be classified according to Parsons' framework. Statements which lacked specificity were grouped in an unclassified category. The second problematic factor pertains to the degree of specificity of criteria statements. Here, a criterion may imply the subsystem in which a contribution is to occur but it may not indicate whether it is to be designated exclusively as an internal or external contribution. The third problem which prohibited exclusive classification pertained to statements which made reference to contributions in more than one subsystem. The fourth problematic factor concerned classifier inference and Parsons' conceptual framework. Parsons recognized that power and influence (goal attainment and integration subsystems) were intertwined. Consequently, the distinction between these contributions may be confused in criteria statements. Thought processes and communication skills would be enhanced by improving the specificity of criteria statements.

A result of particular interest concerns the priority placements of integration and internal pattern-maintenance criteria. On a majority of staff lists by area, internal pattern-maintenance criteria were preceded by internal integration, internal adaptation and external integration statements. On a majority of parent lists by area internal pattern-maintenance was preceded by external integration only. The high priority placed on integrative criteria may be explained in part by the attitudes of participants or prospective participants who may recognize criteria identification processes to be highly integrative in nature. This aspect may attract individuals who have an interest in integrative
concerns. Consequently, the predominance of integrative criteria may be unrepresentative of the concerns of the majority of parents and teachers. However, the high percentage of integrative criteria would tend to indicate that the process of identifying criteria would be considered a valued practice by the participants. Where parent and teacher groups were combined the priority list was identical to the parent priority list. This result suggests that parent and teacher criteria identification groups should be separated in order to allow teachers a less inhibited exchange of ideas, attitudes and values.

The ordering of integration and pattern-maintenance subsystems may also be explained in that this order may reflect the kinds of behaviors or contributions that participants consider critical or necessary for the principalship. The problem with concentrating on critical job behaviors (e.g. principal response to daily student, parent, teacher "crisis") is that everyday kinds of contributions (routine technical activities - internal pattern-maintenance) required in a job may be overlooked. Failure to consider everyday responsibilities in job requirements may result in hiring candidates based on expectations rather than on normal activities performed.
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Hills, R. Jean

Hills, R. Jean

Newberry, Alan John Hesson

Parsons, Talcott

Parsons, Talcott

Platt, G. M. and Talcott Parsons
APPENDIX
A COMPOSITE PICTURE OF THE
NEXT PRINCIPAL
(as indicated by the answers
to the questionnaire)

Reminder: The attributes mentioned indicate what quite a number of the staff would prefer. Section F is the only one that indicates strong convictions and preferences.

The next principal should preferably be a man (12), who is democratic (19), moderately progressive (17), collegial with the staff (15), friendly with the pupils (16), but also a firm disciplinarian (17).

His attitude to the community should be one of openness and approachability (13).

He should also be fair, good-natured, approachable, flexible, consistent, encouraging,
supportive,
reliable,
enthusiastic,
and democratic in his dealings
with the staff,
as well as having a wealth of
experience.

A fair proportion (9) of the
staff would consider transferring
if he were a very lenient disciplinarian. None expressed concern
at the prospect of having a very
strict disciplinarian. Also none
would be concerned if he were very
conservative, while a few (3)
don't want a very innovative person.
Also a few (5) would have if he
were very autocratic, and four, if a
woman was appointed.

A fair proportion of the staff
indicated that they would not like
to have a principal who is lazy,
unapproachable, prejudiced, irresponsile, narrow-minded, egotistical,
verbose, quick-tempered or unprofessional.

The staff, as a whole, did not
consider the following items of
any great importance: where he
comes from or his counselling back-
ground. Their age preferences were
quite evenly divided although three
didn't want a very young man (25-30),
and one didn't want an old one (60-64).
The following report is submitted at the request of the School Board:

**Principal Appraisal**

The almost unanimous opinion is that the new principal should be a man and in the 45-60 age group.

This Committee would prefer a principal who has had previous teaching experience at School.

He should be a firm disciplinarian, but at the same time should be a fair, consistent, approachable, and democratic person.

He should be interested and dedicated to the welfare of the students in his care, and should be able to communicate with parents and children.

He should encourage participation of parents.
and teachers in all activities connected with the school.

This Committee feels it most important that the new principal should be interested in working with the __________ Association which has been active in __________ School since 1931.

When the School Board is choosing a new principal for __________ School, we would like full consideration given to __________, who was Vice-Principal from September, 196__ to June, 197__. 

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<thead>
<tr>
<th>Criteria List I-2(a)</th>
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<tbody>
<tr>
<td>Author: President of Parent Committee</td>
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<tr>
<td>Open doors for communication between parents, principal and staff.</td>
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<td>Concerns for discipline and respect for property between students and staff.</td>
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<td>A person who is not rigid in their thinking.</td>
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<td>Willing to listen to suggestions or complaints with an open mind.</td>
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<td>Knowledge of the community and its changes.</td>
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<td>Interested in seeing students receive a good basic education and able to give some direction to the parent.</td>
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<tr>
<td>To close I am most satisfied with our present principal Mr. ____ and feel there has been an improvement in the school under his leadership. When there was some concern on my part I have always found his door open to me to discuss the issue.</td>
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<tr>
<td><strong>INTERNAL GOAL ATTAINMENT</strong></td>
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The following list of criteria for the selection of a principal for _________ School was submitted by the staff of the school. They appear in no particular order of preference.

The principal of _________ School should:

- be well organized,
- be supportive of the teachers and their programs
- understand how to work effectively with open area teams

and have a sense of humour.

and be easily accessible for communication with staff members.

Educational leadership is essential.

- provide effective communication with the staff regarding such items and finances, school routines and policies, future events, Professional Development.

Days, and staffing.

- be firmly committed to the philosophy of open education
- be firmly committed to the philosophy of open education

and have a positive attitude towards open area schools and team teaching.

- understand how to work effectively with open area teams

INTERNAL GOAL ATTAINMENT
INTERNAL ADAPTATION
INTERNAL INTEGRATION
EXTERNAL INTEGRATION
INTERNAL INTEGRATION
EXTERNAL INTEGRATION
INTERNAL INTEGRATION
INTERNAL ADAPTATION
INTERNAL ADAPTATION
INTERNAL INTEGRATION
EXTERNAL GOAL ATTAINMENT
INTERNAL INTEGRATION
INTERNAL GOAL ATTAINMENT
and should seek to maintain some decision making within the teams regarding teaching methods, etc.

- be prepared to visit the Areas on a regular basis for observation and casual encounters with the staff and students.

- try to be perceptive of strained team relationships and assist teachers in overcoming any difficulties which may arise.

- inspire enthusiasm and dedication in the staff and offer recognition for a job well done.

- be supportive of the staff in matters of discipline with pupils and supportive when teachers are meeting with parents.

- be aware of the changing trends in education and must be supportive of attempts to innovate.

- consider music, art and physical education as vital parts of a child's education.

- be able to develop a good relationship with parents and the community
tactful but truthful;

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firm but fair in all matters.

- be willing to provide strong leadership and make final decisions.
- be willing to relieve the staff of time-consuming items such as parental inquiries.
- appreciate and understand the remediation process (sic) for both E.S.L. and low ability pupils.

Enclosed is an additional list of criteria developed personally by the president of our School Consultative Committee.
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<tr>
<th>CRITERIA FOR PRINCIPAL AS FORMULATED BY THE STAFF:</th>
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<tr>
<td>Good physical and mental health</td>
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<td>Honest and moral human being</td>
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<td>Sincere respect for and consideration of others</td>
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<td>Sound sense of humor—a definite asset</td>
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<td>An excellent organizer rather than excellence of scholastic performance</td>
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<tr>
<td>Exhibits efficiency and speed in carrying out those duties not assigned to teaching staff</td>
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<td>Applies imagination to principalship</td>
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<td>Suggests and solicits ideas for effective teaching and learning conditions in his/her school</td>
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<td>Willing to display trust and regard of staff by delegating authority; thereby using the expertise and strength of staff members.</td>
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<td>Belief in the democratic process of the concept of the staff committee</td>
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Able to accept staff decisions and when necessary, expedite them

Must be an example by participating in the teaching of all levels within the school

Leadership ability of the highest calibre is required

Share teaching ideas informally and freely with educators on staff

Staff can rely on the fact that their principal is knowledgeable regarding curriculum innovation and can be reckoned upon to assist with practical ideas and methods in this field

Must have a minimum of two years experience in some aspect of Primary teaching as necessary background for an elementary principal

Recognizes what good teaching is, rather than what appears good to administration

Appreciates that a teacher's work is strenuous

Has rapport with staff members on a first-name basis

Possesses the ability to socialize informally with staff; can assist/initiate social activities

Public speaking ability of a professional degree

Holds thought-provoking and concise staff meetings, presenting possible alternatives and opinions

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EXTERNAL PATTERN-MAINTENANCE
INTERNAL ADAPTATION
| Communicates school discipline and consequences to student body | INTERNAL GOAL ATTAINMENT |
| Gains student respect with pertinent assemblies | INTERNAL ADAPTATION |
| Must relate as firm and fair to not only student body, but to staff membership | INTERNAL GOAL ATTAINMENT |
| Relates equally well via messages addressed to parent assemblies. Can make known to afore-mentioned group, parental responsibility when circumstance so necessitates | INTERNAL INTEGRATION |
| Can handle the constant emotional and behavioural problem students | EXTERNAL GOAL ATTAINMENT |
| Is able to cope well when a parent-teacher conflict arises | INTERNAL GOAL ATTAINMENT |
| Backs his/her teachers 100% | INTERNAL INTEGRATION |
| Displays self-initiative and/or forceful input with the School Board | EXTERNAL INTEGRATION |

Furthermore, it is the belief of the Staff that no principal should be assigned to a school with which he cannot find acceptance of or a common meeting ground with that staffs' current philosophy of education | INTERNAL PATTERN-MAINTENANCE |
As requested, a Parents' Committee from School submit the following points as being important in choosing a Principal:

1. Best Person for the job. (Male or Female)

2. Good knowledge of curriculum

3. Good knowledge of Child Psychology (growth and development)

4. Ability to work with staff

5. Good disciplinarian
   - lay down rules and follow through
   - be consistent

6. Uniformity of discipline between staff and principal

7. Communication between school and parent

8. Principal available to Parents
   - confidentiality
   - take action on problem and not just give it lip service
   - be impartial in disputes between parents and staff

9. Must like children,
   - have a good sense of humour,
   - have a positive approach and be open to new ideas

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10. Be approachable by children and listen to their problems

11. Be aware of resources within the area

12. The courage to take action against undesirable teachers

We feel that if you think it necessary to ask us for a criteria on Principals, there should be one for teachers as well, as they have a more direct influence on our children

We also feel that this task is an exercise in futility. We assume that all criteria submitted by schools, with the exception of a few non-educational points, (whether or not the Principal smokes, wears a tie, etc.) will all be about the same. It is felt that if the Superintendent of Schools and the Turstees (sic) don't have an idea of criteria for effective administration in hiring Principals, there is something radically wrong
Dear Parents:

The _________ School Board wishes to involve parents in decisions which affect the schools their children attend. As it is a policy of the Board that principals may be transferred every few years, the _________ School Consultative Committee and staff have listed the criteria they want officials to consider when a change is to be made at _________ School.

Please consider the points listed and if you wish to suggest any additions or deletions kindly complete the bottom portion and return it to the school.

THE CRITERIA TO BE USED IN THE SELECTION OF A NEW PRINCIPAL FOR _________ SCHOOL

The parents and staff at _________ School believe that the following criteria for principal-ship should be considered when a change is to be made at _________ School. These criteria are in addition to the _________ School Board requirements in respect to health, experience and academic qualifications.

1. The Principal should have a well-formulated personal philosophy which generally concurs with that of _________ School.

2. The Principal should be familiar with, and understand, the special ethnic and economic character of the _________ geographical location.

INTERNAL PATTERN-MAINTENANCE
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3. The Principal should be sensitive to the diverse needs of the many types of students which may attend School, intellectually, emotionally, economically, and ethnically.

4. The Principal should be sensitive to the problems the students of School may have and to the needs of the parents in relation to their children.

5. The Principal should be sensitive to the needs and problems of, and to be able to communicate and work effectively with parents, teachers, pupils, secretaries, custodians, School Board officials, Community Agencies and all people and organizations associated with School.

6. The Principal should participate actively in the teaching-learning situations and be interested in helping to establish a positive staff morale.

7. The Principal should be decisive yet flexible in decision-making.

8. The Principal should be a good disciplinarian and possess a sense of humor.

9. The Principal should be approachable.
### Characteristics of the Ideal Principal

1. **A principal must have good leadership qualities.** He should be able to:

   1. Make sound decisions for the general benefit of the total school and to take responsibility for those decisions.

   2. Respect and support his staff, be willing to give assistance and to allow staff to share in deciding policies.

   3. Communicate ideas effectively to staff, students and community.

   4. Influence staff members to be professional in their job performances, to be firm in his insistence that staff and students meet reasonable standards, but also to give recognition and praise when it is due.

   5. Deal with people diplomatically and tactfully, be approachable and fair.

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6. Organize effectively—run the school in an orderly, efficient manner, get things done.

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<td><strong>II. A Principal should be an emotionally well-balanced person.</strong></td>
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<td>1. He should possess a sense of humour.</td>
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<td>2. He should be caring, concerned, primarily with human values, like children and want the best for them.</td>
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<td>3. He should have a good self-image.</td>
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<td>4. He should be friendly and kind.</td>
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<td><strong>III. A Principal should have some responsibility for the professional development of his staff.</strong></td>
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<td>1. He should have a sound philosophy of education based on experience and good sense.</td>
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<td>2. He should be aware of new ideas and open to innovative experiments communicating these to staff.</td>
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<td>3. He should judge new programs for the benefits received by the children.</td>
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<td>CRITERIA FOR PRINCIPAL OF ______ SCHOOL</td>
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<td>- allows each teacher autonomy in planning his/her program in accordance with the school based curriculum, and a choice of methods and materials to be used.</td>
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<td>- is aware and supportive of the goals and the practical implementation of community education.</td>
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<td>- must encourage staff selection of new teachers, particularly in choosing new members of teams.</td>
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<td>- must be so organized in his administrative tasks that he/she can become actively involved in the educational programs of the school.</td>
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<td>- must be knowledgeable of the philosophies and dynamics of open area education and must be supportive of such practices.</td>
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<td>- must recognize the need for teacher planning time--for example, early dismissal day for team planning.</td>
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<td>- is open to requests by teachers and attempts to provide materials and support help that may be needed.</td>
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**INTERNAL ADAPTATION**
- must be familiar with the neighbourhood resource people, and be able to provide a strong liaison between the community and educational personnel.

- must be willing to deal with "administrivia" and make necessary decisions apart from the staff yet still seek guidance from the staff when decisions affecting the school and teachers are involved.

- must allow the staff committee to function as a decision making body.

- must be open and honest in his/her dealings with the staff and exhibit trust and faith in his/her staff as professionals.

- must be supportive of the staff in their dealings with parents and children.

- must respect confidentiality regarding staff relations and encourage a cohesive feeling among staff members and discourage unethical remarks or behavior.

- must recognize and be open to a variety of ways of parent-teacher reporting.

- must show evidence of being familiar with the current educational literature, methods and materials.

- must have his/her own well defined philosophy of education but be open and receptive to a variety of teaching approaches within his/her school.
- must consider and consult the staff when planning the internal organizational and arrangement of classes within the school.

- must encourage professional growth and visitations by his/her staff and make the school open to those who wish to visit.

- must be able to use his/her knowledge of the administrative structure to expedite staff decisions and obtain materials that are needed.

- must be committed to each child's personal and academic growth and be willing to become personally involved with the child and his family.

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The members of this staff were pleased to learn that in the event that a different principal was assigned to this school, you would be interested in knowing the type of person we would like to work with and that you would attempt to assign a suitable replacement.

We were not pleased when informed us that in his opinion, a change is possible or even probable this coming school year.

If he has a choice and would be willing to remain at ________, we would certainly prefer that he not be transferred. If, however, he will not be at Carleton next year, then the criteria we would like used in determining his successor are as follows:

- someone who will provide educational leadership and facilitate excellence

- someone who will work closely with teachers to initiate and develop programs suitable for this school

- someone who will involve teachers by being supportive and work cooperatively with the staff committee -
  (a) by shared decision making on educational issues
  (b) by appropriate follow-up to Staff Committee decisions

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- someone who recognizes the Staff Committee as playing a key and vital role in the functioning of the school

- someone who will work enthusiastically with teachers in perfecting an effective and harmonious collegial system in teaching and decision making

- someone who will work directly with students to ensure that the school is providing for the maximum development for each child

- someone who is willing to be familiar with the unique socio-economic aspects of this community and will be able to directly involve himself with the citizens of this community

- someone who will be in accord with The Philosophy of ______ School.

We would like to emphasize the need for strong leadership.
We, the committee, have recently been informed that ________ may not be at ________ School next year.

In view of the fact that we, as a committee, accept the Educational Philosophy of the teaching staff, we suggest strongly that any new principal should fully endorse this philosophy.

We also appreciate attention being given to the following:

(1) That he try to involve the community in the school.

(2) Will be someone who will communicate with parents, teachers and children with understanding.

(3) Will be someone who has an awareness of the needs and problems of a multi-ethnic community.

(4) Will be someone who is firm, but flexible when dealing with students and who will approach situations with an open mind.

Thank you for this opportunity to voice our opinions and suggestions.
The principal of the school should have a number of attributes and a specific attitude in order to fulfill his function efficiently and effectively. Firstly, the principal should be able to carry out his/her managerial-technical functions (paper work, ordering, etc.) quickly and thoroughly. A minor portion of the week should be devoted to this aspect of the principalship.

Secondly, the principal should be aware. He/she should be aware of all the programs in operation in the school.

He/she should be aware of the staff and their feelings with regard to policies, actions and changes in the school.

The principal should be knowledgeable of curriculum and changes in the field of education.

The principal should be involved. He/she should know his/her students. This means getting to know all students, not just those sent to the office. It means being involved in student activities and in teaching classes.

The principal should consult. He/she should act or make changes only after consulting with the staff. Important decisions should be arrived at by majority rule. (This particular criteria (sic) was not acceptable to all members of the school--some felt the principal should make certain decisions without having to consult the staff.)
The principal should communicate. He/she should be able to make himself/herself clearly understood by all.

The principal should be able to maintain good community relations both as a result of the communications employed and because of his/her understanding of the community.

Finally, the attitude of the principal should be that of a humanist. He/she should be warm, understanding and supportive while at the same time being firm and directive.

It is with pleasure that we have completed this task. We appreciate the opportunity of discussing the criteria for the principalship of __________.
The following Criteria For the Selection Of A Principal has been decided upon by the School Consultative Committee:

1. Character and Personality
   Honest, trustworthy, and responsible.

2. Education
   A __________, plus a minimum of one year additional graduate study.

3. Experience
   Recent successful elementary teaching experience and administrative experience, either as a principal or a vice-principal.

4. Philosophy of Education
   - sympathetic towards children
   - believes in a close bond between home and school
   - emphasis on basic skills
   - setting of reasonable instruction limits
   - teacher supervision and control of children

5. Relationship With Others
   Open lines of communication—readily accessible to children, teachers, parents, and others in the community.
### 6. Leadership Qualities
Ability to work with staff, take a lead in professional development and share decision-making with staff.

### 7. Other Qualities
Be consistent and diplomatic so that school "sails on an even keel."

### Integration
- Internal Integration
- Internal Goal Attainment
- Internal Pattern-Maintenance
- Internal Integration

- Internal Pattern-Maintenance
- Internal Integration
- External Integration
### PRIMARY BUILDING
(traditional)
- preferably male
- good communication with staff and community and pupils
- positive approach
- encourages professional freedom
- not meeting oriented—casual and short meetings
- tolerant of religious and ethnic background—which is very varied in this community.
- supportive of staff
- aware of teachers' rights and inter-staff relations

### INTERMEDIATE BUILDING
(open area)
- short informal staff meetings
- will involve teachers in decision making
- doesn't smoke at school
- support teachers' professional decisions
- relaxed atmosphere

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- won't use P.A. system unnecessarily
- willing to discuss school philosophy
- young in spirit
- not dogmatic - flexible
- has some interest and experience in open area

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These are the results of a search for opinions on what kind of a principal we would like to have at ____ School.

Phase One: At a Parent's Meeting, January 20, 1976, it was announced that our present principal, __________, will be transferring to another part of the school system. While this announcement was met with dismay, we realized a need to search for the ideal principal. We formed five discussion groups and discussed the topic "search for the ideal principal." The object was to determine what characteristics in our next principal would be most helpful for our children, school, and community. While many voiced the opinion that they would like to keep the principal they now have, exciting discussions followed. The consensus of the results were very revealing. These fell into eight main categories as follows:

1. Male or Female - not important
2. Discipline - firm but fair
3. Program - Basic "3 R's" are most important, and controversial subjects should be cleared with parents.
4. Relating to parents and students--approachable by students and parents,

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sympathetic to ethnic problems, 
experienced with small children, 
informs parents of school activities.

5. Relating to teachers; open to 
their needs (sic) and suggestions.

6. Relating to Open Area—
experienced in, or appreciates 
and understands open area.

7. Relating to community—
promote volunteer involvement 
in school, make use of 
community facilities.

8. Administration—make sound 
and firm decisions.

Phase Two: This consisted of a 
questionnaire sent to each parent 
(copy attached) in which we 
related our findings and asked 
for comments. We received 56 
answers which we studied carefully. 
Many of the comments, ranging 
from a need for better toilet 
facilities to the "nailing" of petty thieves, revealed a need 
for further exploration of the 
needs of our school. However, 
confining ourselves to the 
characteristics of a future 
principal, the following factors 
were added to our information.

Most parents responding 
agreed to the characteristics 
outlined in our meeting of January 20th. However, while 38 
of the 56 responses indicated no 
preference regarding a male or 
female principal, the remaining 
specifically requested a male.
All the answers were agreed that discipline should be firm and fair and seven indicated discipline should be "very strict."

There were many indications that parents generally were not acquainted with the "program" of the school and did not understand exactly what was being taught. [Note: At least one program and sometimes two have been held each year since the school opened to acquaint parents with the program of the school. Parents who are not acquainted with the school's program are those who have not attended the meetings.] They did want an emphasis on the basic "3R's" and a principal who would not introduce new and controversial programs without consultation with the parents.

With regard to the relationships to pupil and parent, the basic ideal of a person who is approachable, knowledgeable, and able to communicate well emerges as well as those characteristics already mentioned.

Areas five, seven and eight were exactly as described.

There were a great many comments on the "Open Area." What most of the parents are concerned with in this area is control and organization. They would like a principal who appreciates the benefits of this style of teaching and at the same time can help eliminate the problems involved in it.
While most parents seemed to agree with "open area" one person wrote that she was not in favor it (sic) it. A further survey on the whole question of "Open Area" is planned for the future.

While it did not fall under the scope of our questionnaire, many comments were made on the desirability of the principal being "honest," "moral" and a "Christian." These comments were made by individual parents.

It may be said that we in are looking to the School Board to help us find a principal to provide us with good and strong leadership and who will, in the words of one of our parents, "set a tone of real love (which does not necessarily always give a child what he wants, but rather, what is good for him) faithfulness and dedication."
The Staff of School prefers a balanced structured program of studies with an emphasis on the basic subjects; that is, Language Arts and Arithmetic. Socials, Science, Art, Music and P.E. would comprise the remaining fifty percent of the curriculum. Regular evaluation and diagnostic testing is carried out in all areas. We believe our library should exist for the use of all the grades to supplement and enrich our program.

In order to achieve these goals we require a principal who would support our philosophy and who would do the following:

**Community Involvement**
- encourage active parent advisory committee
- emphasizes the parents' responsibilities in their children's education
- involve parents in assisting special and regular programs

**Communication**
- seeks staff's opinion
- dispenses school board, community and school information regularly
- encourages lateral communication between principal and staff
- promotes accessibility (the door is always open)
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<td>- encourages teacher responsibility for classroom behavior</td>
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<td>- supports teacher with difficult students</td>
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<td>- articulates clearly guidelines to be followed</td>
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<td>- takes consistent and immediate action</td>
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<td><strong>Personal Qualities</strong></td>
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<td>- general attributes desirable of all administrators</td>
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<td>- empathy with staff and students</td>
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<td>- relates well on personal and professional level with staff</td>
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<td><strong>Decision Making</strong></td>
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<td>- willing to involve staff in participatory action, e.g., staffing, timetabling, school programs, curricula and delegation of school funds.</td>
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<td><strong>Administrative Skills</strong></td>
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<td>- capable and willing to teach classes at all levels</td>
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<td>- efficient organizer</td>
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<td>- demonstrates leadership abilities</td>
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We, as teachers, are here to educate our pupils. Hopefully our principal will guide and assist us in our task. The above criteria can act as a "guideline" for our principal and for us to do our jobs as effectively as possible.
Criteria List I-11(b)
Authors: Parents

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<th>PARENTS ADVISORY COUNCIL</th>
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<tr>
<td>RE: PRINCIPAL</td>
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<td>Principal to demand respect for himself as well as others.</td>
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<td>Emphasize social development.</td>
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<td>Encourage parent participation.</td>
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<td>Two way communication with teachers and parents.</td>
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<td>No open area or family grouping!!</td>
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<td>BE WILLING TO INVOLVE PARENTS IN DECISION MAKING, NEW TEACHERS, etc.</td>
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<td>Emphasize the three R's.</td>
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Staff Committee

Recommended Criteria for the selection of a principal of the school

The staff and other professionals working at School recommend that the following be considered when appointing a principal to this school.

I. Academic Qualifications:

1. University graduate

2. At least two years teaching experience in a secondary school.

3. A minimum of five years teaching experience in an elementary school

4. Some training in both counselling and public relations work.

II. Personality:

1. A good decision maker

2. Must have strong commitment to his own ideas and principles.

3. Authoritative and willing to enforce the rules of the school.

4. Be firm
III. Relationship with;

1. Staff:
   (i) approachable by staff members.
   
   (ii) willing to reveal leadership by spending time in the classroom, both as a teacher and a helper to those who need it.
   
   (iii) supportive of collective staff decisions, regardless of personal philosophical differences.
   
   (iv) willing to help in the implementation of new ideas in curriculum, and the follow-up of same
   
   (v) be informed on teacher and student problems in the classroom.
   
2. Pupils:
   (i) aware of children both in and out of classroom.
   
   (ii) should show interest in each child's academic and physical achievements through visits to the classroom and visits to other non-academic activities.
   
   (iii) pupils should look up to him as a firm, fatherly leader of the school.
3. Non-teaching staff:  
Every effort should be made to support non-teaching staff.

IV. Personal professional development:  
1. Should be receptive to new concepts, and aware of current trends.

2. Should have a regular schedule set-up in the school to inform other school personnel about same.
CRITERIA FOR PRINCIPAL

1. Principal should agree with philosophy as expressed in attached letter.

2. Principal should have university training but not necessary to have a Masters or Doctoral degree.

3. Principal should have had teaching experience at both elementary and secondary levels and some counselling experience is desirable.

4. Personal qualifications:
   Fatherly, approachable by parents and students, understanding of parent and pupil problems, sympathetic;
   firm in judgements, able to make decisions and stay with them;
   consistent—will do what the person says he/she will do.

5. Principal should be aware of educational trends but changes should be discussed with parents before being implemented.

We are inclined to favour a structured type of education with definite goals being set and children being encouraged to meet them.
Enclosed please find the current statement on the Philosophy and Objectives of School. In conjunction with the accrediting process we are now undergoing, an updated version will be forthcoming before the end of the year.

With respect to the criteria for principal, both the Staff Council and Parent Consultative Committee agree that any principal of the school must be one who can accept and promote those ideas encompassed in the current statement of philosophy and objectives.

They further agree that the process of selection and appointment of administrators is the function of the School Board officials who are most knowledgeable to make the best choice of both the school and system needs.
Re: Appointment of Principal to _______.

We, as a staff, have enjoyed working with our present principal, _______. We have found him to be a warm and open person who takes infinite patience in dealing with parents, students and teachers. Our first priority in the selection of our new principal emphasizes the above qualities as exemplified by _______.

Qualities desirable in a Principal:
- an affable person who understands that the school is a human organization and is aware of the human growth and development needs of teachers and students.

- A person who has a well rounded philosophy of education which includes an understanding of the place of such things as the fine arts and physical education.

- Similarly the person would possess a good understanding of the elementary school curriculum.

- A person who can respect the professional opinion and competence of staff.

- A person who can act as facilitator for teachers, provide leadership and organize the school to allow for the professional development of staff.

- A person who is able to promote firm and consistent discipline throughout the school.
- A person who can deal effectively and positively with parents and students encouraging their full involvement with the development of the goals of the school.

- A person who can appreciate the ethnic and socio-economic structure of the social community and its implication to the educational task.

- A person who possesses good communication skills.

- A person who possesses management, organizational and decision making skills, including the ability: to consult, to delegate, to follow through, to plan, and to manage time.

- We should also like the Principal to be able to spend sufficient time in the school to carry out the above objectives.

The above is the general feeling of the staff of ____________ School.
Prepared by Schools Committee,

The community wishes to be involved with the selection of a principal for the school, and therefore requests a presence on the selection committee.

1. The principal will be chosen on the basis of interest and merit. Age, sex, and years of experience will not be used as criteria.

2. The principal shall generally support and put into practice the philosophy of the school as expressed in the School Philosophy (copy attached) which was adopted by the Interim Council on May 27, 1976.

3. The principal shall be committed to the idea of the community school as expressed in the above philosophy.

4. The principal shall be energetic, resourceful and imaginative.

5. The principal shall be a committed educator who is willing to try innovative ideas where these seem appropriate.
   He/she shall keep up with new research and developments in elementary and community education through educational media and contact with other educators.

6. The principal will encourage the use of volunteers throughout the school.
7. The principal will encourage parents and the community to visit and use the school and will make him/herself available to parents as necessary.

8. The principal will understand that teenagers are an important part of the community, and shall consider them as a resource.

9. The principal shall consider him/herself as one member of a team which includes staff, students and community.

10. The principal will prefer the democratic style of leadership.

11. The principal will consider him/herself more as a teacher/coordinator than as an administrator and will assume teaching duties when necessary and desirable.

12. The principal will encourage and assist teachers to develop approaches to curriculum and methods to best suit the children.

13. The principal will encourage personal and educational development in teaching and non-teaching staff and in volunteers.

14. The principal will work towards the appointment of a community school coordinator.
15. The principal will maintain friendly relations with the community and make efforts to maintain an involvement in and understanding of community affairs.
Criteria List II-3
Authors: Staff

Criteria of the Principalship at __________ School.

A Principal should:

1. Be supportive of teachers and individual teaching methods.

2. Believe in the current philosophy of the school.

3. Be open to constructive criticism.

4. A capable administrator and organized.

5. Support and encourage a written core curriculum.

6. Be able to relate to children at their own level.

7. Maintain discipline that will encourage respect and promote a positive atmosphere.

8. Be sensitive to individual differences of pupils.

9. Participate in and support extra curricular activities and programs.

10. Be approachable by parents, pupils and teachers.

11. Keep parents informed of school projects and activities through regular home bulletins.

INTERNAL GOAL ATTAINMENT
INTERNAL INTEGRATION

INTERNAL PATTERN-MAINTENANCE
EXTERNAL INTEGRATION

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

INTERNAL GOAL ATTAINMENT
INTERNAL ADAPTATION

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INTERNAL PATTERN-MAINTENANCE

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INTERNAL PATTERN-MAINTENANCE
INTERNAL INTEGRATION

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

EXTERNAL PATTERN-MAINTENANCE
12. Encourage participation of parent groups.  

Staff Committee

A Report on the Criteria for Selection of a Principal

The Principal should be:

1. committed to the current school philosophy.

2. in favour of collegial decision-making.

3. supportive of individual teaching styles and approaches to the curriculum.

4. aware of current programs and materials.

5. a good organizer and facilitator.

6. aware of current trends in education.

7. able to relate to and elicit support from parents, staff and pupils.

8. an experienced principal with a sense of humor.

9. prepared to take strong disciplinary action when necessary.

10. aware of in-service programs and provide opportunities for staff participation.

11. willing to work toward a healthy productive climate with staff and pupils.

EXTERNAL INTEGRATION
INTERNAL PATTERN-MAINTENANCE

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INTERNAL INTEGRATION

INTERNAL INTEGRATION

INTERNAL ADAPTATION

INTERNAL GOAL ATTAINMENT
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INTERNAL PATTERN-MAINTENANCE

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INTERNAL GOAL ATTAINMENT
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<th>12. conservative in his approach rather than an extremist.</th>
<th>INTERNAL PATTERN-MAINTENANCE EXTERNAL INTEGRATION</th>
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<td>13. an honest and approachable individual who is direct and to the point in dealing with the staff.</td>
<td>EXTERNAL PATTERN-MAINTENANCE INTERNAL INTEGRATION EXTERNAL INTEGRATION INTERNAL GOAL ATTAINMENT</td>
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Consultative Committee

Comments and Suggestions from Members of the School Consultative Committee

The Principal should be:

1. an experienced principal
   *age 40 to 50*
2. one who subscribes to emphasis on the basic skills.
3. one who commands respect.
4. a disciplinarian.
5. flexible and approachable—parents and staff.
6. conservative in his approach
7. agreeable to limiting field trips to a reasonable number—of educational value

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<td><strong>Consultative Committee</strong></td>
<td><strong>Comments and Suggestions from Members of the School Consultative Committee</strong></td>
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| **EXTERNAL PATTERN-MAINTENANCE** | **EXTERNAL GOAL ATTAINMENT** |
| **EXTERNAL INTEGRATION** | **INTERNAL GOAL ATTAINMENT** |
| **INTERNAL INTEGRATION EXTERNAL INTEGRATION** | **INTERNAL PATTERN-MAINTENANCE EXTERNAL INTEGRATION** |

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PARENTS' SUGGESTED SUBMISSION
FOR CRITERIA FOR THE PRINCIPAL

**Students**

First priority and concern to be the students, their education and interests.

The principal should be understanding, approachable and should exhibit personal qualities which will encourage students to communicate their concerns.

The Principal should continue to maintain discipline that will encourage respect and a healthy atmosphere for learning, with an effective system of dealing with students who disrupt this atmosphere.

**Staff**

The Principal should know his teachers' talents and strengths and should encourage their development.

There should be a positive interpersonal relationship between the staff and the principal.

**Community**

Committed to the involvement of the Community in the School's philosophy and practice of education; able to respond sensitively to the needs of the school community.
| The Principal should inform parents group about new ideas in education, before they are introduced in the school. | EXTERNAL INTEGRATION |
| The Principal should recognize the diverse economic and cultural background of the community. | EXTERNAL INTEGRATION |
| The Principal should communicate the need of parent involvement in our school to promote the quality of education. | EXTERNAL INTEGRATION EXTERNAL PATTERN—MAINTENANCE |

**Professional Qualities**

- Should be accessible for consultation with parents when necessary. (INTERNAL ADAPTATION)
- The Principal should be approachable, direct, and to the point in dealing with staff, students, and parents. (INTERNAL INTEGRATION EXTERNAL INTEGRATION)
- The Principal should be secure in himself and able to accept disagreement or criticism without feeling threatened. (INTERNAL INTEGRATION EXTERNAL INTEGRATION INTERNAL GOAL ATTAINMENT)
- Should believe that the school be committed to maintenance of academic excellence; promotion of special talents, e.g., music, drama, and art, and be open to new ideas. (INTERNAL PATTERN—MAINTENANCE INTERNAL INTEGRATION EXTERNAL INTEGRATION)
- The Principal should encourage and increase liaison with the high schools. (INTERNAL ADAPTATION)
Re: Appointment of Principal to School

We, as a staff, have been very pleased to be working with [ ] . The contributions he has made in terms of an easy, flexible working relationship with the staff,

a gentle accepting attitude toward the children,

and a concern for the improvement of our physical environment

have been of great benefit to the school over the past two years. We would like a principal who is prepared to continue in much the same manner.

The qualities we look for in a principal are as follows:

- a person who has a sense of humour

and recognizes that a good working relationship with staff and students is far more important than the authority and prestige invested in the job itself.

- a person who is encouraging and supportive of open education as well as traditional programs within the school.

We especially want the new principal to respect teachers' professional judgment in matters of actual teaching.
- a person who supports open library policies.

- a person who has a deep appreciation of the sociological problems to be dealt with in an _______ school. In our school in particular there are very great needs in special education. These include:

- English as a second language (about five-eights of our school population speak English as a second language).

- environmentally deprived children.

- physically handicapped children (this is of special concern in view of the movement afoot to gradually integrate deaf and blind children).

- a person who is encouraging of parental involvement within the guidelines of the school philosophy.

This résumé sums up the general feeling of the _______ School Elementary Staff.
CRITERIA FOR A PRINCIPAL AT SCHOOL

The staff of School has indicated that a principal at the school should have the following qualities and abilities. Those listed reflect the school philosophy and the opinion of a majority of the staff.

A. The following are considered to be of extreme importance:

1. High degree of skill in human relations.

2. Consistent, clearly formed policies in harmony with the school philosophy.

3. Willingness to consult with staff in planning programs.

4. Support of teachers in their dealings with students and parents.

5. Ability to evaluate and rate teachers without threat.

6. Willingness to work with staff council and involve staff council when dealing with significant areas of school policy.

7. A deep understanding of needs of children.
8. Must be available to students and make students feel that he is approachable.

9. Exhibit personal qualities of leadership that will encourage students to communicate their concerns to him.

10. Recognition of diverse economic and cultural background of the community.

11. Ability to promote the ideals and programmes at Windermere to the parents and the community.

B. The following are considered to be of moderate importance:

1. Recognition of teacher achievement.

2. Intelligent use of staff meetings.

3. Ready availability for discussion and conferences.

4. Firm but constructive control of the staff, resulting in adherence to policies and regulations.

5. Ability to communicate the need for parent involvement in promoting the quality of education in our school.

C. The following is a summary of other criteria mentioned by members of the staff.
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| 1. | Desire to support and ability to evaluate innovative programmes on their individual merit. | INTERNAL INTEGRATION
INTERNAL ADAPTATION
INTERNAL PATTERN-MAINTENANCE
INTERNAL GOAL ATTAINMENT |
| 2. | Sensitivity to need for curriculum development, bearing in mind the diverse economic and cultural background of the community. | INTERNAL PATTERN-MAINTENANCE
EXTERNAL INTEGRATION |
| 3. | Recognition of the importance of academic excellence. | INTERNAL PATTERN-MAINTENANCE |
| 4. | Timetabling skills that result in optimum quality of learning and teaching conditions. | INTERNAL ADAPTATION |
| 5. | Encouragement of meaningful staff involvement in timetable construction. | INTERNAL INTEGRATION
INTERNAL ADAPTATION |
| 6. | Willingness to delegate responsibility and confidence in staff members to whom responsibility is delegated. | INTERNAL ADAPTATION
INTERNAL INTEGRATION |
| 7. | Awareness and support of staff in improving working and learning conditions with respect to physical facilities. | INTERNAL ADAPTATION |
| 8. | Willingness to promote and support all areas of extra-curricular activities. | INTERNAL PATTERN-MAINTENANCE |
| 9. | Provide for involvement of student council in significant areas of school life. | INTERNAL INTEGRATION |
| 10. | Good relationship with the officials. | UNCLASSIFIED |
At the present time the Parent Consultative Committee suggests the following Criteria for a Principal. The administrator should be:

1. Interested in our children.

2. A disciplinarian—e.g., attendance. Use all available facilities and personnel in deciding issues and handling discipline.

3. Flexible.

4. Approachable.

5. Communicative.

6. The initiator—e.g., leadership. Make sure parents, students, staff become involved.

7. Knowledgeable of the community.

8. Supportive of parental, student, and staff requests—with discretion.
|   | 9. Supportive of present school philosophy. | INTERNAL PATTERN-MAINTENANCE
EXTERNAL INTEGRATION |
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<td></td>
<td>10. Not an extremist.</td>
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<td>11. Continuity in administration in the school should be present.</td>
<td>INTERNAL ADAPTATION</td>
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<td>Adjustments to the above description may, and likely will, follow. The above, other than item one, are not necessarily in the order of importance.</td>
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</table>
Suggested Guidelines For Selecting Principals.

The candidate for principalship should support the present school philosophy, and demonstrate quality leadership, particularly in the following areas:

1. Development of the student that will give him personal satisfaction, as well as enable him to function in a competitive society.

2. Emphasize the need of the basic skills: English, Mathematics, Basic Science, and an understanding of world history.

3. Any major changes regarding school policy, should only take place after consultation with staff, parents and students.

4. Recent format for activities to continue. Example, dances restricted to students only.

5. Continue working towards better discipline and compulsory attendance.

6. Encourage extra curricular activities such as sports, music, art and clubs to help students develop socially, mentally and competitively.
CRITERIA IN SELECTING THE
PRINCIPAL FOR SCHOOL

For ease of discussion these criteria considered under the four headings which we considered appropriate; namely, criteria related to the pupils, the staff, the community, the principal's own personal qualities and managerial competence.

Students

In our opinion the principal needs:

1. To be aware of the emotional and learning problems which are perhaps more specific to our school because of the transient nature of our pupils, the variety of ethnic groups and the problems from the predominating socio-economic groups in this community.

2. To be knowledgeable about ESL classes, other special classes, and V.S.B. procedures to get assistance to these areas if needs arise.

Staff

The principal needs:

1. To be supportive and knowledgeable about curriculum decentralization,
and to be aware of curriculum needs for grades K-7, and the special classes,

and to be receptive to personal teaching involvement in the classrooms.

2. Special interest and knowledge in team teaching and the open area concept,

supportive of the open area resource centre.

Needs to be able to give guidance to the staff on resources and resource people available through various agencies.

3. To be able to assist teachers in an evaluation of the curriculum and teaching methods, being aware of what is being taught and giving constructive guidance to aid the teacher.

4. To be democratic and frank with staff, providing a link between teachers from Kindergarten to Grade 7, and Special Education teachers. Needs diplomacy in dealing with staff.

5. To be favourable to the Staff Committee and the School Consultative Committee concepts.

6. To support teachers in the realm of authority, thereby maintaining a firm-tone within the school and providing a stable basis in this way.
To agree with the use of auxiliary personnel, e.g., secondary school students, parents and community volunteers.

Community

He/she needs:

1. To be able to communicate effectively and interact meaningfully with the community, acting as liaison between school and community.

2. To be able to respond to the special and general needs of this community, with the ethnic and socio-economic variation within it, and the problems arising from its transient nature.

3. To agree with the open-door policy of the school, encouraging parent involvement with school activities and functions.

Briefly discussed were the

Managerial Aspects

1. Personal Dimensions of Leadership:
   - Tactfulness
   - Approachability
   - Motivating
Supportive

Innovative

Awareness of

(a) educational goals
(b) curriculum decentralization
(c) school laws and procedures

2. Knowledge of policies and procedures especially in areas of budgeting, purchasing, accounting and office management.

3. Awareness of internal physical plant and facilities of open area schools and its interaction with engineering staff and workmen to best facilitate the needs of the staff, students and community.

Conclusion

The staff would like to be given the opportunity to meet informally with potential candidates as screened by the School Board officials.
REPORT ON THE COMMITTEE FOR
DEVELOPING CRITERIA TO ASSIST
IN THE SELECTION OF A
PRINCIPAL FOR _________
SCHOOL

This is the report of an ad hoc
committee established to provide
broader input and information to
those ultimately responsible for
appointing a new principal for
_______ School.

The committee consisted of four
_______ teachers, one student
and three community members.
_______, Assistant Superinten-
dant, acted as resource person
for the committee.

The committee recognizes the
wisdom of the _________ School
Board in preparing for the ultim­
ately inevitable replacement.
Further, we thank the Board for
asking us to voice opinions
regarding a successor to the
highly-esteemed current incumbent.

The present principal, _________,
has been instrumental in developing
the concept of _________ as a
community school and has success­
fully taken _________ through the
planning stages to effective
operation.

Strong leadership notwithstanding,
the _________ complex is in its
infancy and is undergoing severe
growing pains resulting in a host of
problems. It appears self evident
that continued strong leadership
is imperative.
It will be difficult to locate an administrator as capable as 

The committee's terms of reference were to develop criteria to facilitate the selection process in appointing the selection process in appointing a new principal for 

The Board has already devised procedures for the selection of principals including a statement of Educational goals and a framework for achieving those goals which includes the following:

- Matching the right students with the right teachers in flexible groupings.

- Developing a curriculum that is closely related to real life experience and which allows for the continuous ungraded development of each student.

- This requires providing learning options including learning in locations outside the school building.

- Identifying as early as possible students who need special assistance and providing it, as far as possible, through the learning assistance centre in the school.

- Bringing together, in a cooperative way, those who have a responsibility for the learning experiences of students with those resource persons who can contribute to these experiences.
Encouraging teachers to use professional freedom as set out in Board policy.

Providing supportive services, consultative assistance and staff development programs that will help in the achievement of the goals.

Evaluating on a continuous basis what is being done in schools in terms of these goals, considering both the cognitive and affective development of the students.

Providing for community involvement in schools through the association of teachers, principals and students with parents and other interested citizens.

This committee can only endorse those procedures and attempt to add to them by suggesting qualifications for a principal particularly relevant to this school. It must be recognized that the Complex is unique in its needs and operations. We have attempted to identify some of the components which make it so in order to identify the requisite characteristics of the potential administrator.

************

The committee felt that the requisite characteristics of the principal could be classified under two general categories, VIZ. (1) Personality factors and (2) Experience and skills. These were broken down as follows:

INTERNAL INTEGRATION

INTERNAL ADAPTATION
INTERNAL PATTERN-MAINTENANCE

INTERNAL GOAL ATTAINMENT
EXTERNAL GOAL ATTAINMENT

EXTERNAL INTEGRATION
I. Personality Factors

1. Relates well to a wide variety of people and values.

2. Is diplomatic and tactful.

3. Is a good listener—empathetic.

4. Is sincere and sensitive

5. Is tolerant of different values.

6. Is highly organized

7. Is possessed of a good sense of humour

8. Has a high tolerance for hard work and stress

9. Is a tireless and dedicated worker.

II. Experience and Skills

1. Demonstrated successful experience in school administration.

2. Elementary school experience, particularly with open areas considered desirable.
3. Demonstrated decision making skills.

4. Experienced in and supportive of curriculum development.

5. Ability to perceive, initiate, and/or maintain, a climate within the school consistent with community expectations.

6. Demonstrated ability in recognizing, organizing and supporting a variety of co-curricular and extra curricular programmes and activities to promote an effective and harmonious school atmosphere.

7. Demonstrated diplomacy and ability to listen to and mediate conflicts.

Emanating from the above the committee felt that in terms of priorities the successful candidate should score highly in human relations.

and be a dedicated educator

concerned with facilitating the learning process.
Re: Criteria for Principal Staff Committee

The staff committee of have (sic) discussed the topic Criteria for Principal, and have (sic) agreed that the following characteristics are desirable for that position:

1. Handles discipline wisely
2. Diplomatic
3. Good decision maker
4. Able to give direction
5. Keep a good relationship with parents
   but be able to stand up to them and back up teachers when occasion demands
6. Let teachers be in on decisions which are going to affect them (decisions should be made by the entire staff)
7. Have a good knowledge of pupil capability and behaviour
8. Be open to innovations suggested by teachers.

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INTERNAL PATTERN-MAINTENANCE
INTERNAL INTEGRATION
CRITERIA FOR SELECTING A  
PRINCIPAL FOR ___________  
SCHOOL  

The Staff Committee and  
School Consultative Committee have  
jointly agreed upon the following  
criteria for selecting a principal  
for ___________ School.  

Criteria related to student needs:  

In our opinion the principal needs:  

(a) teaching experience in the  
primary and intermediate grades  
including work with Primary  
New Canadians and family couns­selling. (The number of New  
Canadian and transient families  
within our school community  
is high).  

(b) to support realistic expecta­tions and goals for students  
and to be able to view each  
child as an individual  

(c) to maintain a fair, understand­ing, yet firm standard of  
discipline.  

(d) to give high priority to the  
learning of basics.  

Criteria related to staff needs:  

(a) to be supportive of staff in  
encouraging innovative progra­mmes and creative ideas. 

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<th>Criteria</th>
<th>Pattern-Maintenance</th>
<th>Goal Attainment</th>
<th>Integration</th>
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<td>(c)</td>
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<td>(d)</td>
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</table>
(b) to encourage teachers to take part in decision making re-planning, finances, etc., and to respect their opinions and to be open-minded about them, yet willing to make the final decision if necessary.

(c) to have energy, interest and ability to act as a resource person, to take an active part in classrooms and to encourage professional development of staff members.

(d) to be open to the use of para-professionals and volunteers throughout the school. (This has been carried out for some time in our school with great success).

(e) to have a sense of humour.

Criteria for Community needs:

(a) to be able to cope with and to encourage community involvement in the school in areas such as English classes for Moms and Tots, recreational programmes, etc.

(b) to be able to respond to the special needs of this community, with the ethnic and socio-economic variation within it and the problems arising from its transient nature.
(c) to agree with the open-door policy of the school and to encourage Consultative Committee and parent involvement in school activities and functions.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION
Our Staff Committee met today to discuss the criteria we would like to see used as a basis for selecting a new Principal for [Blank]. We have come up with the following points, which we feel are desirable qualifications in a Principal for our school.

1. Firstly, this person should support a curriculum geared towards the basic subjects.
2. Secondly, we would like to see the same firm disciplinary standards, as are now in existence, maintained.
3. This person should be willing to establish and maintain good rapport with parents and pupils.
4. He or she should be familiar with all levels of the elementary curriculum, including kindergarten and primary programs, and should have taught at the elementary level within recent years.
5. This person should support and encourage the full participation of the Staff Committee in all decision-making that affects the school as a whole.
6. Finally, he or she should respect teachers' professional judgement.

We hope that this list will be of some assistance in making your selection.
The parent members of the School Consultative Committee, comprising , , , , , , , and , representing the majority of parents at the school, wish to make the following recommendations to the School Board with regard to the choice of a new principal after 's retirement in June 1976:

1. We feel that the basic school philosophy of discipline and code of good behaviour, together with the academic standards and specialization in P.E., Music and Languageart (sic) within an overall flexible structure, should be endeavoured to be maintained, as our children have definitely benefitted from this system in terms of academic progress and social behaviour.

2. We feel that , currently vice-principal, is thoroughly imbued with the existing system, and has an excellent understanding of the particular concerns of the area which this school serves.

 has attended every meeting of the Consultative Committee since its foundation and has promoted a truly cooperative atmosphere between staff and parents.
We find him to be an excellent negotiator, sympathetic, yet firm, and he has an easy manner of communicating.

He has also established an extremely good rapport with children,

and on several previous occasions, in the role of acting principal, he has proved very capable in applying and upholding the school's philosophy and discipline.

3. It has been indicated that other applicants for the principalship may have a greater level of seniority over ________, however, we feel that for the sake of the continuation of a positive school atmosphere and progress, the School Board should waive the matter of seniority. If the Board finds this unacceptable, we wish to reiterate that Mr. Leng should be encouraged to (sic) remain at this school as vice-principal.

we hope that the Board takes these recommendations into consideration.

INTERNAL INTEGRATION
EXTERNAL INTEGRATION

INTERNAL PATTERN-MAINTENANCE

EXTERNAL GOAL ATTAINMENT
INTERNAL GOAL ATTAINMENT
INTERNAL PATTERN-MAINTENANCE
EXTERNAL INTEGRATION

EXTERNAL INTEGRATION
INTERNAL GOAL ATTAINMENT
INTERNAL ADAPTATION
The staff or School has met a number of times as a committee, and prepared the following brief.

You are aware that the present principal is retiring in June. As the staff is well satisfied with the current structure and learning situation in the school, we hope to be able to avoid any radical changes through the shift in administration.

We feel that by outlining the basic structure of the school, the philosophy of the staff will come to light. Our hope is that you will attempt to find a new principal who will fit into our system rather than try to change it.

Five areas of discussion have been chosen: discipline, timetabling, curriculum, staffing, committees. Further needs were also discussed.

The discipline in the school is built upon a "Code of Conduct," a copy of which is enclosed. Rules are enforced by all teachers at all times, as well as through a 3:00 p.m. detention room. Hallways are kept clear except during inclement weather. Teachers have agreed to be in the hallways for the 9:00, 11:05, and 1:00 bells. The teachers and administrators of the school support each other in discipline matters.

All teachers are responsible for all children at all times.
Timetabling is such that the day is divided into five, one hour periods. The fact that the vice principal teaches allows for a spare for most teachers. There is specialization in Art, P.E., and Music which has been of much benefit to the children. The students of grades five and six spend the first hour of each morning in homogeneous reading groups. These are formed through testing at the beginning of the year and re-evaluation tests throughout. The library has classes scheduled into it with the teacher, but is always open to anyone.

As with most educators at this time, we feel that curriculum bears looking at closely. We would hope that, as in the past, the staff would be consulted in any curriculum change, although any change towards a more structured curriculum would be welcomed.

This would enable a more accurate evaluation of pupils at each grade level, as we feel that promotion from level to level must be on merit rather than social maturity.

Repeating a grade at the K-3 level is of much more benefit academically and socially to the student, than it is when he or she is older. Basic skills must be stressed in every grade.

Committees in the school have been kept as simple as possible. The Staff Committee consists of all teachers plus the principal and vice-principal. The chairperson of this committee is either the principal. The chairperson of this committee is either the principal, or the chairperson of the
committee, depending upon the agenda for the day. The representative and the staff representative are elected as one. The number of meetings are kept to a minimum in order to facilitate the running of intra school activities, i.e., art club, ping pong, dance, soccer, etc.

Minutes of these meetings are kept. A school consultative committee has been elected and meets during the evening. This committee consists of the principal, vice-principal, two staff members, and thirteen parents. An executive has been elected for this committee.

The present school staff work very well together, as a result of the fact that they have been involved in selection of replacements for those leaving.

Prospective teachers for the open area, where it is essential that everyone gets along, have been interviewed both by the principal and the open area staff. We feel that a congenial staff results in a very good school atmosphere, promoting a better learning situation.

Finally, we have looked to the future in a (sic) effort to see where improvements could be made and new ideas added. There should be an alternative to open area, where it is obvious that some children cannot function.

Closer attention must be paid to health and cleanliness rules, particularly those involving hair, clothes, and personal hygiene. It is felt that a health program must be re-instated, with nutrition being of primary concern.
School is basically a structured traditional school with organized innovative programs added. We feel that the instruction the students receive has been benefitted by the lack of major changes in both staff and curriculum. We hope that any efforts made to acquire a new principal for the school would be directed through the current school structure and through the staff philosophy.

Should you wish to discuss these or any other points, a staff committee would be happy to meet with you.
Working with our Parent's Consultative Committee developed the following criteria pertaining to the selection of a new principal and to the general philosophy of the school.

It is their hope that, along with the input from the staff, it will be considered in making the appointment of a principal to:

"The principal should be firm but kind, and young enough to be able to stay at the school for several years. The principal should be idealistic in aim and prepared to foster and encourage the staff to reach high.

The principal should be willing to innovate, to encourage experimentation in methodology, organization and structure.

The principal should be aware of the political forces at work in and around the school and know how to cope with them.

The principal should be community oriented. He or she should be able to recognize the cultural diversities within this area, be aware of the problems within this diversity and have the patience to successfully cope with such problems.
He or she should be willing to promote closer relations between parents and teachers, making them, with the children, all feel a part of the school community.

The principal should be able to have children learn about and know themselves.

The school should be an environment that will instill a zest for knowledge and enthusiasm for learning enough to last a lifetime.

Emphasis in instruction should be on the basic subjects—the 3R's—but with considerable attention paid to the artistic, esthetic development of the children.

The teaching staff should be attempting to assist, instruct and provide a means for a high level of individual development."

I trust this information will be helpful in making your selection.
The staff or ______ has, by collegial agreement, listed the attached criteria for our new principal. We feel this list would meet the needs of our school, staff and community.

The list is in point form, but in no particular order of priority. The staff feels that each item is important in itself.

Criteria For a New Principal

**Educational**

- active, strong background in Language Arts.

- competent in dealing with widely divergent ethnic groups.

- community oriented.

- recent elementary experience

- experience with primary children

- willing to teach at all grade levels on a non-structured basis

- structured in basics and discipline

- firm; earn respect of children and staff

- knowledgeable in different trends in education

- appreciative of different teaching procedures

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<th>Educational Criteria</th>
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- appreciates art, music, P.E. (cultural extracurricular activities)

**Personal/Professional**

- comfortable in social situations

- tactful relationship with staff; able and willing to compliment

- enjoys children; able to build a good rapport

- good sense of humour

- promotes a happy situation for children, staff and parents

- supportive to (sic) teachers in all situations

- believes in the value of an effective Staff Committee

- communication lines kept open; information about what is going on

- supports full use of the library as a resource centre and L.A.C.
A principal's position will be available in September at ________ School. The parents and staff are interested in the selection of the principal. Because of the trend toward alternate schools within the ________ system, we feel it is important that our new principal the teaching styles and atmosphere that now exist at ________.

Within the school, the staff works together with a unified philosophy, although there are differences in approach to this philosophy. We hope that a new head would respect our feelings, would take into account our unity, and would use a collegial approach toward change.

The major emphasis of our learning program is language development, which we try to integrate into every area of the curriculum. Many of our children enter school without being able to speak English; others speak English only at school and with their playmates. To help these children break the language barrier, we try to create, throughout the day, informal language situations, where they are encouraged to use many different language skills without formal evaluation. We feel it is important that the children develop a good standard of English usage, while retaining pride in their ethnic heritage. Therefore, we would appreciate having a principal who would understand our goals, and who would enhance and further enrich our present schema.
Because the School Board realizes that unity within a staff creates a harmonious atmosphere and a good learning environment, it has been policy, in recent years, to have principal and staff vet (sic) possible new members of the staff—particularly in team and Open Area situations. We feel that the principal is a member of the school 'team' with a unique role to play in co-ordinating school programs.

In addition, the head is the principal liaison between parents, staff, and administrators.

Parents and staff at have discussed the qualities and qualifications of our "ideal" principal and have compiled the following list for your consideration. Parents and staff feel we could work happily with a principal.

- who is willing to work with the School Consultative Committee as a partner;

- who has primary/language experience;

- who encourages the use of cultural experiences as part of the curriculum (i.e., who encourages field trips to take the children into the community and who discourages community resource people to come into the school);

who appreciates the advantages of a primary school;

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UNCLASSIFIED
- who understands the importance of maintaining traditional school-community activities (i.e., Fun Fair, Sports Day, etc.);

- who likes to work in an informal mode;

- who respects individual differences in approaches to teaching;

- who plans to teach and to have definite educational interaction with the children.

We would hope that you, in making the selection, will consider the points we have put forward. We should be happy to assist you in any way.
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<tr>
<th>CRITERION (sic) FOR A PRINCIPAL</th>
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<tbody>
<tr>
<td>1. Values and qualities of present principal</td>
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<tr>
<td>(a) cheerfulness</td>
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<td>(b) enjoys children</td>
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<td>(c) a good listener to others needs</td>
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<tr>
<td>(d) reliable and consistant</td>
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<td>2. Someone who will see that the skills are stressed but allow enough flexibility to help children with special problems.</td>
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<td>3. A disciplinarian who demands respect for himself and others from the students.</td>
<td>INTERNAL GOAL ATTAINMENT</td>
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<td>4. A principal who will take time to listen to children and parents and teacher and remain objective.</td>
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INTERNAL GOAL ATTAINMENT
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### CRITERION (sic) FOR A PRINCIPAL

#### Personal Qualities

A person who develops trust and respect.

Someone who instills confidence and respect in children, parents and staff.

Well organized,

approachable,

consistent,

good listener,

patient,

self confident,

willing to give encouragement on a regular basis,

open,

sense of humour,

available.

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<th>Internal Integration</th>
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<th>Internal Goal Attainment</th>
<th>External Pattern-Maintenance</th>
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</table>
Professional Qualities

Willing to develop an awareness of the many activities in the school and ways that classes are conducted.

Should have understanding and knowledge of children and curriculum at all levels within the school.

Should encourage professional and personal growth in the staff by exposing and introducing them to resources (people, speakers and innovative materials) so that they can be renewed, inspired and motivated in their own efforts in the classroom.

Willingness to develop an understanding of current trends in education.

Should possess the ability to place teachers in situations that best suit their abilities.

Knowledgeable in proposals and events.

Philosophy

Definitely in favour of a child centered school.

Know, understand and support family grouping.

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INTERNAL PATTERN-MAINTENANCE

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INTERNAL ADAPTATION

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INTERNAL PATTERN-MAINTENANCE

INTERNAL ADAPTATION

UNCLASSIFIED

INTERNAL PATTERN-MAINTENANCE

EXTERNAL GOAL ATTAINMENT
Able to cope with both family grouping and regular programme.

Someone who appreciates that there are many different ways of reaching the same goals.

**Working with Staff**

Able to:

- deal with teacher colleagues in a direct, honest, straight forward way.

- accept ideas from the teachers and not be a dogmatic expert.

- assess the comments of an outspoken staff without feeling threatened.

- keep the staff aware of current school and community activities.

- to participate actively in staff committee

- recognize needs for collegial decision making but able to take a stand independently if necessary.

- distinguish between policy effecting decisions and routine, managerial decisions.

**Working with Individual Staff Members**

Be available for discussion and advice regarding the school philosophy and the teachers' role within it.
<p>| Willing to observe individuals teaching and offer constructive criticism and new ideas. | INTERNAL ADAPTATION |
| Approachable and available for innumerable conferences and discussions. | INTERNAL INTEGRATION |
| Someone who not only supports the staff but who also reinforces and encourages the teachers in what they are doing. | INTERNAL ADAPTATION |
| Someone to be consulted when seeking a second professional opinion in dealing with children and parents or in instructional areas. | INTERNAL GOAL ATTAINMENT |
| <strong>Dealing with Children</strong> | EXTERNAL GOAL ATTAINMENT |
| Providing leadership: | INTERNAL INTEGRATION |
| - in dealing with children. | INTERNAL PATTERN—MAINTENANCE |
| - patient and understanding so as to set an example that will be an inspiration to the staff. | INTERNAL GOAL ATTAINMENT |
| - be interested in solving problems by seeking solutions that will have positive, long range results. | INTERNAL INTEGRATION |
| - willing to get to know the children by working with them occasionally in the classroom. | INTERNAL PATTERN—MAINTENANCE |</p>
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<th>With Community</th>
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<td>Able to deal effectively with parents who have &quot;alternative&quot; lifestyles and views on education.</td>
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<td>Willing to work actively at developing good public relations.</td>
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Re: Criteria for the Principalship
of ________ School

Our consultative committee discussed criteria for the principalship of ________ School at our meeting of February 11, 1976, and are pleased to submit the following:

The principal of ________ School should be someone who:

- has a broad appreciation and respect for different ethnic groups and cultures.
- is aware of the social-economic nature of the area.
- is open to the concept of the community school.
- creates an atmosphere for parent participation.
- has had a breadth of experience in the principalship.
- dresses neatly and has a sense of propriety.
- does not smoke.
- favours home-work or home-study.
- encourages academic excellence and good work habits.
- will be guided by the school philosophy,

and will work in harmony with the staff.
- encourages good manners, and respect for older people.

I hope that these criteria will be helpful to you in choosing a principal for our school.
Following our meeting on January 28, 1976, the staff was asked to submit criteria to assist in the selection of a principal. The submissions which received the widest support follow.

The staff would like an administrator who:

- is in accord with the philosophy of the school,

- and will bear in mind the unique and diverse nature of the school, students and community.

- has demonstrated effectiveness in the administration of a school, in which teachers share in decision making.

- is open to new ideas,

but retains respect for the best in traditional practises,

who sees teachers as professional and is tolerant of a variety of teaching methods,

who is flexible and willing to change when the need arises.

- sees the school in the content of the community and promotes community use of the school facilities for the recreational and educational use of the people in the school territory, striving to
make the school function as a service centre for youth and adult groups.

- is approachable and people-oriented,

promoting a positive interpersonal relationship with students, staff and people in the community,

who sees the position as one of service to others

and will strive to maintain the school as a humane and happy place,

while inspiring the best efforts in students and staff.
Criteria List V-1
Authors:

<table>
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<tr>
<th>Criteria for the Selection of a Principal for Secondary and Elementary School.</th>
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<tbody>
<tr>
<td><strong>A. Students</strong></td>
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<tr>
<td>1. First priority and concern to be in the students, their interests and education.</td>
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<tr>
<td>2. Able to relate directly with children in a friendly, non-threatening manner, associated with qualities which will cause students to admire and respect the principal as a person.</td>
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<td><strong>B. Staff</strong></td>
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<tr>
<td>3. A practitioner of the collegial system to debate and consultation in decision making, and recognizing the autonomy of the classroom teacher in implementing the school philosophy.</td>
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<td><strong>C. Community</strong></td>
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<tr>
<td>4. Committed to the involvement of the Community in philosophy and practice of education in school; able to respond sensitively to the community needs.</td>
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<tr>
<td>5. Wanting to work in this community --not a conscript.</td>
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D. Philosophy

6. Committed to the current philosophy of open education as outlined in the school philosophy.

7. Open to new ideas, and conversant with different theories and practices of education.

Willing to provide organizational alternatives for pupil placement, within the limits of the resources available.

8. Committed to the creation of an environment in which no activity or challenge is placed upon or denied to any child by virtue of his or her sex, race or religion.

E. Personal Qualities

9. Accessible and willing to be involved with students, staff and parents.

10. Able to provide educational leadership, being energetic, innovative, able to inspire and demand a response, creative,
and self-disciplined.

Able to encourage staff to similar qualities.

11. A knowledgeable administrator—able to hold the respect of the staff, of the ________ officials, Parents and the community.

Capable of organization, and competent in directing the school's class programmes, finances and other events.

12. Able to define own philosophy of education, to explain it and defend it. Confident therefore, and not likely to be over-influenced by individuals with particular problems.

13. Intent on building a school community which is wholly committed to the education of the students and to a harmonious team of staff; in which enthusiasm and enjoyment are involved in both learning and teaching.
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<tr>
<th>CRITERIA FOR THE SELECTION OF A PRINCIPAL (as approved by the Consultative Committee)</th>
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<tbody>
<tr>
<td><strong>1.</strong> The principal should feel that good relations with parents and community are important and that parents should feel welcome in the school both to communicate and participate and he should further believe that parents should participate in formulating school philosophy.</td>
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<td><strong>2.</strong> The principal should believe in the choice of modes of teaching, i.e.,—both multi-level family grouping and also a more formal method of teaching, both of which emphasize basic academic skills and that self discipline be considered an important aspect of the child's development in both methods. He should also believe that parents should have the choice as to which method they wish their children to have and further that they should have the option of moving their children in the system. He should also feel that kindergarten is an integral part of this system.</td>
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<td><strong>3.</strong> The principal should support the community school concept</td>
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and be aware of the needs of the community

and in particular have sympathy with multi-cultural elements in the community and within the school.

4. The principal should be a good administrator and leader

with a broad educational background and experience.

He should also be aware of new developments in education.

5. It is further recommended that the incoming principal make available a statement of his educational philosophy and that the outgoing principal and the Area Superintendent should advise the selection committee on what their experience has shown to be the needs of parents and the community.
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<th>CRITERIA FOR THE SELECTION OF A PRINCIPAL</th>
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<td>(as approved by the Out-of-School Care Society)</td>
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<tr>
<td>1. That there be continued support of the community school philosophy,</td>
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<td>i.e.,—providing resources for the total community</td>
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<td>and using the total community as a resource for the school.</td>
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<td>This would include all the members of our community whether they have children in the school or not.</td>
<td>EXTERNAL ADAPTATION</td>
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<td>2. That there be continued observation of the needs of the community and a willingness to take action to provide services over and above the regular school hours.</td>
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<td>3. That there be continued encouragement for community spirit and volunteer help within the community.</td>
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<td>4. That there be continued sympathy for the multi-cultural elements of the community.</td>
<td>EXTERNAL INTEGRATION</td>
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<td>5. That there be continued support for the two modes of education as outlined in the latest newsletter.</td>
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<td>EXTERNAL GOAL ATTAINMENT</td>
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6. That parents continue to have an element of choice in the placement of their child within these two modes.

7. That the school continue to see learning as an adventure; and to regard each child as an individual separate and distinct from his parents and cultural background but also influenced and growing within that background.

8. That the school continue to see discipline as a process which involves the child, and allows him/her to grow towards self-discipline and responsible citizenship.
CRITERIA FOR THE SELECTION OF A
PRINCIPAL FOR _________ SCHOOL
AND ANNEX

_______ is a large elementary school where an extremely good rapport exists amongst the administration, staff, pupils and parents.

In view of this, we would appreciate a principal who will continue the existing school philosophy, as set out below.

OBJECTIVE 1
To contribute to the development of each child's positive self-concept by:

- Grouping children with their peers;
- Early diagnosis and remediation of learning difficulties
- Minimizing the practice of having children repeat grades because of slow progress.
- Encouraging excellence through continuous progress;
- Emphasizing positive reinforcement and success in learning;
- Promoting self-competition and cooperation in learning.
OBJECTIVE 2

To contribute to the child's sense of social responsibility by:

- Encouraging socially appropriate behaviour and avoiding situations that may cause hostility;

- Emphasizing self-discipline and the acceptance of responsibility for one's actions;

- Providing opportunity for cooperation within and among classes;

- Encouraging every child to participate in some form of service to the school and to other pupils (library, band, choir, sports, classroom chores, safety patrol, etc.)

OBJECTIVE 3

To meet the need of the child to acquire skills and knowledge by:

- Following a curriculum that has both present and future value to him and challenges his interest and ability;

- Having classrooms that provide the most conducive physical and human environments for learning;

- Using the teaching strategies that are most appropriate to the unique learning pattern of the child;
- Providing enrichment experiences through extracurricular activities, field trips and special projects;

- Continuation of the Learning Enrichment Program;

- Maximum utilization of the Learning Assistance Centre for children with severe and moderate learning disabilities;

- Intensive use of the Library/Resource Centre;

- Continuation of the extension of the French program.

**OBJECTIVE 4**

To make the school and family a working-together team by:

- Encouraging the parents to share in decisions about the school as stipulated in the School Consultative Committee Guidelines and to contribute some of their time and talent as class parents, volunteer aides, tutorial aides, drivers and special project workers;

- Having open classrooms where parents may visit or assist children under the direction of the teachers;

- Having an open school office where parents are welcome to come and discuss educational concerns about their children;

- Having parent-teacher conferences and other meetings where information regarding the child's progress and development may be exchanged;
- Utilizing the Parents' Consultative Committee to promote parental participation in school activities and in discussion of school philosophy and objectives;

- Continuing the practice of having the Main School and the Annex operate as a single organization.

**OBJECTIVE 5**

To have the staff do their best for every child by:

- Having the commitment to positive relationships with the children, parents and one another;

- Providing, to the extent possible, options within each classroom that permit children to learn in different ways;

- Having alternative teaching modes within the school, on a class basis;

- Using a screening committee to identify, assess and prescribe for children with learning and/or behaviour problems;

- Encouraging the Staff Council to become actively involved in establishing the conditions which promote optimum learning;

- Encouraging innovative teaching methods and practices;

- Taking professional development courses to update knowledge, skills and expertise to meet the unique needs of all children.
OBJECTIVE 6

To facilitate cooperation between the two geographically separated sections of the school (Annex and Main school):

- Having joint staff meetings;
- Having joint staff council meetings;
- Planning and participating in professional development programs;
- Cooperating in:
  - a unified Sports Day
  - Parent-Teacher Conferences
  - Fund raising activities
  - Parent volunteer enlistments
  - Representation on the School Consultative Committee.

The success of this philosophy and the administration of it has been proved conclusively at this school. We, therefore, hope you will give every consideration to help maintain it in the future.
CRITERIA FOR THE SELECTION OF A PRINCIPAL

A prospective principal should:

- Support the present School philosophy of development of self-worth;

- Be responsive to and involved with the community at large;

- Be willing to explore and/or implement innovative ideas, programs, etc. which, after careful and judicious consideration, show significant promise of distinct and measurable benefits;

- Develop in students responsibility leading to sound citizenship;

- Be an effective organizer and administrator;

- Foster the individual safety of each student including prevention of bullying;

- Encourage an atmosphere which develops respectful and responsive students;

- Have experience as principal or senior vice-principal with wide range of experience in teaching all ages of elementary school students and be willing to actually teach if possible.

- Be responsive, understanding and supportive of the staff;

- Have a sense of humour.

* Please note that the criteria have not been listed in order of priority.
CRITERIA FOR SELECTION OF PRINCIPALS

Submitted by
SCHOOL CONSULTATIVE COMMITTEE

1. The candidate for principalship must espouse the philosophy of Secondary School as outlined in the recent Accreditation Booklet, specifically:

(a) To emphasize the personal worth of each student and help him develop a positive concept.

(b) To help each student develop competency in the basic and diverse skills essential to living in the world, particularly the skills to communicate, to use numbers, to think and to make decisions.

See attached - "The School's Philosophy."

2. The candidate should be able to demonstrate an ability to work with parents within the community germane to this school and be sensitive to the plurality of educational needs in the community.

3. The candidate should possess leadership qualities and administrative skills,
and the ability to delegate authority
so that the staff can know they are all members of co-ordinated team involving students, parents and themselves.

4. The candidate should have a background in some recognized academic discipline
and extensive experience in teaching subject matter at different levels;
also an up-to-date awareness of curriculum needs and development.
He should also be able to demonstrate his own ability to teach by assigning to himself a block of subject matter.

5. The candidate should be able to accept teachers as they are by recognizing individual strengths and/or weakness so that he can help plan their timetable accordingly;
arrange conditions under which they can work effectively
and stimulate them to put forth their best efforts.
In addition, we should be able to appreciate the value of professional development by organizing or recommending appropriate in-service training.
### SECONDARY SCHOOL
### CRITERIA FOR SELECTION OF
### PRINCIPALS

Submitted by

STUDENT COUNCIL

1. **Philosophy**

The candidate for principalship should be suitable and adaptable to the various needs and philosophies of schools he/she may be appointed to. In the case of [ ] , the candidate must espouse the philosophy outlined in the accompanying booklet.

The future principal must be sensitively aware of the basic goals and objectives of his/her future school and be able to realize and implement change when the school has diverted itself away from those goals.

2. **Professional Qualifications**

The candidate should have personal credible academic qualifications as well as considerable experience in the teaching profession. In addition to a mastery of classroom teaching, the candidate should be required to develop critical and analytical problem-solving skills, so as to rationally deal with the most adverse situations that may arise with either students, teachers, or the community.
3. Curriculum Awareness

The candidate should be able to comprehend (sic) and encourage use of the educational potential that exists outside the school in the community.

The candidate should also realize the importance of teaching the dynamics of our community and the use of our public institutions and governmental agencies outside schools. This would ultimately involve teaching an awareness of the political and economic realities of Canada and the World.

4. Role of the Principal

The principal should be primarily concerned with the academic, cultural, and physical activities in which the students are involved.

The principal should be responsible for these educational programs in a school and should help in constant contact with students and staff to make sure all programs are run efficiently and interestingly.

It is hoped a principal will be involved as little as possible in the managerial administration of the school.

5. Staff Relations

The principal should be a positive leader in the eyes of his staff, respecting their abilities and encouraging them to develop their own ideas and teaching skills to their full potential, so as to ensure the best of instruction for the students.
6. Student Relations

The candidate should have a genuine interest in the needs of the student body.

It is realized that in a large school not all the needs can be met; however, the candidate should not be prepared to isolate himself/herself from the student body and the problems that face individuals.

The principal should attempt to draw respect not in the authoritarian manner, but respect for his leadership and his involvement in the education of students.

It would be appreciated by the students if the principal could participate in the teaching process to some extent or otherwise come into contact with them more often in their studies.

7. Selection of Principals

It is realized there is no model of a good educational leader, but the above criteria can appear in myriad different leadership styles, all of which can be equally effective. Selection cannot be for those who give an appearance of efficiency or interest alone, but for those who have personally found a practical formula for implementing the criteria.

Selection should be made by those who are academically and professionally qualified to make the choice: members of the teaching profession and directors of education at the school board. The general public should not participate in appointing school principals, as this would turn it into a political process, rather than appointment of people best suited to the job.
CRITERIA FOR SELECTION OF SECONDARY SCHOOL PRINCIPAL

In response to a request from the S.C.C. we submit the following criteria for the selection of a school principal for ________.

The principal should be:

- A qualified and accomplished teacher.

- A demonstrated leader—in school or out of school.

- Committed to a philosophy of education and able to explain his views to his staff and to those students for whom he is responsible.

- Fair, objective, and decisive.

- Able to identify and communicate opportunities and problems.

- A competent organizer.

- Highly visible and accessible to staff, students, and community (parents).

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- Prepared to remain in the post a minimum of three years.

- Able to effectively advance his school's programs and needs to the higher authority to whom he is accountable.

- Able to establish a rapport with the students.

Our interviews, which have been conducted over the past two weeks, were not conducted on a broad survey basis, but on a personal one with casual and selected representatives from the administration, profession, students, and parents, and the criteria above fairly reflects the result of those interviews.

The duties and responsibilities of a school principal are clearly laid out in regulations under the Schools Act. However, we must express our surprise that apparently no definitive criteria for the position have been set out previously by either the __________ or its administration.

**********

Apart from the criteria above, we would like to express our personal worry about:

1. The apparent lack of concern for the educational objectives of schooling in the "promotion" system as administered by the __________.
2. The lack of "refresher" teaching experience in the higher administrative positions.

We make these suggestions with the objective of keeping our administrators closer to their educational objectives rather than getting over balanced towards their administration demands.