

THE INDEPENDENT SCHOOL'S HEADMASTER:

A DESCRIPTIVE STUDY

by

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CHAPTER ONE

INTRODUCTION

A. Awareness of Problem

Independent schools replace their chief school officer, the headmaster, on an average of about once every eight years. Of the approximately 800 schools which are members of the National Association of Independent Schools, this means that approximately 100 seek a new headmaster each year. The importance of the headmaster in the total operation of the school is second to none. The feelings of many people associated with independent schools are summed up quite properly by Kraushaar: "The success or failure of the private school depends to a large extent upon the quality of the school head's leadership."¹ He is as influential in his community as the public school superintendent, who, according to Cuban, "...more than any other person in the community influences the shape of public education."² Research has established information about careers, background characteristics, mobility patterns and career paths of the

¹ Otto F. Kraushaar, American Non-Public Schools (Baltimore: The John Hopkins University Press, 1971), p.1.

² Larry Cuban, Urban School Chiefs Under Fire (Chicago: The University Press, 1976), p.xii.

superintendent. But, while there has been much study on the public school superintendent and principal, we know relatively little about their counterpart in independent education, the Headmaster.

B. Relationship Of Problem To Current Knowledge

There are relatively few studies about the individuals who serve as independent school headmasters. Those which have been completed on the headmaster reported little differences in attitude and leadership style between leaders of new schools and those of a more traditional nature. Other works have described the headmaster in theory and practice and the nature and history of private schools. The background, career paths, and mobility of headmasters, though, have not been well documented. Before further studies are made, information of this nature should be established. Also, headmasters, acting as consultants, have offered personal advice to school boards and prospective candidates based upon their past experiences. Some of these ideas have been reproduced in manual form. However, this advice, by its very nature, is limited to one person's experience. It is the purpose of this study to magnify that information many times, thus gaining information on the relationship between personal attributes, educational background, experience, and the types of

schools headmasters lead. The analysis has capsulated information previously available only through a lifetime of individual and personal observations. The results of the study may well provide a basis for assessment and prediction of aspirant success potential through comparison of their backgrounds with those of current heads.

There are a variety of private schools. They serve approximately 10% of the student population of the U.S.A., educating 4.8 million students in approximately 18,000 schools and spending 8.6 billion dollars annually. Such schools have been generally classified into three types: 1) religious, 2) independent, and 3) alternative.³

Essentially, they exist to serve the purpose of a particular group. Religious schools serve to establish

...self identification and social belonging, and the choice of a specific religious schooling entails well-defined ethnic, cultural, and to some extent, socio-economic and vocational values. It is up to the parent to decide whether such an education places the child in a psychologically stronger position to make his way in the societal mainstream with its riptides of competing values...⁴

³ Susan Abramowitz, "Private High Schools: A Descriptive Profile and Comparison with Public Schools" (paper presented at the Annual meeting of The American Educational Research Association, San Francisco, April 1979), p.3.

⁴ Kraushaar, op. cit., pp. 6 and 7.

Another group of private schools, some religiously affiliated, are the Independent Schools. Their objective is to provide a solid academic program to prepare the above average student for college or university. They are usually small, varying from less than 100 students to occasionally more than 900. They provide firm guidance based on historical and traditional values in a secure and controlled environment. These independent schools have

...long played a unique and important role in American life. In the early years of the country, some of these schools were almost the only ones available for education for college. In more recent times, they have provided some of the best academic preparation for higher education. Even their nick-name-"prep school" - indicates how basic this function has been to the schools.

They may voice other concerns, but they publicly and strongly endorse the purpose of helping their students gain the knowledge and skills necessary to get into and survive in college, particularly the most selective ones. Their catalogues often include impressive listings of the colleges their graduates have attended.⁵

Most of these independent schools, including the religiously affiliated schools which are closely associated due to the stress placed on college preparation, are loosely organized into a group known as the National Association of Independent Schools. These schools are located in all 50 states and a few, considered affiliated schools, are located in overseas countries. The association "... as a non-profit, tax-exempt, voluntary membership organization serves 880 independent elementary and secondary schools."⁶ The membership is diverse, including

boarding and day schools, single-sex, co-educational, and coordinate schools; elementary, middle and upper schools, and various combinations in between; schools in cities, suburbs and countryside; traditional, experimental, and alternative schools; non-sectarian schools, church and church related schools.⁷

⁵ Leonard L. Baird, The Elite Schools (Lexington: D.C. Heath Company, 1977), p. xiii.

⁶ NAIS Staff, National Association of Independent School Directory (Boston: The Association, 1980), p.1.

⁷ Ibid.

It is this group and their headmasters which will be the focus of this study.

As noted by Welch, there is a major difference between the role orientation of the headmaster and his/her counterpart in the public school. Welch studied the comparative styles of public and private school administrators. He found that public school administrators are more oriented toward the task to be done.⁸ His study covered the entire population of the U.S.A., but did not take into account the differences in school type, size, purpose, setting, or gender of the student body. Galanos did an earlier study of independent school heads which supports that finding. In summary, she concluded that headmasters were characterized by 1) strong interest in young people, 2) humane qualities such as being very approachable, 3) an absence of scholarly or research interest, and 4) a relative weakness in skills and interest in business and financial matters.⁹

⁸ David Fife Welch, "A Comparative Study of the Administrative Styles of Public and Secondary School Principals and Headmasters," (unpublished Ph.D. dissertation, The American University, 1976), p.90.

⁹ Maria Galanos, "The Headmaster in Contemporary Non-church Related Schools: Selected Aspects of Leadership," (unpublished Ed.D. dissertation, The University of Pennsylvania, 1974), p.85.

According to Kraushaar, the difference between the two school administrators is that the independent school headmaster works in an autonomous domain.¹⁰ The headmaster was, in the past, responsible only to his non-elected board, but today he must also be sensitive to his alumni, supporters, faculty, and students. The public school superintendent, on the other hand, is usually responsible to an elected board and to the general public; he, therefore, must be sensitive to everyone and is much more subject to the political climate.

The independent school board delegates to the headmaster broad powers to operate the school according to the established policy and philosophy. Much like the superintendent, the headmaster is, in addition, the 'professional' who advises the board on decisions regarding policy, sound educational practices, and fiscal operation. He is, according to Kraushaar, "...the boss, the colleague, judge and executioner all wrapped up into one person. He is a generalist, a jack-of-all-trades, and somewhat of a Renaissance man."¹¹

As a result, consultants, placement agencies, and retired headmasters spend considerable time and effort advising aspiring young headmasters and schools seeking headmasters about the positions and

¹⁰ Kraushaar, op. cit., p. 173.

¹¹ Kraushaar, op. cit., p. 187.

types of individuals who should fulfill them. These advisors receive considerable pay for their efforts. Countless hours are invested by a school each time it seeks a new head.

A typical procedure, suggested by Miller, depends upon each school's unique needs. He claims that in preparing to select a new head, the school must thoroughly examine its philosophy, strengths, and weaknesses before beginning its search. He recommends that after a self-examination, the Board develop a bilateral checklist of qualifications and characteristics it will require in a school head. His list suggests the following criteria to be examined;

- A. Qualifications
 - 1. Evidence of leadership ability.
 - 2. Appropriate academic background.
 - 3. Teaching experience.
 - 4. Administrative experience.
 - 5. Public relations success.
 - 6. Fundraising experience.

- B. Characteristics to be examined
 - 1. Educational philosophy
 - 2. Personality.
 - 3. Cultural background.
 - 4. Wife and family.
 - 5. Social.
 - 6. Political interests.
 - 7. Age. 12

¹² Frank Miller, The Selection and Appointment of Private School Heads (Boston: National Association of Independent Schools, 1971), pp. 1-7.

In addition, Miller states that candidates who become headmasters do so mainly because they are interested in putting their educational ideas into effect, increasing their income levels, and in gaining greater recognition. He advises the candidates that the position will change their lives, and that they will undergo significant personal growth and maturation.¹³

Candidates generally come up through the independent school structure, taking on increasing amounts of administrative responsibility and "sitting by Nellie" to receive an education, much like an apprenticeship, in school administration. This apprenticeship is often a long, laborious process and unless accompanied by considerable job mobility, may result in over-learning of the skills required.¹⁴ Jennings, in a study of mobicentric managers, states that most jobs can be learned well in 1 1/2 to 2 years and that from then on the manager is doing work with a minimum of effort. If continually moving to a new job, he will acquire more skills and flexibility than the man who remains place-bound, meticulously perfecting details at tremendous cost in career time.¹⁵

13 Ibid.

14 Eugene E. Jennings, The Mobile Manager (New York: McGraw Hill Book Company, 1971), p. 2.

15 Ibid.

Historically, the headmaster has remained in one position for a lifetime, rarely moving to another school. Often he founded the school or was selected by the founders to operate the school in accordance with a distinct vision and philosophy. In those by-gone days, he was the all-powerful, charismatic individual who ruled with a firm hand. He was never removed and rarely questioned for school mismanagement or abuse of human rights. He was confident in his power, realizing that only one group, his board, could remove him from office. Headmasters were "...magnanimous despots, creating enduring schools through their own individual energies, maintaining them under absolute rule, and leaving them forever imprinted with their own personalities."¹⁶

In an effort to distinguish between the various types of independent school headmasters, Bidlach attempted to measure their attitudes towards education and their administrative styles. A sample of 88 headmasters was surveyed, 51 of whom returned "useable or partly useable data". He broke these 51 headmasters into two groups: 31 from older schools and 24 from newer schools. Bidlach concluded on the

¹⁶ John McPhee, The Headmaster: Frank L. Boyden of Deerfield (New York: Farrar, Straus and Girouz, 1966), p.7.

basis of these data that the apparent differences between ages of the schools are not significant enough to cause a noticeable change in attitudes and style between the heads of older and new schools.¹⁷

Since there are such diverse independent schools, it seems unrealistic to accept these conclusions. Had Bidlach increased the sample size and separated elementary from secondary, coed from single sex schools, boarding from day schools, would all headmasters still exhibit similar attitudes and leadership styles? Also it seems realistic that schools founded since 1900, whether formed in the late 30's, 40's, or 70's would have purposes and a heritage different from the older, more traditional schools. After all, the true "elite" of the prep schools are located mostly in New England and they are 100 to 200 years old, considerably older than Bidlach's sample of "older" schools.

In order to understand better this area of educational administration, it seems appropriate to learn more about the heads of independent schools. Before studying their attitudes or administrative styles, there is a need to understand who these educational leaders are. What are their backgrounds? How did they

¹⁷ Gerald L. Bidlach, "An Investigation of Educational Attitudes and Administrative Styles of Headmasters of New and Established Independent Schools," (unpublished Ph.D. dissertation, The American University, 1978), p.73.

get to the top of the independent school ladder? Do they exhibit different patterns of job mobility? These questions are important to consider if the top position in independent education is to be filled with an individual capable of leading the independent school of the future. These questions are important to consider, if future careers are to be planned and new openings are to be filled.

In the most recent study of the independent school head, Kerr and Stockdale in 1980, 1) reported on the requirements needed to head an independent school and selected background variables, 2) identified the nature and extent of the demands on heads, 3) identified practices heads believe allow them to perform effectively, and 4) isolated factors that militate against successful and sustained performance.¹⁸ They surveyed the entire NAIS population and received 541 responses. Their data describe the NAIS member Head as 87% male, caucasian and 47 years old. The typical respondent had undergraduate majors in either Social Science (37.2%) or Humanities (36.7%). The majority had at least a Master's degree, with approximately 15% holding either a C.A.G.S. or Doctorate. At least 30% of the graduate degrees were in educational administration.¹⁹

¹⁸ Albert L. Kerr and James B. Stockdale, The School Head: A Profile, ed. Arthur Baxter (Boston: NAIS, December 1980), p.1.

¹⁹ Kerr and Stockdale, op. cit., pp. 2 and 3.

Most heads came from the teaching ranks (77% from private schools) and of those surveyed, most had some administrative experience before entering a headmastership. The list below indicates the percentage of their respondents who gained administrative experience in specific jobs.

Assistant Head	44.6%
Division Head	27.2%
Admissions Officer	24.0%
Secondary School Dean	23.9%
Counselling and Guidance	22.8%
College Counsellor	20.2%
College Administrator	11.7%
Director of Development	9.9%
Athletic Director	9.5%
Business Manager	6.6%

20

By breaking this group of independent school leaders down by type of school and level of instruction, a picture of the differences in background, career paths and mobility patterns can be developed.

C. Statement of Problem

This study has explored the background, career paths, and mobility patterns of the individuals who currently work as headmasters in independent schools. If headmasters are important to the educational leadership of independent schools responsible for educating approximately 10% of the youth of the nation, then

20 Kerr and Stockdale, op. cit., p.4.

understanding who these people are and how they progressed to the headship should prove useful to the practitioner considering a career move, the aspiring headmaster, the searching board, and the consultants who advise schools and individuals about the position.

To establish a broader base of empirical information, answers have been sought to the following questions;

1. What are the personal characteristics of independent school headmasters?
2. What are the career paths they have followed to the headmastership?
3. What is the relationship between the mobility they exhibit, their personal characteristics, and the type of school they lead?

This study has been accomplished by developing a profile of these headmasters based upon descriptive data on the individuals and the schools they run, describing the career paths which they have followed, and determining the effect of mobility upon career development.

D. Justification for Study

The selection of a headmaster in an independent school is a very important process, which provides opportunity for the school's trustees to select a professional educational leader. The selection enables the school as an organization to adapt to current and future needs. In business and public education, the chief executive officer

is usually chosen from among individuals who progressed through a well established hierarchy, the training ground for future managers and leaders in those fields.

Likewise, independent schools appear to have a hierarchy which provides a basis for the training of future headmasters. Knowledge of this process provided by a profile of the career development of current independent school headmasters should enable searching boards, practitioners, and consultants to make more enlightened decisions in selecting new headmasters to lead independent schools.

In summary, this study provides descriptive information about the independent school headmasters and attempts to identify relationships between the type of school they lead, their backgrounds, and their career mobility.

E. Limitations and Assumptions

The scope of this study will be limited to the independent schools which are members of the National Association of Independent Schools. It is quite possible that inclusion of those schools which are not members of the Association would result in different sets of data. The study relied on self-description. It is assumed that the individuals responding to the survey questionnaire have provided accurate information. It is also assumed that

1. individuals responding were knowledgeable and willing to provide information.
2. they understood the questionnaire.
3. they did not subvert the process.
4. they were not harmed by the process.
5. by responding they were consenting to permit an analysis of the information.

F. Definition of Terms

PUBLIC SCHOOLS: schools operated by state and local governments.

PRIVATE SCHOOLS: all non-public schools.

PAROCHIAL SCHOOLS: religiously affiliated schools operated in part or whole by various denominations to provide a church based education.

ALTERNATIVE SCHOOLS: non-public schools developed and operated by parents as an alternative to the public, parochial, or independent schools.

INDEPENDENT SCHOOLS: non-public schools whose primary aim is college preparation and who, in this case, are members of the National Association of Independent Schools.

HEADMASTER: the chief executive officer of an independent school.

HEAD: refers to either a male or female head of an independent school.

BACKGROUND: personal attributes, socio-economic status, education, and experience of the independent school head.

HEADMASTERSHIP: the chief executive office of an independent school.

NAIS: The National Association of Independent Schools. This is an association of independent schools whose primary purpose is college preparation.

BOARDING SCHOOLS: independent schools where students reside on campus for the academic year.

BOARDING-DAY SCHOOLS: independent schools where greater than 50% of the students reside on campus, while the remainder live off campus, usually at home.

DAY SCHOOLS: independent schools where students attend classes and activities only on a daily basis throughout the academic year while residing at home.

DAY-BOARDING: Independent Schools where greater than 50% of the students in attendance reside off campus with less than half of the students residing on campus.

MOBILITY: in this study, a ratio computed by dividing the number of positions an individual has held into the number of years in the profession.

PROFILE: a thumb-nail sketch of the background characteristics of the independent school heads.

CAREER PATH: the positions an individual has held on the way to becoming a headmaster.

G. Significance of the Study

Thousands of dollars are spent each year to identify potential candidates and select heads of independent schools. Since independent schools currently educate nearly 10% of the nation's youth, the individuals who lead these schools have considerable impact on their education and, thus, their future. Knowledge about these individuals and the schools they lead should aid school boards, potential candidates, and consultants in better understanding this career process and, thus, in making better decisions about career development and placement of independent school heads. In addition, a hence uncharted career can be compared to the paths followed in other occupations.

H. Methodology and Procedures

In order for progress to be made in solving problems, information about a particular problem must be established so that one may better understand its nature and direction for further study. To date, the independent school headship has not received much attention from researchers in the field of education. For that matter, as a career,

the headmastership has not been extensively reviewed, although some attempts have been made to describe the headmasters' educational preparation and the nature of that position.

In order to extend that work, survey methodology has been used to develop descriptive statistics about the backgrounds, career paths and mobility patterns of this group. Early developments in any field of research rely upon a description of the status quo. Assessments of prevailing conditions, practices, and attitudes, seeking accurate descriptions of activities, objects, processes and persons are the goals of the investigators in the early stages of research in a field.²⁰ But ..."descriptive research is not confined to fact gathering. Predicting and identifying relationships among and between variables is the goal of competent researchers."²¹ The data gathered in this study describe the backgrounds and experiences of those individuals who currently hold headships. In addition, relationships between these variables have been tested to determine the extent of any relationships. A summary of this study presented in Chapter V, has been used to formulate an interpretation about the career development of independent school heads.

²⁰ Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), p.203.

²¹ Van Dalen and Meyer, op. cit., p.205.

I. Summary

There are three major questions to be answered in this study:

1. What are the personal characteristics of independent school headmasters?
2. What career paths have they followed to the headmastership?
3. What is the relationship between the mobility they exhibit, their personal characteristics, and the type of school they lead?

These questions have been approached by fulfilling the following objectives,

1. Listing the personal characteristics of school headmasters surveyed.
2. Mapping the paths they follow to the headship.
3. Determining the relationship between the mobility they exhibit, their personal characteristics, and the type of school they run.

J. Organization of the Study

This study has been conducted by the survey methodology described in Chapter III, using a mail survey questionnaire to gather the data. The results have been used to interpret "what is" in the area of independent school headmasters. The entire population of the NAIS (780 members in 1981) has been used as the sample. Information gathered included background data in the following areas: 1) family background, 2) educational background, 3) experiential background, and 4) statistics about the current school of each head.

The data have been analyzed in Chapter IV. Descriptive data describing the various heads by school types and level of curriculum have been tested for significance by Chi square and analysis of variance. Career paths have been charted for each type of school head and a mobility index has been developed to determine if rate of movement from position to position was related to type of school led or the background variables of the headmasters.

A summary and interpretation of the data have been provided in Chapter V and conclusions about the career of the independent school headmaster include suggestions for further study.

In the next Chapter, Chapter II, the literature regarding the following topics will be reviewed:

- A. Introduction to Career Development
- B. Independent Schools
- C. Independent School Heads
- D. Career Development of Public School Administrators
- E. Career Paths and Mobility of Public School Administrators.
- F. Related Research in other Areas
- G. Summary
- H. Organization of Study

Chapter II

A REVIEW OF THE LITERATURE

A. Introduction

In a world of constant change, current job and educational practices are consequences both of past actions by individuals and of future work demands. To maintain and help the society evolve, careerists must choose jobs, and societies must select individuals for these jobs that will best suit the development of each in the future. In this study an analysis of factors affecting the process of individual career development has been made so that a better understanding of the selection and appointment of independent school headmasters may be gained. This paper examines backgrounds, education, and related occupational experiences of individuals as the significant forces which affect their career development.

Many of the forces which influence an individual and his choice of career are not within his immediate control. His genetic endowment, his mental ability, his personality and his socio-economic status cannot be controlled. They are often "givens" with which he must work. The state of the local economy, national policy, and international politics all influence his choice of career and the

moves he makes within that career. Most influences, including luck, are outside his control. Therefore, an individual must gain insight into the world of work in order to enhance his or her own opportunity for making the right choices at the right time and so that he/she can be in the right place at the right time.

One's career is a process; it is a sequence of work and related experiences.¹ Many careers just happen; others follow a pattern. Some can be created, but all can be enhanced by understanding the career process. Healy defines career as "...the sequence of major positions occupied by a person throughout his pre-occupational, occupational, and post-occupational life."² The career unfolds as individuals take advantage of better opportunities, and as they move through the various stages of their social, emotional, and intellectual lives. Each position influences the individual, providing opportunity for growth, skill development, and observation by significant others who can be most helpful in future career steps. Each position opens and closes future options. It provides the

¹ Douglas T. Hall, Careers in Organizations (California: Goodyear Publishing Company, 1976), p.4.

² Charles C. Healy, Career Development (Boston: Allyn and Bacon Inc., 1982) , p.5.

individual with the opportunity to refine skills, attitudes, and interests while giving background and establishing contacts in the process.³

The study of career development has generally taken two forms; one approach which examines factors affecting the selection of a career, and a second which examines factors affecting individual chances of success while climbing the career ladder. This study will examine those factors which appear to most significantly to affect the career progress of independent school headmasters.

The methods used for these types of studies reflect the nature of the factors perceived as influencing career development. These methods investigate background data and career mobility which individuals in a given occupation have exhibited. According to Hall, the underlying assumption of both methods is that a person's previous experience, as influenced by his environment, will somehow affect his attitudes and his ability to perform in future experiences.⁴ This is analogous to the notion that the best predictor of the future is an examination of the factors which produced the past and present.

³ Ibid, p.6.

⁴ Hall, op. cit., p. 97.

Analysis of materials covering interest, motivation, personality, performance, and person-organization fit will not be reviewed for this study. Although they would undoubtedly provide food for thought, at this stage in the research of the independent school head and for the purpose of this study, which addresses the relationship between background characteristics, career mobility, and the type of school a head leads, such information is of only peripheral interest. Such data tend to be more valuable to an understanding of the mechanics of occupational choice rather than an understanding of career progression.

Healy, Blau, Duncan, Sewell, Haller, and Ohlendorf feel that career opportunities and advancement vary according to social class.⁵ As the family is a person's first socializing influence, the environment to which he is exposed significantly affects future outcomes. Despite the fact that in a few highly publicized instances, poor backwoods farmers rose to positions of great prominence in the U.S. during the nation's formative years, it has generally been the case that wealthy or well-educated individuals become leaders in their chosen professions.

⁵ Healy, op. cit., p.25.

Society's institutions affect people differently on the basis of their status. One's status derives from family's background, sex, prestige of schools and careers, and in the case of women, their husbands' occupations. Rich and poor children receive differential treatment in schools, churches, courts and even families. Families, schools, and employees, despite title IX, have different expectations for boys, and girls, men and women. Prep schoolers and Ivy Leaguers have an entree to opportunities, both social and career, which public school and state college students of comparable ability are denied. Similar advantages occur throughout life.⁶

Status, inherited by individuals from their parents, affects career choice and subsequent upward mobility within a given career. Research on inherited and attained status generally follows one of two lines of inquiry. Blau and Duncan show that the main impact of family background on a person's educational attainment is that of father's occupation and education. Educational attainment, in turn, influences one's initial job, which, with education, is the main determinant of final occupation.⁷

⁶ Healy, op cit. 41 and 42.

⁷ Hall, op. cit., p.113.

Sewell, Haller and Ohlendorf place more stress on the impact of inherited status, level of aspiration, mental ability, and the influence of significant others, indicating that these intervening variables affect educational and occupational attainment.⁸ Warner and Abegglen, in a study on the backgrounds of America's Business elite, concluded that

The operation of rank and the effect of high birth are strongly evidenced in the selection. Men born at the top are more likely to have success than those born further down... Nevertheless, they do so now in increasing numbers. The sons of men from the wrong side of the tracks are finding their way increasingly to the places of power and prestige.⁹

It appears that the amount of education one has and the quality and prestige of the school attended also have an important impact upon vertical career mobility.¹⁰ Professional and skilled occupations have come to require larger and larger amounts of training in recent years, at least partially in response to specialized job requirements. This condition has had a salutatory effect upon mobility opportunities of those who lack appropriate family background. Those able to gain

8 Ibid.

9 Hall, op cit., p. 114.

10 Charles C. Healy, Career Development (Boston: Allyn and Bacon Inc., 1982), p.5; see also Douglas T. Hall, Careers in Organizations (California: Goodyear Publishing Company, 1976), p.4.

access to necessary education, particularly at more prestigious institutions, have been able to enhance their career chances significantly, competing successfully with their status endowed job rivals.

Another factor which often proves helpful in career development is sponsorship. Recognition by others of an incumbent's skills, interests and ability is extremely important in many occupations. In its most personal form, called nepotism, family members seek to assist their relatives, not necessarily to be discriminatory but out of a sense of family loyalty and concern. Sponsorship takes various forms in the occupations: unions, associations and "old boy networks" all sponsor, train and regulate the standards of ethics and skill that their proteges must develop as they seek to reach the next rung on the ladder.

Whether in education or business, sponsorship has played an important role in career development. Historically, it has been one of the chief means of transmitting knowledge and skill in many areas. In the arts it has been long accepted as fact that young persons learn the trade by studying under a master. Homer trained Odysseus, and Merlin assisted King Arthur. Wise men counsel, teach, coach and inspire younger individuals.

Roche observed that two-thirds of all successful individuals in business had mentors. Those who had mentors earned more money at a younger age, received their first major assignment at a younger age, and appeared happier with their career progress.¹¹ However, those queried about the effect of the mentorship did not rank it high among the factors they considered important to their own success. Decision-making, motivation, ability to motivate others, leadership, energy, willingness to work long hours, and luck were considered more important.¹² The effect of a mentor may make an important contribution to career movement through the provision of personal contacts, career guidance and professional role-models for the neophyte in the field.

Experiences with activities in high schools, colleges, community affairs, and religious groups are also useful indicators of tendencies toward upward mobility. Campbell found that successful managers rated high in good health, and scholastic and extracurricular activities in high school and in college. These individuals often assumed positions of responsibility at an early point in their lives. In addition, a person's goals, intentions and expectations exert a strong influence

¹¹ Gerald R. Roche, "Much Ado About Mentors," Harvard Business Review, Vol. 57 (Jan/Feb, 1979), pp. 14-28.

¹² Ibid.

on his career direction and upon successful goal achievement.¹³ There is a maxim which states that people tend to get where they want to go. Therefore, early identification of goals and realization of aspirations can assist the upwardly mobile individual. By examining the career paths of present headmasters, their personal backgrounds, activities, and aspirations, an individual can better calculate his personal chances of reaching a headmastership. In addition, such an approach can be utilized to predict the career possibilities of others aspiring to this position.

B. The Independent School

To understand the career of an independent school head, one needs to know something about the nature of the independent school. In a sense, the independent school as so named, is a recent phenomenon. Previously known as private schools, these schools adopted the name 'independent' to nullify the negative connotation that the word 'private' had taken on in the late 1800's. Swamped with immigrants after the Civil War, patriots were determined to Americanize the new arrivals in a "melting pot" fashion and saw the public schools as the only logical means for inculcating democratic virtues and American ideals. Attempts were even made at that time to outlaw private and

¹³ Hall, op. cit., pp. 114, 115 and 179.

denominational schools, since patriots felt that private schools established by the immigrants would delay their Americanization.¹⁴ For the sake of the country at that time, it was probably appropriate that everyone attended the public schools. However, the academies and prep school suffered as late as the 1950's under the residual feeling that they were somehow undemocratic and elitist.

Today when the term "private" school is used, most individuals are reminded of what private school people call the "independent" school. This name is currently used to describe the college prep schools, which typically espouse an educational philosophy which embraces education of the "whole child" and preparation for college and later life.

Private schools have continued to exist for two reasons. First, it is felt by teachers, students, and parents that such schools provide their children a "better" education than that available in the local public schools. In addition, they provide an alternative to the public school, in some cases making available special programs designed to meet a variety of different needs.¹⁵ As a group, they are

14 Otto F. Kraushaar, American Non-Public Schools (Baltimore: The John Hopkins University Press, 1971), p.21

15 Kraushaar, op. cit., p.6.

much more heterogeneous in their overall program offerings than their public counterparts and provide students and parents with a choice, albeit an expensive one.

Today's independent schools have characteristics different from most public schools. They are comparatively smaller, are selective of their student bodies, require a fee for their programs, and are operated and directed almost exclusively by a man or woman appointed by a Board of Trustees. They most closely resemble smaller public schools in an exclusive suburb.

The small size permits faculty to know all students and the selection process permits greater homogeneity of abilities, a situation which enables the faculty to concentrate on one level of instruction. Faculty and parents expect students to work hard, including two or three hours of homework a night. The school philosophy, even for non-secular schools, still includes a commitment to the education of the "whole" child. In 1925 a land-mark court decision, Pierce vs. Society of Sisters, became the "Magna Carta" of non-public schools. It established the right of these schools to continue to exist and parents' right to send their children to such institutions.¹⁶

¹⁶ Kraushaar, op. cit., p.13.

In a sense, since education in this country initially was the responsibility of the church, the first schools were private ones. At first they exhibited a strong Protestant influence. Soon, however, Catholics, Lutherans, and other groups became unhappy with the doctrinal teachings of these first schools and, as their numbers increased, developed their own schools.¹⁷ Since they were the only source of education at that time, such schools received state funds and were the primary source of a child's formal learning. This situation prevailed until about 1820. As the cities grew, the church schools and private academies were unable to keep up with the growing population. The states then developed additional schools to handle the overflow.

Boarding schools, needed to provide educated students for the colleges of the 1700's, were first introduced by the Phillips brothers, who created Andover in 1778 and Exeter in 1781. These schools developed a corporate form of organization, based on the colonial college model, which still exists today. Round Hill, one of the first such schools was founded by Cogswell and Bancroft. They adopted the philosophy and style of a Swiss school in Yverdun which remains to this day one of the pillars around which such schools

¹⁷ Kraushaar, op. cit, p.6.

structure their organization and teaching. The country's leaders at that time felt that these schools should train the next generation to assume a national leadership role. "Its mission was not to educate an 'aristocratic elite', but to educate the 'bourgeois' gentleman." To accomplish their goals and to deal with the students' problems, they stressed a family-style orientation based on mutual concern. They carefully planned and implemented an exhaustive series of studies and activities for their boys. The administrators of these schools believed that "... the very art of education ... consists of knowing how to occupy every moment of life in a well directed and useful activity of the youthful powers, in order that ... nothing evil may find room to develop itself."¹⁸

As the colleges grew in size and number and as technology expanded, there came to be a greater need for college-prepared students. Today's boarding schools, based on long-standing heritage and tradition, continue to provide independent educational opportunities for elementary and secondary students. While boarding schools share the common goal of preparation for secondary school or college in a personalized, stimulating, and supportive environment, the optional programs they offer vary widely. They are independent,

¹⁸ Kraushaar, op. cit., pp. 58, 62, 57, 64 and 63.

non-profit institutions governed by elected or appointed volunteer Boards of Trustees. In most cases the board members represent a broad base of educational, business, and professional interests. The responsibility for the operation of the school is delegated by them to a school head who maintains direct relationships with parents, students, faculty, and alumni in an effort to carry out the goals of the school.

Independent day schools have roots also in the earlier colonial boarding and grammar schools. Like the boarding schools, they are college preparatory in nature, based upon a philosophy that a full, relevant, educational program is best for the development of children. They are known today as country day schools and are patterned after their boarding school counterparts. Founders purchased and established such schools in beautiful settings in the country, away from the "filth" of the city, to provide an idyllic environment in which to educate children. Originally, they taught the academic subjects, leaving value and cultural education to the home and church.¹⁹ Today, however, they attempt to educate the "whole child" also, meaning character development as well as intellectual and physical development.

¹⁹ Kraushaar, op. cit., p.75.

Many of these schools today cannot be recognized as country day schools since they are no longer in the country. Cities have expanded and now surround these alternatives to public education. However, as a group, they can still be recognized by the following criteria: a full day program of academics and extracurricular activities, and a proximity to home both geographically and with involvement of parents.²⁰ There are over 500 such schools in the U.S. today. Like the boarding schools, they function primarily to prepare students for college.

Today, this system of private schools, having once been the only source of education in the country, is seen as an alternative to the public schools. Of the approximately 18,000 private schools, 85% are denominational schools, of which 75% are Catholic.²¹ Of the remaining schools, approximately 800, including over 200 boarding and approximately 600 day schools, are known as independent schools. These schools belong to an association known as the National Association of Independent Schools (NAIS). This group, the focus of

²⁰ Kraushaar, op. cit, p.77.

²¹ Susan Abramowitz, "Private High Schools: A Descriptive Profile and Comparison with Public Schools," (paper presented at the Annual Meeting of the American Education Research Association, San Francisco, April, 1979), p.3.

this study, is a loosely affiliated group of heterogeneous schools which provide a non-sectarian or non-church related alternative to the public and parochial schools.

C. Independent School Heads

Known as Headmasters, Headmistresses, Heads, Principals, or Directors, these men and women are responsible for the operation of the independent schools. There has been relatively little research about their positions, backgrounds, or career development. Kraushaar, in an excellent text on non-public schools, devotes 26 pages to their leadership style, religious orientation, job demands, role as the chief administrator and evaluator, tenure, and the governing board. He describes a good school head as a Renaissance man and a jack-of-all-trades whose work is never done.²² Concluding from a survey sample drawn from all U.S. private schools, he states that due to the very nature of the private school, today's heads are an extremely diverse group of individuals. There is no single leadership style, no single educational progression, no special previous career, and no special socio-economic background that spells success or failure as a school head. Yet, he does feel that there is a difference between the

²² Kraushaar, op. cit., p.187.

bold, charismatic leaders of the past whose names are enshrined on buildings, fields, and schools and the sensitive, flexible leaders of the present who are still ripening on the vine.²³

Nostrum, in an unpublished Ph.D. dissertation concerning the role of the headmaster, described them as " ... awesome creatures, mightier than Louis XIV and just below God ...". They are " ... all things to all people."²⁴ McPhee, writing about Frank Boyden, founder and head of Deerfield Academy, stated that they were " ... magnanimous despots ... who created enduring schools through their own energies, maintained them under absolute rule, and left them forever imprinted with their own personalities."²⁵ Baird, in his book on the elite schools, describes the head as an individual, similar to his teachers in background, who is the center of school life. He feels that they are not " ... the autonomous commanders-in-chief they once were, but even today they play a crucial role in the schools as the ultimate resting place of legitimate power."²⁶ He concludes, as did Kraushaar, that today's head is a different breed from the head of the past. The

²³ Kraushaar, op. cit., p.176.

²⁴ Peter Nostrand, "Headmasters in Theory and Practice, " (unpublished research, The University of Virginia, 1973), p. i.

²⁵ John McPhee, The Headmaster: Frank L. Boyden of Deerfield (New York: Farrar, Strow and Geroy, 1966), p.7.

²⁶ Leonard L. Baird, The Elite Schools (Lexington: D.C. Heath and Company, 1977), p.48 and 49.

head of the past dealt with different conditions than those heading schools today. Things were simpler. Schools were smaller: students were less cynical of authority and faculty were less professionally trained. Combined with almost total power granted by the board to operate a school, these charismatic individuals led with autocratic boldness, utilizing their intellectual gifts, values and strength of character to command the schools.²⁷ As McPhee said of Boyden " ... his school had no plan and theory, but he proved himself an educator by intuition."²⁸ Heads, then, had the capacity to put their visions into practical reality. They alone were responsible for implementing the philosophies they developed regarding the proper education of the young.

Today's head is more apt to use a consultative leadership style. Although he is still very much in the driver's seat, the problems faced by the second generation heads have become more elaborate. They must be more flexible and more sophisticated. Their faculty are better trained, and legal action by individuals, State and Federal government are more frequent. In addition, more parents while holding two jobs are relying on the schools for help with raising their children. According to Kraushaar, today's headmasters lead with a

27 Kraushaar, op. cit., p.175.

28 McPhee op. cit., p.7.

style marked by prudence, circumspection, caution, negotiation, and compromise.²⁹ The heads of independent schools today are much more affected by their constituencies than were the leaders of independent schools in the past.

However, Baird in a study of the 'elite', more traditional boarding schools, sensed that little had changed within those environments. He states that

Overall...the schools do not appear to have changed in any fundamental sense during the last few years. The chief change seems to be a relaxation or elimination of petty and annoying rules. Students seem to feel less irritation from a number of small aspects of their schools, which has probably lessened the overall tension. However, the central academic purposes of the schools are emphasized as strongly as ever, and the pressures, organization and intensity of environment which are consequences of these purposes remain.³⁰

Kraushaar also grants that there may be among the heads of traditional boarding schools exceptions who maintain the flavor of the 19th century leadership. If that is the case, then backgrounds, career paths, and mobility patterns of these individuals, i.e. the leaders of the 'elite schools', may differ significantly from those of

²⁹ Kraushaar, op. cit., p. 175.

³⁰ Baird, op. cit., p.138.

the newer private schools that are less ensconced in history, tradition, and heritage. The career literature available leaves some room to doubt Kraushaar's general conclusions that there are not generalizations which can be made about the individuals who lead this variety of independent schools. Certainly the amount of information about these individuals needs further development before such general conclusions can be supported or refuted.

Abramowitz has provided information comparing the leadership style and background of public school administrators and independent school heads. Her conclusions generally support the idea that there is a difference in style of leadership and background experiences.³¹ Kerr and Stockdale, in co-operation with the National Association of Independent Schools, surveyed their membership (approximately 780 schools) in 1980 to establish the requirements necessary to head a school, backgrounds of the heads, demands on heads, practices which allow them to be effective, and factors which militate against successful and sustained performances.³² From 541 responses they tabulated data in areas such as field of undergraduate preparation,

³¹ Abramowitz, p.3., and David F. Welch, "A Comparative Study of the Administrative Styles of Public and Secondary School Principals and Headmaster", (unpublished Ph.D. dissertation, The American University, 1976), p.90.

³² Albert Kerr and James B. Stockdale, The School Head: A Profile, ed. Arthur Baxter (Boston: NAIS, December, 1980), p.1.

graduate major, highest degree earned, background experience, workloads, salaries, perquisites, benefits, contracts, tenure, board-head relations, and self-descriptions of job satisfaction. Their work allows one to begin to understand the nature of the independent school's top administrator, but it doesn't allow one to break the data down and compare the backgrounds and training of the heads of the various types of schools. Further information regarding background, type of school led and career paths must be established in order to assist schools and individuals to better plan for the selection of a top administrative leader.

Even if today's role differs from that of the past, the role of this individual is still most vital to these schools. According to Miller the

...one personal relationship most vital to the health of the independent school is the one between the head of the school and the board of trustees. The board, upon selecting a head for their school, should be aware that the success or failure of private schools to a large extent is dependent upon the quality of the school head's leadership.³³

³³ Frank Miller, The Selection and Appointment of Private School Heads (Boston: National Association of Independent Schools, 1971), pp.,1-7.

According to Nostrum, heads of independent schools must be skilled in three essential areas:

- 1) the ability to deal with and perform routine instructions.
- 2) the ability to utilize the proper leadership style in helping the group.
- 3) the ability to keep organizational structures secondary to the needs of those affected by the organization.³⁴

The head should also possess that immeasurable quality called "leadership", being able to tolerate complaint with a minimum of personal discomfort, to put needs of school above personal needs, and to change visions into practical and reachable goals.³⁵ Training in leadership theory, management skills, and organizational behavior, as in graduate business and educational administration programs, may provide a good paradigm for strategy development needed by the leaders of the independent schools.

But work by Abramowitz and Welch indicates that there is a difference between the individuals leading public and independent schools. Therefore, the theoretical framework learned by a public school administrator may not be appropriate for an independent school

34 Nostrum, op. cit., p.4.

35 Ibid.

head. Both researchers indicate that the private school head is more people-oriented, thus differing from his professionally trained counterparts who tend to be task oriented.³⁶

In dealing with their constituencies, heads must first of all enjoy and have the ability to work with people of all ages. They must appreciate the sensitive and critical role the teachers play in educating students as they mature into adults. They must be understanding and empathetic to the needs of both teachers and students and sense that the " ... same heart beats in all humans."³⁷ They must be shrewd, quick learners, capable of recognizing the formal and informal power structures within all their constituencies: trustees, alumni, parents, students, teachers and community. Fund-raising and future planning, extremely crucial to the continued good health of privately financed schools, have become increasingly more important domains as the general pool of students available for both public and private schools has decreased over the last decade. In fact, knowledge of fund-raising according to consultant William Baeckler, Director of Independent Educational Services, is becoming increasingly important to the independent schools looking for a new

³⁶ Abramowitz, op. cit., p.3 and Welch, op. cit., p.90.

³⁷ Kraushaar, op. cit., p.182.

head. Baeckler recommends some business training at the graduate level and, if possible, on-line experience working for another head as a director of development.³⁸

The prestige of independent schools is very important to the continued healthy operation of the school. Things which give the school stature in the eyes of the parents, students, and faculty are admissions of its graduates to prestigious colleges, performance of graduates in college, good faculty, students, parents, and alumni.³⁹ A school's prestige is built over a long period of time, affecting the school's reputation in the community. Generally, it is imperative that heads today aim at providing the leadership necessary to keep the schools in sound academic and fiscal condition, both now and for the future. Short term objectives for the school and head revolve around the day-to-day decisions concerning a top-flight academic program, attractive facilities, stable enrollment, campus expansion and management, alumni satisfaction, and enlarged financial support. Sound decision-making, based on enlightened information gathering

³⁸ Opinion expressed by William Baeckler, Director of Independent Educational Services, in an interview session at Princeton, N.J., December 8, 1980. He went on to say that an MBA program might be a good background for future headmasters.

³⁹ Nostrum, op. cit., p.13.

techniques, continues to add to the reputation and prestige of the individual school. The success of the school affects the reputation of the school and, therefore, the head.

Evaluation of the head's effort to maintain and lead the school in this direction occurs on a periodic basis. According to Kerr and Stockdale, review of the head's performance takes the following forms:

<u>Group Reviewing</u>	<u>% of heads reviewed this way</u>
Executive Committee	39%
Full Board	30%
Board Chairman	15%
Board and Faculty	1%
Other combinations	7% 40

In 45% of the schools the review occurs annually, while 9% reported reviews every two to three years. The heads also reported periodic self-evaluation in 79% of the schools.⁴¹

Tenure of position for independent school heads has fluctuated, particularly during last 30 years. Kraushaar found that tenure for heads in the parochial schools ranged on the average from seven to nine years, while independent school heads, remained in office approximately fifteen years.⁴² This is contrary to information gathered by others. Kerr and Stockdale found that the tenure of heads

40 Kerr and Stockdale, op. cit., p.11.

41 Ibid.

42 Kraushaar, op. cit., p.194.

has decreased from 10.7 years in 1959 to 8.8 years in 1979. Boarding school heads served on the average of 13.7 years in 1959, but only 10.3 years in 1979. Day school heads served an average of 9.2 years in 1959, but only 8.0 years in 1979. Their data showed a decrease in tenure until 1974 when a leveling off ensued and a gradual increase occurred through 1979. They infer that the leveling off and increase thereafter may be due to the attempts by NAIS in the mid-60's to improve relations between heads, boards, and constituencies through workshops and conferences.⁴³

The search for the right fit between head and school is a laborious and painstaking process. Planning for replacement begins as early as two years before an incumbent is due to retire or leave. Once a school has reassessed its needs for the future, it then goes about describing the type of person it desires to fill the post. Since each school is unique, the fit between the school and the selected head is only as good as the search committee which coordinates the process. Consultants are available to assist in this function. They are usually retired heads, representing agencies which help the school and the search committee define their needs. The consultants pre-screen and select a pool of candidates for the

⁴³ Kerr and Stockdale, op. cit., p. 10.

schools to see and evaluate. In Nostrum's study, the heads reported that they obtained their present position in the following ways (ranked in order of most frequency):

How I Obtained My Position

1. Called upon by Trustees
- *2. Referred by a Friend
- *3. Promoted from Within
4. Employment Agency
5. Other

* same frequency of occurrence.⁴⁴

Due to the current lack of formal headmaster training available, Kraushaar feels that there are many journeymen and few masters.⁴⁵ He also found that most heads saw their jobs as being much different today than 5 to 10 years ago.⁴⁶ As the rate of change in society's structure has increased, greater ability to process information, deal with better educated and more demanding parents, faculty, and students has been expected of the head. Since training by apprenticeship is a lengthy process, assumption of a position without training and/or experience can be costly to both the school and the head. Recently NAIS, local associations of heads, and private training agencies have

⁴⁴ Nostrum, op. cit., p. 55.

⁴⁵ Kraushaar, op. cit., p. 182.

⁴⁶ Kraushaar, op. cit., p. 176.

initiated training sessions and workshops for new and old heads alike. Heads have improved their own skills by obtaining advanced degrees at universities and colleges. Some 17% have earned master's in education while 45% have obtained graduate work beyond the master's level in other fields. More than 16% have completed doctorates or all but the dissertation.⁴⁷

It appears that heads, themselves, recognize the need for further training, yet only one or two universities provide training specifically aimed at independent school managers. Most heads completed this advanced degree work before assuming a headship. Kerr and Stockdale reported that "Heads at their first school and heads at their school for 15 years or more tend to have the same amount of training in the specific field of educational administration and supervision." It is no wonder that they get their training through the independent school system only at great expense in career time. There is no other place to obtain specialized training. This informal training, according to Kerr and Stockdale, takes place within the independent school system.⁴⁸

⁴⁷ Kerr and Stockdale, op. cit., p.3.

⁴⁸ Ibid, p.4.

In obtaining their training, heads averaged 11 1/2 years of teaching experience before their first appointment. Of this group 77% have worked in private schools, 11% have taught at colleges, and 3.6% have taught in public schools. They report that 8.5% came to their position from other outside careers such as religious organizations, businesses, law, or other fields. In addition, all surveyed in the Kerr and Stockdale study held one or more administrative positions below the headship.⁴⁹ According to Baird:

It is hard for a teacher to learn how to be an administrator. Apparently there are no established moves or established channels to be followed in order to reach the top positions in the schools. There are few programs to train independent school administrators, either in-service programs or academic programs in universities. This is in sharp contrast to the formalized pathways in public schools. The usual -- if there is a usual -- pattern is for a teacher to be asked to head a committee to deal with some administrative problem, then be asked to take over some 'administrative' task, such as helping with admissions work. Then if the teacher does his job well, he or she might assume some formal title such as dean of students. After a few years in this position, if our new dean has worked out successfully with teachers, administrators, and trustees, he or she might be seen as headmaster material.

49 Ibid.

Then assuming the previous head retires or finds a job, the dean might be considered for the head position.⁵⁰

Often, the individual seeking a headship will keep alert for possibilities at other schools. Baird continues, " Whatever the route, it seems as determined by chance and luck as by availability and skill."⁵¹ It appears that being in the right place at the right time and knowing the right people is as much a prerequisite for a headship as administrative skill. Bolles in a recent work on career successes concludes that "He or she who gets hired is not necessarily the one who can do the job best, but the one who knows the most about getting hired."⁵²

The career paths of the independent school heads have not been studied or established. The purpose of this review and the subsequent research has been to highlight the existing career ladder of school heads, their backgrounds, education, and experience in the hope that it will assist the careerist and the school board in filling positions. An attempt has been made to establish whether these

50 Baird, op. cit., p. 49.

51 Ibid.

52 Richard N. Bolles, What Color is Your Parachute? (Berkley: Ten Speed Press, 1980), p. 179.

careers just happen or whether they are planned. The key ingredients appear to be social and educational background, skill development while climbing the ladder, sponsorship, and determination.

D. Career Development of Public School Administrators

As one compares the heads of private and public schools, it becomes apparent that the roles are both similar and distinct. Both have as their function the education of young people. Both have the responsibility of seeing that children can read, write, and compute. Both are eager that their students grow into healthy, capable, productive, and thinking citizens. They interface with many of the same constituencies, particularly students, parents and teachers, and have many of the same problems. But, due to the nature of governance and size of schools, there are also many differences. Independent schools at all levels are smaller. Their boards are more stable than the public schools' elected boards.

Since the functions of an independent school head combine many of the roles of a principal and a superintendent, a brief review of the backgrounds and career paths of the public school administrator is in order. Examination of their backgrounds and training was instrumental in the development of a survey instrument for the independent school head in this study. Particularly helpful was the questionnaire used

by the National Association of Secondary School Principals in a random national survey of 1600 principals and an in-depth examination of 60 "effective" principals as described by colleagues. McLeary and others documented that the principal of 1965 was significantly different from the principal of 1977.⁵³ As the school is a social system with a purpose, the principal influences its direction through the bureaucratic structure. Lines of communication, both informal and formal, must be managed effectively in dealing with various constituencies. The special interest groups with which the principal must deal are numerous, including not only student, parent and teacher, but also the community, and local, state, and federal governments. How these principals move through their careers to a principalship, as well as their personal and educational backgrounds were studied and compared extensively in the years 1966 and 1977. In the 1977 national survey, McLeary found that the principals of public schools were typically white, Protestant males. Minority principals were usually found in large urban areas in the South, Southwest, or West Coast. McLeary found fewer younger and fewer older principals than in 1966 and that the younger ones often headed the smaller

53 Loyd E. McLeary et al The Senior High School Principalship: Volume I: The National Survey (Reston: The National Association of Secondary School Principals, 1979), p.ix.

schools. More than 80% had completed formal training at a master's degree level. They majored predominantly in the social sciences at the undergraduate level and in educational administration at the graduate level.⁵⁴

Appointment to the position of principal appeared to be occurring at a later age in 1977 than during the earlier study done in 1965. This is due to enrollment decline, resulting in fewer schools. Also the post World War II baby bulge has moved through the schools, causing a greater number of career aged individuals trained as principals. In addition, aspirations to reach the superintendency among those who reached the principalship in 1965 were less pronounced than among those who were principals in 1977.⁵⁵

There also was a perceived change in the type of training needed to succeed as principal. Those factors necessitating change in type of training are similar to those confronted by the headmaster in the independent schools today: i.e. increase in school size (by consolidation in public schools and by growth in private schools), sophistication of teacher training, and government regulations that require principals to bring greater knowledge and better skills to the job. Procedures more closely akin to those used in managing larger

54 McLeary et al., op. cit., p.18.

55 Ibid.

institutions, i.e., management skills, became a prerequisite for the principalship in larger schools. These prerequisites were satisfied by providing more formal university training of public school principals. Such training is currently a prerequisite for selection and placement as a public school principal.⁵⁶

Although principals are older than their counterparts of 12 years ago, they appear to remain in the job for approximately the same length of time. Nearly 50% of the individuals sampled in both 1965 and 1977 had held only one principalship and 87% had held no more than two principalships. This factor indicates that job mobility at this level of public school administration is not great. Job satisfaction appears to be high, also; in fact, 60% in 1965 and 69% in 1977 would select the same career if they had it to do over again.⁵⁷

Career paths to the principalship have changed during the last decade. Greater specialized training is now required to manage the larger schools. In earlier times the principals were chosen from the ranks. Today they come from specialized training programs. Thus, the career ladder to the principalship has changed. In 1965, typically 38% of the secondary school principals came from the elementary school principalship, while 48% came from the position of guidance counselor.

⁵⁶ McLeary et al., op. cit., p.31.

⁵⁷ McLeary et al., op cit., p.5.

Today, only 14% have been elementary school principals and only 18% have served as counselors. Of the principals surveyed in 1977, 54% had served as Assistant Principals, 35% had served as High School Athletic Director, and 26% had served as Junior High or Assistant Junior High School Principal.⁵⁸

Mc Cleary et al. speculate that this shift in career path to the high school principalship is due to greater specialization of preparation programs at the university level, the increased specialization of administrative guidance fields, and prominence of the non-directive approach to counseling which is considered inappropriate today in the administrative role.⁵⁹

Comparative data on the role of public school principals and heads of independent schools indicated that the roles are changing. Most administrators in both groups hold a Master's degree; most majored in the Humanities at the undergraduate level, and both positions were typically filled from the ranks, at least until 1965. Differences between the positions were found in the type of training at the master's level, tenure in the job (as public school principals stay in one position longer), and specialized training which is now required by the public school principal as a prerequisite for the job.

⁵⁸ McLeary et al., op cit, p.6.

⁵⁹ Ibid.

Independent school heads also fulfill functions similar to those of the public school superintendent. Both function as chief school officer, responsible to the board of trustees for implementing the policy and philosophy of the school system. They are accountable to the board for the successful operation of the school while implementing the board's philosophy and policy. Few other jobs affect so many people as those of headmaster and superintendent.

In a study of successful superintendents from Ohio, Wilson described the successful superintendent as

... male, Anglo-Saxon, middle-aged, Republican, intelligent, and a good student but not gifted. He holds an earned doctorate in educational administration. He was born into a blue-collar family of average to below average means. He was the only member of a family of three children to finish college. In both high school and college he performed with an A to B average, participated extensively in extra-curricular activities, held numerous leadership positions, and worked at an outside job.⁶⁰

It is obvious that these people were high achievers, being hard working individuals who had aspirations and goals. Like their counterparts in independent school administration, buildings, athletic

⁶⁰ Robert E. Wilson, "The Anatomy of Success in the Superintendency", Phi Delta Kappan, September 1980, pp. 20, 21.

fields and libraries are named in their honor to commemorate their dedication, devotion, and ability in guiding the nation's youth to adulthood. The backgrounds of these individuals, usually known only within the profession, have been models for the aspiring superintendent to follow.

The superintendent's role has also changed over the years. In an historical study of the superintendency, Cuban discussed the evolving role of the superintendent. In the late 1800's, he depicted the superintendent as a scholarly master teacher, one who was the master of the small buildings that the children attended in pursuit of their education. As times changed and as scientific management a la Taylor and Fayol became the model of efficient leadership, the superintendent became the business manager of the local school. From 1930-1954 the superintendent was hired not only to ease the burden of the board, but to lead the board in building a sound educational program. Cuban called this type of superintendent an expert in applied social sciences. He was a formally appointed executive who interfaced with a myriad of constituencies at the local, state and federal levels while operating and directing a school.⁶¹

⁶¹ Larry Cuban, Urban School Chiefs Under Fire (Chicago: The University Press, 1976), p.xii.

In a profile of big-city superintendents developed from the resumes submitted by large urban school chiefs in 1953, 1963, and 1971, Cuban found that 60% of all these individuals came from rural or small town backgrounds. The majority had started as teachers and had held principalships before becoming superintendents. In 1971, over 80% of the big city superintendents had received a doctorate, supporting an NASSP study finding that greater specialization in training is replacing development of superintendents by the apprenticeship. In addition, in 1971, more superintendents (72%) were appointed from outside the school system. They reached their first superintendency at an earlier age in 1971 (38.5 years old) than in 1963 (43.0 years old), but at a later age than superintendents in 1953 (29 years old). They were younger (50.5 years old) as a group in 1971 than in the other years, but appeared to have a shorter tenure: only 4.1 years as opposed to 5.5 years in 1963 and 6.5 years in 1953.⁶² Unlike the public school principalship, this job has less stability and is more susceptible to the changing political environment. However, as in the case of the high school principal, public school superintendents have obtained greater, more specialized training while climbing the career ladder to the superintendency.

⁶² Cuban, op. cit., p.123.

E. Career Paths and Mobility of Public School Administrators

In an exploratory study of career patterns in public school systems, Gaertner established that there are two different career paths to the superintendency: one from the secondary school principalship and one from the assistant superintendency. A third path identified in the study, passing through the elementary school principal, essentially dead-ended and did not lead to a superintendency. A description of the individual characteristics of those moving into the superintendency concluded that most were white males with advanced degrees. The elementary school principalship appeared to be the major plateau for women in school administration. Since the qualifications needed by a superintendent are similar to those of a secondary school principal, i.e., supervision of curriculum and staff, interaction with parents, interest in others and significant experience with the budgeting process, it follows that the principalship was a stepping stone to the superintendency. Gaertner felt that the mobility patterns she observed demonstrated a filtering phenomenon with respect to sex, race, and educational attainment. As individuals ascended the career ladder, particular background factors became common to the holders of positions at each level.⁶³

⁶³ Karen N. Gaertner, "The Structure of Organizational Careers", Sociology of Education, 53, January 1980, p.14-17.

This process of obtaining a position in the hierarchical structure of an organization is affected by various external forces. Carlson, in a study of the events antecedent to and as a consequence of succession in school organizations, feels that there are four aspects to career development in the superintendency: commitment, aspirations, competencies, and perceived opportunities.⁶⁴ Gaertner feels that the process she observed as people moved from position to position within a system was affected by and paralleled that of the larger society.

This stratification process parallels that found in the larger society. Though the data were not appropriate for studying the determinants of this stratification process, it is probably the case that the same kinds of mechanisms that operate in the larger social system also operate within the school districts. This is, the process is a combination of skill and ability differentials, differential opportunity structure for different classes of people and different aspirations on the part of individuals.⁶⁵

The ability to identify career patterns by studying job changes within a system is beneficial in identifying which positions have most often "trained" individuals for their next job. Such an approach is

⁶⁴ Richard D. Carlson, School Superintendents' Careers and Performance (Ohio: Charles C. Merrill Publishing Company, 1972), p.49.

⁶⁵ Gaertner, op. cit., p.19.

of value in aiding boards and administrators in identifying potential candidates. Gaertner felt that individuals can use such a system to more efficiently plan their own career paths.⁶⁶

Other research on the succession of superintendents is based upon the median tenure of superintendents per district over a period of time, and the median number of superintendentships held during an incumbent's lifetime. These studies support the idea that the career progression pattern followed by a superintendent will enable one to predict future career performance among aspiring superintendents.⁶⁷

Carlson's study of place vs. career-bound superintendents demonstrates considerable differences in the personal, experiential, and educational backgrounds of the individuals classified in these groups. He defines career as "... the unfolding sequence of jobs or positions within an occupation through which an individual moves."⁶⁸ He goes on to analyze this definition from two perspectives, one of which suggests that individuals systematically plan their careers.

⁶⁶ Ibid.

⁶⁷ W.W. Charters, "In State Migration of Oregon Superintendents: Base Line Data," (paper presented at CASEA Oregon University, March, 1972), pp.1-14; see also Gene D. Watson, "Superintendents' Mobility Constructs and Succession Patterns," (a paper presented at the American Educational Research Association annual meeting, Minn., March 1970), pp.1-17.

⁶⁸ Richard O. Carlson, School Superintendents: Careers and Performance (Ohio: Charles C. Merrill Publishing Company, 1972), p.v.

These individuals make career decisions while considering factors which affect occupational development. The ways in which they develop their competencies and their aspirations are directly related to their career development. They acknowledge these factors as important means by which they can promote their careers and move through various career stages. Carlson's second perspective on career development focuses on the job rather than on the individual's career development. His study considered the impact of the individual on the job, the positions linked to the job, and the effect of the organization on the individuals who move in and out of the job.⁶⁹

The background and career orientation of the individual, according to Carlson, have considerable impact on a new job. This factor is very important to the organization. The impact of an individual in a crucial position affects the entire organization. Whether it provides an opportunity for adaptation and redirection or maintenance of institutional goals, it is a process which can be disruptive to the organization's operation. Therefore a clear understanding of institutional goals and needs is in order before selecting a key individual.⁷⁰

69 Ibid.

70 Ibid.

Carlson states that entry into or movement through an occupational structure, social system, or hierarchy by an individual is contingent upon the following factors: 1) circumstances surrounding the job, 2) the individual's skills, and 3) the acquired and ascribed characteristics of the individual.⁷¹ The circumstances surrounding the job which influence selection are the nature of the school, the board, the search committee, and the school's needs and direction. The skills demanded by the position are dependent upon the previous administrator's work under the direction of the board. The right candidate will have the skills to continue those things which work well, and the ability to rectify and change the weaknesses in the school. The candidate's ability to do this is dependent upon his personal background, intelligence, education, and experience. The acquired characteristics are the antecedents of these skills, and the ascribed characteristics such as socio-economic status, sex, and age are determined by his background at birth.

Carlson feels that the rate at which a person moves through a career ladder appears to be dependent on several forces: intelligence, persistence, perseverance, sponsorship, and age. These factors,

⁷¹ Carlson, op. cit., p.7.

enhanced by social status, education, and experience determine at what rate an individual will be upwardly mobile and to what ultimate level he will rise.⁷²

Another factor which appears to influence upward mobility is the prestige of the schools he attended or the places he has worked. As with many things, there are degrees of prestige. There are school systems which are highly sought after by individuals wishing to serve as superintendent. Likewise, there are independent schools which are more occupationally prestigious. The fact that a person has worked in such a school or has been a head of a prestigious system also may have a bearing on the type of school an individual will seek or for which he will be sought.

Prestige can be measured in many ways. Among superintendents, prestige appears to be measured by the size of the system, the perceived quality of the education, the facilities available to the incumbent, and the salary of the individual (which seems to be related to the size of the system). Carlson's study showed that the high prestige systems employ superintendents who are older. These superintendents, the ones holding prestigious positions, were likely to have held more superintendent positions, and when they moved, they

72 Ibid.

had more often moved horizontally to other prestigious systems. Likewise, individuals in less prestigious systems had more often moved to smaller, less prestigious systems or positions below the superintendent level in larger or more prestigious systems.⁷³

Carlson also described superintendents as white, first-born males who were members of large, lower-middle-class, Protestant families from rural areas. He deduced that this group was more apt to follow and emulate the adult community. He also felt that their backgrounds were more important than the quality of educational success or the prestige of the schools they attended.⁷⁴

The courses superintendents took in arriving at the top of the career ladder were classified into two categories: those who sought the position and those who waited for an opening. Carlson identified two types of superintendents: career-bound and place-bound. Career-bound superintendents value the development of the career above the geographical location or system. Place-bound superintendents, on the other hand, put a higher value on the system and upon long-term residence. They were well known and very active in the community. It

73 Carlson, op. cit., pp.11-13.

74 Ibid.

was the person's orientation which Carlson felt had the potential for shaping the individual's performance in a given position, thus making a difference to the system.⁷⁵

Carlson found several differences between the two categories of superintendents in his study. Of the total sample, 65% were career-bound and 35% were place-bound. It is interesting to note that West Virginia had only 15% career-bound and 85% place-bound. Career-bound superintendents aspired to that position at an earlier age, obtained a superintendency at a younger age, and were much more project and task oriented. The place-bound superintendent was ritualistic and people-oriented, preferring the home, neighborhood, and long established friends to career motivations. It was Carlson's belief that knowledge of these characteristics would enable a board or an individual to obtain a more suitable match between position and person.⁷⁶

F. Related Research in Other Areas

Numerous studies have also been done in business to identify career paths of top ranking managers. Information about their backgrounds, education, experiences, mentors, and mobility have all been documented and examined in an effort to better identify potential executive officers.

⁷⁵ Carlson, op. cit., pp. 39 and 41.

⁷⁶ Carlson, op. cit., pp.50-58.

In banking, the most direct and frequently traveled route to the top was through commercial banking. Trust and branch management were second in popularity for experience before the presidency. Research indicates that new managers in banking are considerably younger than their predecessors. In addition, formal education was found to be replacing the apprenticeship as a means of career training. However, these bankers are not particularly mobile. There has been a tremendous increase in the number of middle management level banking positions, enabling aspiring presidents to remain in the same bank while continuing to move up the organizational hierarchy.⁷⁷

Jennings, in a study of the mobility patterns of executives from 500 companies, suggests that mobility enhances the skills developed by managers. He considers that movement from one job to another enables managers to develop new skills and polish old ones. He believes that remaining in a position over one and one-half or two years is detrimental to career growth and skill development. Work required of people in positions after two years has usually been confronted before and requires a minimum of effort, resulting in little additional growth.⁷⁸ The purpose of his study was to assist companies and

⁷⁷ Gardner W. Heidrick, "Career Characteristics of Top U.S. Bankers", The Bankers Magazine, Winter 1976, pp., 19-24.

⁷⁸ Eugene E. Jennings, The Mobile Manager (New York: McGraw Hill Book Company, 1971), pp. vii and 2.

managers in identifying individuals who were super-mobile, sub-mobile, and arrested mobile. By knowing an individual's mobility pattern, he felt that the following benefits to companies and individuals would result:

1. career development advice for talented managers caught in the corporate maze.
2. help in identifying missing links for managers who reached the top too quickly.
3. identification of promising managers who do not have the proper training.
4. identification of the executive headed for a career crisis.⁷⁹

Jennings did this by analyzing the careers of hundreds of managers. He studied men in a given position over a 25 to 30 year period and the paths which men followed as they moved to the top of the career ladder.⁸⁰

In his study, the family backgrounds of the individuals created different routes. The birth-elite, or those whose fathers owned companies had career patterns distinguishable from those who moved from the bottom to the top of an occupational structure on their own merit and skill. He termed these groups respectively, the birth-

79 Jennings, op. cit., p.5.

80 Ibid.

elites and the hierarchs. Among the hierarchs there were those who moved through the same company and those who shifted laterally into the top position of another company.⁸¹

Jennings' mobile managers were recognized by their colleagues, employers, and employees as people who could be trusted. They were competent, innovative, persistent, and they cultivated the acceptance of decisions. They often 'carried' superiors who were less able, by careful planning, impersonalization of argument, and by not backing their bosses against the wall. They possessed the ability to read their environment, being respectful but socially distant while excelling in the management of time. They considered all opportunities to advance their careers as learning experiences. Jennings felt that the upward mobility of managers was dependent upon high performance and upon their ability to build trust by being accessible to subordinates, available to superiors, and predictable and loyal to both. Factors which were important to their successes were sponsorship, desire, crucial subordinates, and age. Factors which did not affect upward movement were college grades and intelligence.⁸² The essence of the study was that upward mobility is

81 Jennings, *op. cit.*, p.7.

82 Jennings, *op. cit.*, pp.13,18,27,29,30,96,98 and 100.

dependent upon specific developments at certain career stages. Should the mobility occur in a specific time sequence, then the likelihood of reaching the top is enhanced.

Other studies in the field indicate that age, stage of career, experience, education, and population size affect the upward mobility of managers. Anon suggests that age and career orientations are key factors in producing high achieving, successful managers. The managers at AT&T who were most successful were those who were career-oriented rather than family-oriented. The study suggests that the successful manager is rather indifferent to friendships. Early in his career, the more successful manager spent more time on the job than with his family, and placed job time above family time on his priority list.⁸³ But in a study of European executives, Bartolome and Evans discovered that the successful executive placed equal importance on job and home-life.⁸⁴ They felt the importance of the home was due to the need to get away from the job and to be able to recuperate. The factors they identified with job satisfaction, or lack of it, were family pressures, personality, work environment, and the life stage of

⁸³ Review, "After 20 years: The AT&T Manager," Management Review, (August, 1979), p.55.

⁸⁴ F. Barolome and P. Evans, "Professional Lives-Shifting Patterns of Managerial Commitment," Organizational Dynamics, (Spring 1979), p.3-29.

the executive. Early in their careers, those individuals in their mid 20's to mid 30's, were primarily concerned with launching a career. Those in their mid-30's to mid-40's found greater satisfaction by turning to their private lives. And finally, as they reached the maintenance stage of their careers, from their mid-40's to mid-50's, the dual orientation of career and private life became a more important factor.⁸⁵

Researchers of business careers also indicate that the ground rules are changing, as similarly noted in studies on school administrators. Ford states that the individual interested in the top executive spot must deal with better educated, independent, and more skeptical individuals. Higher expectations among workers in the job market cause them to demand personal satisfaction as well as adequate salaries. He suggests that improved communications skills are necessary not only to respond to questions and allegations, but also to anticipate problems and take the initiative in keeping constituencies informed of developments, even negative ones. He implies that education in better management skills will aid the new group of executives.⁸⁶

85 Ibid.

86 T. M. Ford, "Changing Ground Rules for the CEO, "SAM Advanced Management Journal, (Fall 1979), pp., 39-43.

There seems to be some disagreement, however, about whether education is better to meet these changes or whether experience is more important. Lauenstein suggests that experience rather than education is more important to career development. He feels that someone aspiring to a top management position should be sure to get direct operating experience early and avoid being pigeon-holed in a dead-end staff position.⁸⁷

The business and industry fields are also experiencing a surplus of trained mid-level managers competing for a limited number of top management positions. Because of this, Warren and Ferrence feel that business can no longer provide the challenge and mobility needed for the career growth for its young managers. Unlike the 1930's when there were many openings but few contenders, today's talented young managers find fewer openings with great competition. Delegation of more responsibility is suggested as a solution to satisfy the need for upward mobility.⁸⁸ Cook also found that fierce competition for senior positions is now occurring. He states that there is now a glut of middle-managers, ages 35 to 44, who are interested in the top position. Establishment of more executive search firms is symptomatic

⁸⁷ M.C. Lauenstein, "Classroom to Boardroom: What You Learn May Not Help You," Business Horizons, December 1978, p.74-81.

⁸⁸ T. F. Ferrence and E. K. Warren, "Case of The Plateaued Performer," Harvard Business Review, (Jan/Feb 1975), p.30-38.

of this situation. This condition has placed considerable power in the hands of the consultant agencies, as career oriented individuals seek advice to enhance career movement and opportunities.⁸⁹ This screening process is analogous to the increased use of consultants by aspiring candidates and by boards as they seek new heads for their schools.

G. Summary

Studies of career development reviewed dealt either with background data or process data. Mobility was examined as a means for gaining new skills rapidly, thus creating greater opportunity for advancement. Studies on status imply that one can predict the limits of upward mobility by knowing about the status, mobility patterns, or educational backgrounds of the careerists' father. By examining both sets of information about the school headmaster, more accurate predictions should be possible. It is apparent that many of these factors are not controllable by the individual, but by attempting to understand the interrelationship of the background variables and the process variables, this study of the independent school head should be of value to the careerist and to the school seeking a head.

⁸⁹ Peter Cook, "The Booming Market for the Right Executive", Executive, April 1980, pp.,48-52.

H. Organization of Study

In Chapter I the problem to be investigated was stated to be an exploratory examination of the backgrounds, career paths, and mobility patterns of the individuals who currently work as independent school heads. In Chapter II the literature related to the problem has been reviewed to provide a background from which to launch a new study in the field of career development for independent school heads.

In Chapter III, the research plan is presented in detail. Using mail survey methodology, an attempt has been made to collect base line data on career development patterns among independent school heads. The data are analyzed in Chapter IV through the use of appropriate statistics. Descriptive data describing the various heads by school type and location have been tested for significance by Chi square. Career paths have been charted for each type of school head and variables significantly related to mobility have been determined through the use of Chi square and analysis of variance. A summary of the data is provided in Chapter V and the conclusions about the independent school head include suggestions for further study.

In the next Chapter, Chapter III, the methodology used in this study will be explained in the following sequence:

A. Population

- B. Research Design
- C. Survey Methodology
- D. Treatment of the Data
- E. Data Analysis Techniques

CHAPTER III

METHODOLOGY

A. The Population

The participants in this study were the heads of the independent schools which belong to the National Association of Independent Schools (NAIS). These schools are located in all 50 states and a few, considered affiliated schools, are located in overseas countries. Of the 880 schools registered with NAIS in 1981, 780 qualified as members. This group was chosen for study from the approximately 18,000 private schools in the nation. They represent independent schools which operate almost exclusively as college preparatory schools. Since the population is relatively small, and diversity of school types in this population great, all 780 heads were included in the survey. Therefore the statistical attributes of the study are not subject to the possible errors created by inferential statistics. The sample contains 595 (76%) members of the population.

NAIS categorizes member schools by the type of school, i.e., boarding or day school, by the highest grade level taught, and by gender of the student body. If a school had greater than 50% of its

student body attending on a day to day basis, it was designated as a day school. Likewise, if the school had greater than 50% of its student body residing on campus, it was designated a boarding school.

B. The Research Design

The design of the study was descriptive in nature and gathered information about the backgrounds, career paths, and mobility patterns of independent school heads. Descriptive research is defined by Van Dalen and Meyer as that type of research, early in the development of a subject, which is " ... concerned with making accurate assessments of the incidence, distribution, and relationships of the phenomenon in the field."¹ They claim that descriptive research is intent upon establishing the " ... nature of prevailing conditions, practices, and attitudes ... seeking accurate descriptions of ... processes and persons."² This study attempts to identify existing relationships between the background characteristics of school heads and the type of independent school they lead. Career paths were charted and mobility patterns were also examined. The results, presented in Chapter IV, illustrate these relationships. The summary in Chapter V attempts to interpret this information and to advance knowledge about independent

¹ Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), p.203.

² Ibid.

school heads. The study attempts to identify the backgrounds, experiences, and career paths of headmasters, thus providing a basis for the development of intelligent plans to predict and enhance the career development of the independent school head.

C. Survey Methodology

The survey of the NAIS population was conducted by mail. A questionnaire was used because of cost, ease of administration, and confidentiality. Since the data gathered were self-descriptive in nature, responses by the participants did not require anything other than recall. Most questions were closed-ended, required a minimal response time, were easy to code and straight-forward to analyze.

The questionnaire was designed to obtain information about the headmaster's personal, educational, and experiential backgrounds. The following data were requested: Personal Data---sex, age, state of birth, ethnic group, marital status, number of children, spouse's occupation, childhood environment, parent's occupation, parent education, sibling rank, and religious affiliation. Educational data included: type of high school attended, degrees obtained, age upon attaining highest degree, college activities, and school leadership positions. A chart was designed to document the sequence of positions an individual had held during his educational career prior to becoming

a head. Information was requested on the title of each position, the number of years in each position, the type of school with regard to gender of student, whether a day or boarding school, the age of the school, the highest grade taught in each school, the approximate enrollment of each school, the religious affiliation of each school, the location by state of each school and the type of position held in each school.

Other questions were included to determine the extent of experience gained in outside organizations. Additional data gathered included the influence of mentors, individuals who assisted in obtaining a headship, the age at which a person aspired to a headship, the age at becoming a head, the methods of obtaining the position, the philosophy of the current school, the size of the current staff, the reason for leaving the last school, and the most important factors, in their opinion, which led to their success in becoming school heads. A request was made for suggestions about the type of training a potential head should obtain and, lastly, they were asked what career they would pursue if they had to do it all over again. The questionnaire was designed to elicit responses about those variables which were felt to be related to the career development of an independent school head.

The preparation and administration of the questionnaire utilized the criteria for questionnaire design as advanced by Best.³ Also, the questionnaire used by the National Association of Secondary School Principals in 1979 served as a guide for the development of this questionnaire.⁴

Several current heads and two retired heads consented to complete and react to the pilot questionnaire. Their responses and comments on clarity of the questions provided a basis for refining the final document. In order to decrease the time necessary to fill out the questionnaire, (and, therefore obtain the maximum participation) the final questionnaire was limited to three pages containing 38 questions and the career chart (See Appendix A). The questionnaire required 15 to 30 minutes to complete. In addition, 10 heads were queried about the best time to receive a request of this nature. All felt that October was the month in which they would be most likely to respond to such a questionnaire. They cited the following reasons: 1) they would

³ John W. Best, Research in Education, 3rd ed. (New Jersey: Prentice Hall, 1977), p.165-167.

⁴ Loyd E. McLeary et al. The Senior High School Principalship: Volume I: The National Survey (Reston: The National Association of Secondary School Principals, 1979), pp., 65-84.

be on campus, 2) the school year would be started and, 3) the usual school year problems would not yet have begun to impose upon their time.

Included with the questionnaire was an introductory letter from a respected headmaster. This sponsorship proved particularly helpful, as it gave the project greater legitimacy and importance. Many heads included personal notes directed at conveying regards to the sponsor. Also included was a cover letter stating the purpose of the questionnaire and guaranteeing confidentiality to the respondents. A self-addressed stamped envelope was enclosed to hasten completion and to facilitate the ease of returning the questionnaire (see Appendix A).

Each respondent was given two weeks to reply. Of the 780 heads surveyed, 523 (67%) responded by the first due date of Oct. 21, 1981. A follow-up telephone call was made to each non-respondent, requesting return of the questionnaire. If a respondent did not have a questionnaire, a second mailing was made to each who said he would complete it. By the second due date of November 21, 1981, an additional 72 questionnaires had been received for a total of 595 (76%) returns out of a possible 780. The remaining 185 (24%) non-respondents were classified by gender of student body, highest grade

taught, student enrollment, religious affiliation and the state in which the school was located. The information was used to determine the representativeness of the schools sampled.

D. The Treatment of Data

The treatment of the data received from the respondents has been organized to present the answers to the research questions as stated in Chapter I;

1. What are the personal characteristics of the independent school headmasters?
2. What career paths have they followed to the headmastership?
3. What is the relationship between the mobility they exhibit, their personal characteristics, and the type of school they lead?

In order to best answer these questions, the following objectives were utilized to ease the presentation of the data:

- 1). List the personal characteristics of the school headmasters. Develop profiles of these heads by type of school they lead.
- 2). Map the paths they followed to the headship. Develop profiles of these paths according to the type of schools these heads lead.
- 3). Determine how the mobility index differs on the basis of selected personal characteristics or the type of school led.

The 595 responding headmasters were divided into groups according to the type of school they headed (Day 12, Day 0, and Boarding). Profiles of each type describe the personal characteristics and the educational backgrounds of the headmasters. A statistical analysis using Chi square and analysis of variance was employed to determine any differences among the heads of the various types of schools.

The data gathered on the career charts were used to develop a matrix of moves made by the headmasters during their careers. The matrix establishes the chain of moves individuals have made as they have climbed the independent school ladder to the headmastership. The sending positions were listed on the vertical axis and the receiving positions on the horizontal axis. The numbers listed in the cells of these contingency tables indicate the moves individuals have made, from one position to another, during their careers. Row frequencies indicate the amount of movement from each sending position to each receiving position. The cells with the greatest interactions were examined to determine the positions with the greatest connection to a headmastership. The career matrices for heads of each school type were then examined to establish the career paths for each group.

Mobility was defined as the total number of years experience, divided by the number of positions held. This factor was used to divide the population into three groups: Mobile 1, Mobile 2, Mobile 3. These groups were analyzed using Chi square and analysis of variance to determine any significant differences between the backgrounds of the headmasters which lead the various types of independent schools.

Finally, the suggestions made by the headmasters were analyzed to determine the type of training and other factors they perceived necessary for obtaining their position.

E. Data Analysis Techniques

In order to analyze the data, each of the research questions was examined by a statistical technique suited to the class of data and the question asked. To establish any differences among the three subgroups, the nominal data were tested with Chi square. The ordinal data were tested by one-way analysis of variance. The Statistical Package for the Social Sciences was utilized to produce the subgroups and to test for statistical relationships between the background variables and the subgroups.⁵ When a relationship between a variable and the subgroups was identified, the individual contingency tables

⁵ Norman H. Nie, et al., Statistical Package for the Social Sciences
2nd. ed., (New York: McGraw Hill Book Company, 1975), pp., 410-433.

were further examined to detect the significant cells.

The career path matrices were examined to detect the chain of moves which indicated the predominant career path(s) for each subgroup. Since there were only 15 respondents who headed boarding schools which ended at grades other than 12 or post-graduate, they were combined with the Boarding 12 subgroup to form one subgroup, Boarding schools. This resulted in the establishment of three career matrices: the day school ending at grade 12 (Day 12), the day schools ending at other grades (Day 0) and the combined boarding school subgroups (Boarding).

These matrices formed three separate sixteen by sixteen contingency tables (see Appendix G). Each cell of these tables contains the number of moves made by individuals of each subgroup during their careers. Significant connections between the various types of positions are identified. Goodman's log-linear effect parameters were calculated in order to determine the strength of these connections between adjacent positions.⁶ Gaertner used this technique in an exploratory study of public school superintendents and identified three career paths which led to a superintendency. (See

⁶ Leo A. Goodman, "How to Ransack Social Mobility Tables and Other Kinds of Gross Classification Tables," American Journal of Sociology, 75, (July, 1969), pp., 1-40.

Appendix J for explanation of how standardized interaction values were derived).⁷ Since there were cells with 0 counts, .5 was added to all cells to eliminate the problems associated with 0 cell counts.

Row frequencies indicate the percentage of moves which led from the sending position to each receiving position. Column frequencies indicate the percentage of moves from each sending position which moved to a particular receiving position. For example, in Row 1, of the 218 moves made from a headmaster's position (the sending position), 195 (89.4%) moved to another headmaster's position. Likewise, in Column 1, of the 797 moves made to a headmaster's position, 206 (25.8%) came from an assistant headmaster's position, 45 (5.6%) came from an upper school heads position, etc.

The third research question, "What is the relationship between the mobility they exhibit, their backgrounds and the type of school they lead?" was tested for significance by Chi square and analysis of variance. Once again the Statistical Package for the Social Sciences was utilized to produce three mobility classifications.⁸ This was done by dividing the number of years experience by the number of positions held. These three subgroups were then tested for

⁷ Karen N. Gaertner, "The Structure of Organizational Careers," *Sociology of Education*, 53, (January, 1980), pp.7-20.

⁸ Nie, op. cit., pp. 410-433.

relationships between background variables and mobility type. Analysis of variance was used to test ordinal level data, and Chi square was used to test the nominal level data.

Finally, the descriptions of the general profile and the discussion of the types of training and factors deemed important by the heads in obtaining their positions were developed by establishing the highest frequencies of the various responses.

The summaries of the information yielded by these techniques are presented in Chapter IV. This material is presented in the following sequence:

- A. The Population
- B. The General Profile
 - 1. Background and Education
 - 2. Experience, Current School, Activities, and Significant Others
 - 3. Suggested Training and Factors Deemed Important
- C. Significant Differences Between the Independent School Headmasters by School Types.
 - 1. Background, Education, and Experiences
 - 2. Activities
- D. Career paths

1. Population
 2. Day 12 Headmasters
 3. Day 0 Headmasters
 4. Boarding Headmasters
 5. Comparing the Career Paths of the Population and the
Three Subgroups
- E. The Mobility Index
- F. Summary

CHAPTER IV ANALYSIS OF DATA

This Chapter presents in narrative and, where appropriate, tabular form, the results of the analysis of the data. There are essentially five sections and a summary. Part A describes the representativeness of the sample; part B the general profile of the independent school head; part C the variables which are significantly related to school types; part D the career paths; part E the mobility subgroups and part F the summary of the significant findings.

A. The Population

In order to establish that the respondents were representative of the total population (N=780), they were compared with the non-responding population by computing a Chi square value between four groups of schools; Day respondents, Boarding respondents, Day non-respondents and Boarding non-respondents. Table 1 shows the number of in each category. The value of Chi square for table 1 was 0.16, indicating that there was no significant difference between the type of schools led by the respondents and non-respondents.

There were 595 (76.3%) responses to the questionnaire. Although 523 (67%) responded by the due date, 72 (9.3%) responded after the first due date and before the closing date. In order to determine if

Table 1

Frequency Of Responding And
Non-Responding Headmasters
By The Type Of School

School Type	Day	Boarding	Total
Respondents	450	145	595
Row %	75.6	24.4	100
Column %	75.8	77.5	76.3
Non-Respondents	143	42	185
Row %	77.3	22.7	100
Column %	24.1	22.5	23.7
Total Population	593	187	780
Row %	76	24	100
Column %	100	100	100

Table 2

Frequency Of Responding And
Late Responding Headmasters
By The Type Of School

School Type	Day	Boarding	Total
Respondents	398	125	523
Row %	76.1	23.9	100
Column %	88.4	86.2	87.8
Late Respondents	52	20	72
Row %	72.2	27.8	100
Column %	11.6	13.8	12.1
Total Population	450	145	595
Row %	75.6	24.4	100
Column %	100	100	100

the late responding individuals were different from the initial respondents, they were tested for significance by Chi square. Table 2 shows the numbers for each category. The value of Chi square was 0.22, indicating that there were no significant differences between the school types led by the respondents and late respondents. Thus the late respondents, being similar to the respondents, create a total of 595 responding headmasters. This group is a representative sample of the total (N=780) NAIS population. Similar tests using Chi square were computed for the genders of the student groups, the approximate enrollments, the highest grade taught, the approximate age of the school, the religious affiliation, and the geographic location by NAIS region. All tests, at the .05 level of significance, indicated that there were no significant differences between the late responding headmasters and the responding headmasters.

B. The General Profile of the Independent School Headmaster

1. Background and Education

A composite picture of the responding population (N=595), shows the independent school headmaster to be a 47 year old, white Episcopalian male. Eldest of two or three children, he grew up in a suburban environment. While growing up, his father, who was at least

college educated, worked in a white collar profession. His mother, who was usually high school educated, did not work outside the home during his formative years.

He attended a private school for at least part of his high school education. He went on to attend a private undergraduate institution and majored in either the Social Sciences or the Humanities. Most headmasters completed a master's degree at a private institution, majoring in Education or the Humanities. He received his highest degree before the age of 30. Today, at 47 years old, he is married with two or three children, and his wife works in a white collar occupation. (see Appendix B).

2. Experience, Current School, Activities and Significant Others

The composite respondent first aspired to the headmastership at the age of 28. He began as a teacher, worked in three different schools and held five different positions before becoming a headmaster at the age of 37. He is currently the headmaster of a traditional, secular, coeducational day school. The school serves from 300-750 students, with an average of 49 faculty and administrators. The school has been in existence for 20 to 75 years, of which the current head has served for the last 6.5 years (see Appendix C).

While attending college and during his career, he has been active in extra-curricular activities. He is a member of five professional organizations (often because of the school membership), holds two offices, and serves as a board member for at least two other organizations. He has extended his education by formal university work and by attending non-degree course work (over 100 hours of training). His decision to seek a headmastership, more often than not, was of his own conception. He often had a mentor, usually when he was between the ages of 21 to 30. He credits his former headmaster as being the person most influential in helping him acquire his first headmastership (see Appendix D).

3. Suggested Training and Other Significant Factors.

The headmaster left his last position in search of a greater challenge or for increased opportunity. He was called upon by trustees and was most often assisted in finding and obtaining a position by a friend. He considers his knowledge of the independent school and his past experience as the most significant factors in helping him become a headmaster. He feels his personality, ability to work hard, (particularly the traits of perseverance and determination)

to be the most important factors in sustaining and helping him become headmaster. Circumstances such as timing, luck, and contacts also played a role in securing his position.

On the job he feels that his experience and ability to work with people are the key skills he possesses. In addition, management and organizational ability are prerequisites. To aspiring headmasters he would recommend adequate experience in a variety of independent school settings as the best means of training for the job. In addition, he also recommends graduate work in education and some business training while climbing the independent school ladder (see Appendix E).

C. Significant Differences Between the Independent School Headmasters by School Type.

1. Background, Education, and Experience

The schools of the responding heads were broken down by the type of school (Day or Boarding) and by the highest level of instruction offered (grades 12 or other). This formed four subgroups: Day 12, Day 0, Boarding 12, and Boarding 0. As there were only 15 cases for the Boarding 0 subgroup they were combined with the Boarding 12 group, leaving three subgroups for analysis. Table 3 and Table 4 list the background and educational variables which occurred most frequently for each type. In order to test these variables for significant

differences, Chi square and one-way analysis of variance were calculated for the three subgroups. Table 5 shows the nominal variables which were significantly related to the school types. The other variables did not have a large enough Chi square value to rule out the possibility of the relationship being due to chance.

Table 3

A Composite Chart Listing The Most Common And Average Responses For Background And Experience Variables Of The Population And Day School Heads

Variable	Population	Day School	
	Population (N=595)	Day 12 (N=317)	Day 0 (N=131)
Sex	male	male	male
Age	46.5	47.2	45.4
Childhood Environment	suburban	suburban	suburban
Marital Status	married	married	married
Number of Children	2.3	2.2	2.4
Spouses Occupation	white collar	white collar	white collar
Fathers Occupation	white collar	white collar	white collar
Father's Schooling	college or graduate	graduate	high school or less
Mother's Occupation	none	none	none
Mother's Schooling	high school or less	high school or less	high school or less
Number of Siblings	two	two	two
Sibling Rank	first born	first born	first born
Religion	Episcopal	Episcopal	Episcopal
High School	independent	independent	independent
Bachelor's Degree	private	private	private
Bachelor's Major	humanities	Social Sciences	Humanities
Master's Degree	public	public	public
Master' Major	education	education	education
Doctoral Degree	none	none	none
Age at Highest Degree	29.3	29.8	28.6
Age Aspired to			
Headmaster	27.8	27.9	27.8

Table 3 (Cont.)
 Composite Chart Listing The Most Common And Average
 Responses For Background and Experience
 Variables Of The Population And
 Day School Heads

Variable	Population		Day School	
	Population (N=595)	Day 12 (N=317)	Day 0 (N=131)	
Age at First Headmastership	36.9	36.7	36.2	
Number of Years Experience	20.9	21.9	19.4	
Number of Positions Held	4.7	5.0	4.4	
Number of Schools Served	3.3	3.5	3.2	
Number of years at Current Position	6.5	6.4	6.5	

Table 4

A Composite Chart Listing The Most Common And Average
Responses For Background And Experience
Variables Of The Population And
The Boarding School Heads

Variable	BOARDING SCHOOL	
	Population (N=595)	Boarding 12 (N=132)
Sex	male	male
Age	46.5	46.5
Childhood Environment	suburban	suburban
Marital Status	married	married
Number of Children	2.3	2.5
Spouses Occupation	white collar	none
Father's Occupation	white collar	white collar
Father's Schooling	high school or less	high school or less
Mother's Occupation	none	none
Mother's Schooling	high school or less	high school or less
Number of Siblings	two	two
Sibling Rank	first born	first born
Religion	Episcopal	Episcopal
High School	independent	independent
Bachelor's Degree	private	private
Bachelors' Major	humanities	humanities
Master's Degree	public	public
Master's Major	education	other
Doctoral Degree	none	none
Age at Highest Degree	29.3	28.8

Table 4 (Cont.)

A Composite Chart Listing The Most Common And Average Responses For Background And Experience Variables Of The Population And The Boarding School Heads

Variable	BOARDING SCHOOL	
	Population (N=595)	Boarding 12 (N=132)
Age Aspired to Headmastership	27.8	27.8
Age at First Headmastership	36.9	37.9
Number of Years Experience	20.9	20.3
Number Positions Held	4.7	4.3
Number of Schools Served	3.3	2.9
Number of Years at Current Position	6.5	6.9

Table 5

Chi Square Values For Background And Education
Variables Which Show A Relationship
To The Type Of School Led

Variable	Chi Square	df	Level of Significance
Sex	12.94	3	0.0015
Master's Major	47.08	18	0.0002

Both variables listed in Table 5 are further analyzed below. The tables used to calculate each of the above statistics are located in Appendix F.

Table F.1, in Appendix F, illustrates the cell counts in a two by three contingency table comparing school type with gender of the Headmaster. The Chi square value was 12.94, significant at the .0015 level. Examination of this table indicates that there are disproportionately fewer female heads of boarding schools. That is, 4.1% of the heads of boarding schools were female, compared to the 15.5% which head day schools.

The other nominal background variable related to the type of school led was the subject the heads majored in at the Master's level. The value of Chi square for this contingency table was 47.08, significant at the .0002 level (see Appendix F, Table F.2). Examination of this table shows that Day 12 heads majored in Educational Administration more often than the other subgroups. The Day 0 subgroup more often majored in an Educational Curriculum area, while the Boarding subgroup majored in fields categorized as other. It is interesting to note that 90% of the Day 12 heads have a Master's degree, while 80% of the Boarding school heads and 76% of the Day 0 heads have a Master's degree.

Table 6 lists the ordinal level background and experience variables which were significant when tested in a one-way analysis of variance. These four variables are more closely examined below.

Table 6

F Ratios For Background And Experience
Variables Which Show A Significant
Relationship To The Type
Of School Led

Variable	F Ratio	F Probability
Number of Children	3.21	.04
Number of Years Experience	5.32	.005
Number of Positions Held	10.03	.0001
Number of Schools Served	5.80	.003

The responses listed in Appendix B for the variable number of children indicate that the heads of boarding schools more often have more than 2 children. They have on the average 2.5 children. Day 12 heads have the least children (2.2) and Day 0 heads have an average of 2.4 children. The second significant variable in Table 6 was the number of years experience. A closer examination of the average years experience indicates that the Day 12 subgroup had the most experience, with a combined average of 21.9 years: the Boarding heads have the second highest average for experience with 20.3 years and the Day 0 heads have the least experience with 19.4 years as a combined average.

The third significant variable in Table 6 was the number of positions held. An examination of the combined averages for the various subgroups shows that the Day 12 heads have held more positions (4.97). The Day 0 subgroups (4.37) and the Boarding subgroup (4.29) have held approximately the same number of positions during their careers. The fourth significant variable in Table 6 was the number of schools served. Once again the Day 12 subgroup has the highest combined average for this variable with an average of 3.45 schools

served. The Day 0 subgroup served an average of 3.22 schools and the Boarding subgroup served in the least number of schools with a combined average of 2.92 schools per headmaster.

2. Activities

Table 7 lists the average number of activities and offices the population and various subgroups held. Generally, the Day 12 subgroup with the exception of college activities and offices, have been the most involved in extracurricular activities. The Boarding school heads participated, on the average, in slightly more college activities and held the same number of high school and college offices as the Day 12 subgroup. The Day 0 headmasters had the lowest average number of extracurricular activities and offices. Table 8 shows that three of these variables were significantly related to the subgroups Day 12, Day 0 and Boarding school heads.

A closer look at the variables (listed in Table 7) indicates the Day 0 subgroup on the average held 1.3 offices in college, while the Day 12 and Boarding subgroups both held on the average 1.8 offices. The second significant variable, professional associations, indicates that the Day 12 subgroup member belongs to on the average 5.1 associations, while the Boarding subgroup member belongs to 4.3 associations and the Day 0 subgroup member belongs to 4.0

associations. The third significant variable, professional offices shows that the Day 12 subgroup holds the most offices (2.3) while the Boarding heads hold 1.8 offices and the Day 0 head holds 1.3 offices.

Table 7

A Composite Chart Of The Activities And Offices Headmasters
Of The Population And Subgroups Participated
In During Their Careers

Activity	Population	Day 12	Day 0	Boarding
	Average Number of Activities			
High School Activities	3.6	3.7	3.3	3.7
High School Offices	2.5	2.6	2.2	2.6
College Activities	2.4	2.5	2.2	2.6
College Offices	1.7	1.8	1.3	1.8
Professional Associations	4.6	5.1	4.0	4.3
Professional Offices	2.1	2.3	1.6	1.8
Board Positions	1.7	1.8	1.5	1.6

Table 8

F Ratios For Activities Held By The Population
And The Subgroups Which Show A Significant
Relationship To The Type Of School Led

Activity	F Ratio	F Probability
College Offices	6.45	.002
Professional Associations	9.54	.0001
Professional Offices	6.16	.002

D. Career Paths

The career paths, as explained in Chapter III, were analyzed using Goodman's linear-log effect parameters.¹ Four sixteen by sixteen contingency tables were formed by plotting the individual career moves of each type of independent school headmaster. These original data are recorded in Appendix G.

The standardized scores, computed from the tables in Appendix G, are presented in the four tables in Appendix H. Each table represents the standardized interactions and shows the connections between the one-to-one moves made by the three subgroups (Day 12, Day 0 and Boarding) and by the total population. Since the N's for each table are greater than 30, the standardized values are an approximation of the normal curve. In the tables containing the standardized scores, the mean is 0 and the variance is 1. The values in each cell represent the connectedness between the sending and receiving positions.

A positive number indicates more than the expected movement between positions, and a negative number indicates less than the expected level of movement. The larger numbers indicate a

¹ Leo Goodman, "How to Ransack Social Mobility Tables and Other Kinds of Cross-Classification Tables," The American Journal of Sociology, 75, (July, 1969), pp., 1-40.

disproportionate interaction between the sending positions and the receiving positions. Values greater than 1.96 ($p \leq .05$) were used to determine which positions were significantly connected. As this is an exploratory study, other large interactions were considered when determining the career paths.

Table 9 contains a coded list of the job titles the various headmasters listed as the previous positions held as they moved through the career ladder. Positions 1-9 are generally considered line positions, having direct responsibility to the Headmaster for operating a part of the school program which deals with student development. Positions 10-12 can be considered staff positions and function to support the headmaster in the work of operating the school. Positions 13-15 are areas outside of the independent school domain, 13 and 14 dealing with other branches of education and 15 dealing with careers outside of education. Category 16 includes other positions within the independent school domain. These positions include acting headmaster, dorm supervisor, intern teacher, coach, etc. The contingency tables thus constitute a matrix of moves made by the individuals of each subgroup as they climbed the independent school career ladder.

Table 9
The Code For Positions Held By
The Headmasters As Listed
In The Career Charts

Code	Position
1.	Headmaster
2.	Assistant Headmaster
3.	Upper School Head
4.	Middle School Head
5.	Lower School Head
6.	Department Chairman
7.	Dean of Students
8.	Counselor or College Advisor
9.	Teacher
10.	Administrative Assistant
11.	Business Manager or Director of Development
12.	Director of Admissions
13.	Higher Education
14.	Public Education
15.	Outside
16.	Other

1. Career Path of the Total Population

Table G.1 in Appendix G demonstrates the number of moves made by the total population from the sending positions on the vertical axis to the receiving positions on the horizontal axis. These raw data were then converted into standardized scores as explained in Chapter III. Table H.1 in Appendix H contains all standardized values for the total population. Those significant at the .05 level or those numbers greater than 1.96 for the total population are listed in Table 10.

Table 10 demonstrates that there are three positions which directly lead to a headmastership. Another headmastership ($Z=9.087$), an assistant headmastership ($Z=8.478$) and an upper school headship ($Z=3.228$) are all positively connected to the headmastership. Table G.1 in Appendix G shows that out of 797 moves from the sixteen possible sending positions, 446 (56%) came from these three sending positions. Of those moves leading directly to a headmastership, 195 (24.5%) were from a previous headmaster's position, 206 (25.8%) were from an assistant headmaster's position and 45 (5.6%) were from an upper school head position.

There are also four positions which had a less-than-expected connection to the headmastership for the total population. The department chairmanship ($Z=-3.185$), the college adviser or counselor ($Z=-3.024$), and the business manager or development officer ($Z=-2.187$) interact in less than the expected frequency.

Table 10

Standardized Values Of Significant Interactions
Between Sending And Receiving Positions
Of The Total Population

Interaction Due To				Standardized Value
1	Sending Position To	1	Receiving Position	9.087
2	"	1	"	8.478
3	"	1	"	3.228
6	"	1	"	- 3.185
8	"	1	"	- 3.024
9	"	1	"	-10.044
11	"	1	"	-2.187
1	"	2	"	-2.306
3	"	2	"	2.600
7	"	2	"	2.398
10	"	2	"	2.428
12	"	2	"	1.970
13	"	2	"	-2.537
7	"	3	"	3.618
9	"	3	"	-2.116
4	"	4	"	2.381
6	"	6	"	2.419
9	"	6	"	5.905
6	"	7	"	4.911
12	"	7	"	1.960
9	"	9	"	7.306
14	"	9	"	2.699
15	"	9	"	1.957

Table 10 (Cont.)

Standardized Values Of Significant Interactions
Between Sending And Receiving Positions
Of The Total Population

Interaction Due To				Standardized Value
Sending Position To		Receiving Position		
11	"	11	"	2.121
6	"	12	"	2.029
13	"	13	"	7.235
14	"	13	"	5.502
14	"	14	"	6.011
15	"	14	"	2.205
9	"	15	"	-2.210
2	"	16	"	2.471

For all the one to one moves above $p \leq .05$ for a two tailed test. $Z \geq 2.58$ ($p \leq .01$), $Z \geq 2.24$ ($p \leq .025$), $Z \geq 1.96$ ($p \leq .05$).

Since the greatest connections to the headmastership, other than another headmastership, for the total population were found to be through the assistant headmastership and the upper school head position, these positions were also examined for connectedness with other sending positions. Of those headmasters responding, movement to an assistant headmastership appears to come from the upper school headship ($Z=2.600$), the dean of students position ($Z=2.398$), and from the administrative assistant position ($Z=2.428$). Those moving to an upper school headship come from the dean of student position ($Z=3.567$). The dean of student position appears to be the key linking position in this pathway sending to both the upper school head and assistant head positions. Positions leading to a dean of students position were the department chairmanship ($Z=4.911$) and the director of admissions position ($Z=1.960$). The move to a department chairmanship was from the teaching position ($Z= 5.905$) or from another department chairmanship ($Z=2.419$). Thus, the career path followed by the total population resembles the diagram presented in Figure 1.

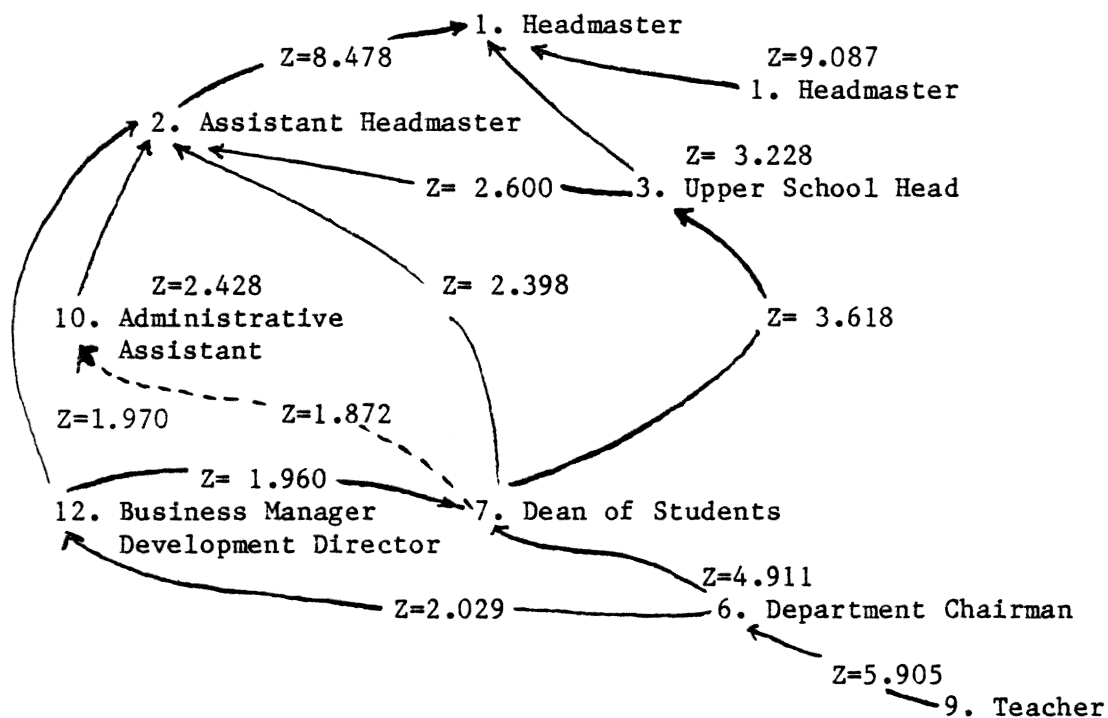


Figure 1

The Career Path Of The Total Responding Population
Of Independent School Headmasters.

2. Career Path of the Day 12 Subgroup

Table G.2 in Appendix G indicates the number of moves made by the Day 12 subgroup (N=317). These raw data were converted into the standardized scores contained in Table H.2 in Appendix H. The values found to be significant at the .05 level are listed in Table 11.

Table 11 shows that the same three positions are the main sending positions in this subgroup as they were for the population. Another headmastership (Z=8.307), an assistant headmastership (Z=7.016), and an upper school headship (Z=3.159) all lead to the headmastership. Table G.2 in Appendix G shows that out of 450 moves from the sixteen sending positions to the headmastership receiving position, 276 (61.3%) came from the three most strongly connected sending positions. Of those moves, 126 (28%) were from headmaster to headmaster, 117 (26%) were from assistant headmaster to headmaster, and 33 (73%) were from upper school head to headmaster.

Table 11

Standardized Values Of Significant Interactions
Between Sending And Receiving Positions
For Day 12 Headmasters

Interaction Due To		Standardized Value		
1	Sending Position To	1	Receiving Position	8.307
2	"	1	"	7.016
3	"	1	"	3.159
6	"	1	"	-2.356
8	"	1	"	-2.464
9	"	1	"	-7.123
3	"	2	"	2.226
7	"	2	"	2.003
7	"	3	"	3.567
5	"	4	"	2.180
6	"	6	"	2.439
9	"	6	"	5.439
6	"	7	"	4.879
16	"	7	"	2.113
6	"	8	"	2.282
9	"	9	"	6.296
7	"	10	"	2.507
11	"	11	"	2.325
6	"	12	"	2.490
13	"	13	"	5.526
14	"	13	"	5.812
14	"	14	"	3.017
12	"	16	"	2.717

For all the one to one moves above, $P \leq .05$, for a two tailed test. $Z \geq 2.58$ ($P \leq .01$), $Z \geq 2.24$ ($P \leq .025$), $Z \geq 1.96$ ($p \leq .05$).

There were three positions which had a less than expected connection with the headmastership: the department chairmanship ($Z = -2.356$), the college advisor or counselor ($Z = -2.464$), and the teacher ($Z = -7.123$).

Like the total population, the Day 12 subgroup had two positions other than a headmastership, which prepare an individual for the headmaster's position: the assistant head position and the upper school head position. Positions connected to the assistant head position are the upper school headship ($Z = 2.226$) and the dean of students position ($Z = 2.003$). The dean of students position was also significantly connected to the upper school head position ($Z = 3.567$). Once again the dean of students position appears to be the linking position to the upper end of the hierarchy.

The dean of students position receives individuals from the department chairmanship ($Z = 4.879$) or from "other" positions ($Z = 2.113$). The department chairman position is linked to the teaching position ($Z = 5.439$). The positions which are linked to form a career path for the Day 12 subgroup are illustrated in Figure 2.

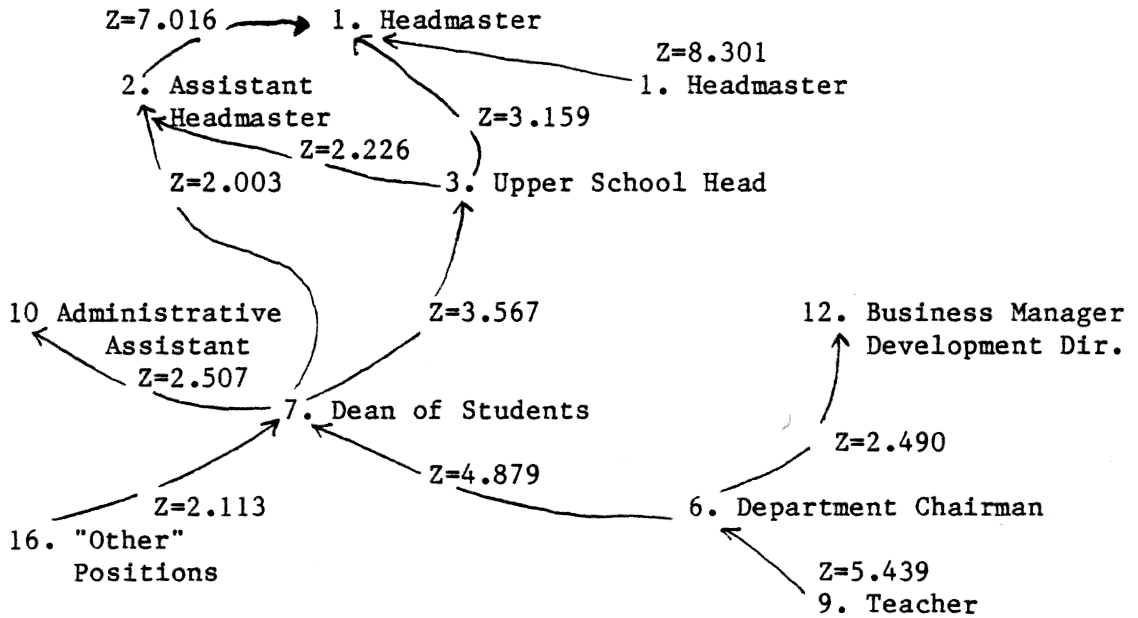


Figure 2

The Career Path Of The Day 12 (N=317)
Headmasters.

3. Career Path of the Day 0 Subgroup

Table G.3 in Appendix G indicates the number of moves made by the Day 0 subgroup (N=131). These raw data were converted into the standardized scores contained in Table H.3 in Appendix H. The values found to be significant at the .05 level or above are listed in Table 12.

In Table 12 the main sending positions to the headmastership in the Day 0 subgroup are the headmaster position (Z=5.159), the assistant headmaster position (Z=5.477), and middle school head position (Z=3.084). Only one position has a significantly negative interaction with the headmastership, that being the teacher position (Z=2.196). Table G.3 in Appendix G shows that of the 170 moves directly to a headmastership in the subgroup, 100 (58.8%) were from these three positions. Of these one-to-one moves, 38 (22.4%) came from a previous headmastership, 43 (25.3%) from an assistant headmastership, and 19 (11.2%) from a middle school head position. This is distinctly different from the previous two career paths, which had the upper school head position as the third most connected position to a headmastership.

Table 12

Standardized Values Of Significant Interactions
Between Sending And Receiving Positions
For Day 0 Headmasters.

Interaction Due To		Standardized Value		
1	Sending Position To	1	Receiving Position	5.159
2	"	1	"	5.477
4	"	1	"	3.084
9	"	1	"	-2.196
6	"	2	"	2.897
4	"	4	"	2.295
9	"	6	"	3.088
9	"	7	"	2.110
9	"	9	"	5.903
10	"	10	"	2.084

For all the one to one moves above, $P \leq .05$ for all two tailed test.
 $Z \geq 2.58 (P \leq .01)$, $Z \geq 2.24 (P \leq .025)$, $Z \geq 1.96 (P \leq .05)$.

The Day 0 subgroup has two positions other than a previous headmastership which lead to the the headmastership: the assistant headmastership and the middle school headship. The position significantly connected to the assistant head position was the department chairmanship ($Z=2.897$). The position sending to the middle school head position was another middle school head position ($Z=2.295$). Since the connection of positions is important, it should be noted that the department chairmanship ($Z=1.301$), although not related at a significance level of .05, sends individuals to the middle school head position, as does the business manager or director of development position ($Z=1.114$). The department chairmanship was once more the major receiving position for the teacher sending position ($Z=3.088$). The career path established by these significant one to one connections is summarized in Figure 3.

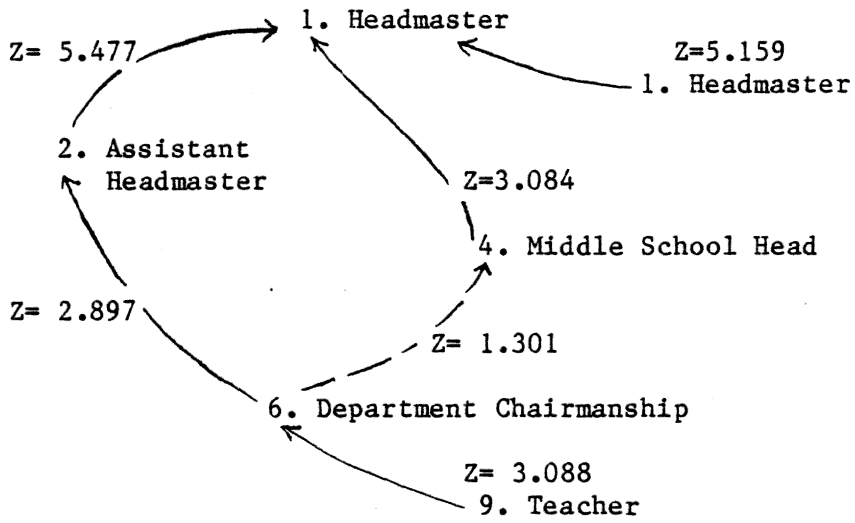


Figure 3

The Career Path Of The Day 0 (N=131)
Headmasters.

4. Career Path of the Boarding School Subgroup

Table G.4 in Appendix G indicates the number of career moves made by the total Boarding school subgroup (N=147). These raw data were converted into the standardized interaction effects contained in Table H.4 in Appendix H. The values from table H.4 which were significant at the .05 level or above are listed in Table 13.

In Table 13 the significant interactions with the headmaster receiving position were with a previous headmastership ($Z=4.835$) and an assistant headmastership ($Z=6.062$). As the Z value of the higher education sending position was 1.867, and as this is an exploratory study, it has also been included in Figure 13 as a possible sending position for the boarding school headmaster position. Once again the teaching position has a strong negative interaction ($Z= -2.050$) with the receiving position headmaster.

Table 13

Standardized Values Of Significant Interactions
Between Sending And Receiving Positions
For Boarding Headmasters

Interaction Due To				Standardized Value
1	Sending Position To	1	Receiving Position	4.835
2	"	1	"	6.062
9	"	1	"	-2.050
13	"	1	"	1.867
9	"	6	"	3.265
9	"	7	"	2.272
4	"	7	"	2.286
9	"	9	"	4.120
11	"	10	"	2.631
9	"	12	"	2.286
13	"	13	"	5.108
14	"	14	"	3.465

For all the one to one moves above, $P \leq .05$ for a two tailed test.
 $Z \geq 2.58 (P \leq .01)$, $Z \geq 2.24 (P \leq .025)$, $Z \geq 1.96 (P \leq .05)$.

Table G.4 in Appendix G shows that of the 177 moves directly to a headmastership, 95 (53.6%) are from the three sending positions with the highest interaction effect. Of these three sending positions, 31 (17.5%) were from a headmaster position, 46 (26%) were from an assistant headmaster position, and 18 (10.2%) were from a higher education position. This differs from the total population and the other two subgroups. Although the most significant interactions are once again with the sending positions headmaster and assistant headmaster, the third highest interaction, the higher education position, differs from the third highest interaction of the other three subgroups.

The position sending to the assistant headmaster position was the dean of students ($Z=1.731$). The positions sending to the dean of students position were the middle school head sending position ($Z=2.286$) and the teacher sending position ($Z=2.272$). The higher education receiving position most often received individuals from other higher education positions ($Z=5.108$). Figure 4 depicts the career path of the boarding school subgroup.

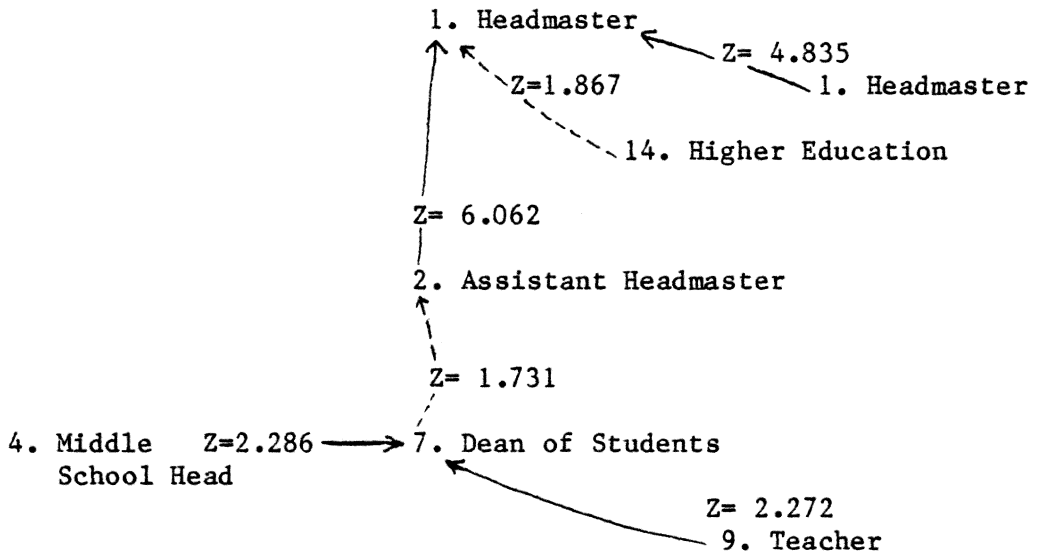


Figure 4

The Career Path Of The Boarding School
Headmasters (N=147) -

5 . Comparing the Career Paths of the Population and the Three Subgroups.

In order to determine whether the interactions of the various matrices of one-to-one moves differ significantly one from the other, the individual cells of each subgroup were compared to the individual cells of the other subgroups. Each subgroup was compared to the population and then to each other subgroup. By comparing the various matrices it was possible to determine how many cells in each group differed significantly from the corresponding cells in each other matrix. This was done by using Goodman's technique for comparing N cross-classification matrices. The matrices were all standardized by comparing the cell interactions after controlling for the row, column, and total mean components. In order to compare corresponding cells from two different tables, these corrected values, called the interaction effects, were determined by subtracting the interaction effect of one cell from one table from the interaction effect of the corresponding cell from another table. In order to standardize the values of all tables, the standard error of the difference between each cell was computed as follows:

$$S = (S_1^2 + S_2^2)^{1/2},$$

where S_1 and S_2 are the standard errors of G_1 and G_2 respectively. Then the difference between the two cells, D , was divided by the standard error as follows:

$$Z = \frac{D}{S_D} \quad 2$$

The standardized values, comparing the various matrices, are presented in Appendix I. These values show the connection between the like cells of the two tables being compared. Values greater than ± 1.96 are significant at the .05 level. High positive values indicate that the first named matrix has a greater interaction effect for that cell than the same cell in the second named matrix. High negative values indicate that the second matrix has a greater interaction effect for that cell than the corresponding cell on the first named matrix. Values which were statistically significant are listed in the tables below.

In Table 14, comparing the interaction of cells between the population and the Day 12 subgroup, there were six cells which had standardized scores significant at the .05 level. The first named matrix, the Day 12 subgroup had 5 cells with interactions greater than

² Leo Goodman, "How to Ransack Social Mobility Tables and Other Kinds of Gross Classification Tables," American Journal of Sociology, 75, (July, 1969), pp., 1-40.

the population. In the Day 12 subgroup there were greater interactions between the sending headmaster position and the receiving headmaster position than there was in the population matrix.

Table 14

Summary Of The Significant Standardized Interactions
Comparing The Individual Moves Of The
Day 12 Subgroup With The
Total Population

Interaction Due to				Standardized Value
1.1	Cell of Day 12 To	1.1	Cell of Population	2.99
9.2	"	9.2	"	3.44
9.6	"	9.6	"	2.27
9.7	"	9.7	"	-2.98
9.9	"	9.9	"	2.10
9.10	"	9.10	"	2.10

There were also greater interactions in the Day 12 subgroup from teacher to assistant headmaster, teacher to department chairman, teacher to teacher, and teacher to administrative assistant than found in the population. Only one standardized value, that from teacher to dean of students, was greater for the population over the Day 12

subgroup. The Day 12 subgroup has 250 similar cells and 6 significantly different cells (see Table I.1, Appendix I), when compared with the population matrix.

In Table 15 there were 8 significant interactions between the first matrix, the Day 0 subgroup and the second matrix, the total population. This means that cells 4.1 9.1, 6.2, 9.2, 9.7, and 9.9, in the Day 0 matrix had greater interaction than the corresponding cells in the total population matrix. Conversely cells 3.1 and 9.12 had greater interaction in the total population matrix than in the Day 0 subgroup. The Day 0 subgroup has 248 similar cells and 8 significantly different cells (see Table I.2, Appendix I), when compared to the population matrix.

Table 15

Summary Of The Significant Standardized Interactions
 Comparing The Individual Moves Of The
 Day 0 Subgroup With That Of The
 Total Population

Interaction Due to				Standardized Value
3.1	Cell of Day 12 To	3.1	Cell of Population	-2.29
4.1	"	4.1	"	3.73
9.1	"	9.1	"	11.41
6.2	"	6.2	"	4.82
9.2	"	9.2	"	7.73
9.7	"	9.7	"	3.02
9.9	"	9.9	"	5.93
9.12	"	9.12	"	-2.56

The matrix with the greatest number of statistically different cells from the population matrix was the Boarding subgroup. There were 13 cells which had higher degrees of interaction. The boarding matrix had 8 cells with greater interaction than the population. These cells were 2.1, 6.1, 9.1, 12.1, 13.1, 2.2, 9.7, and 6.13. In addition, there were 5 cells in which the population matrix had greater interaction than the boarding matrix. They were 1.1, 3.1, 4.1, and 6.7. These values are listed in Table 16. The Boarding subgroup had 243 similar cells and 13 statistically different cells in the (see Table I.3, Appendix I) when compared to the population.

Table 16

Summary Of The Significant Standardized Interactions
 Comparing The Individual Moves Made By The Boarding
 Subgroup With The Total Population

Interaction Due to		Standardized Value		
1.1	Cell of Boarding with	1.1	Cell of Population	-2.09
2.1	"	2.1	"	3.69
3.1	"	3.1	"	-2.37
4.1	"	4.1	"	-2.53
6.1	"	6.1	"	6.81
9.1	"	9.1	"	9.84
12.1	"	12.1	"	3.71
13.1	"	13.1	"	5.90
2.2	"	2.2	"	2.30
6.7	"	6.7	"	-2.57
9.7	"	9.7	"	3.47
6.13	"	6.13	"	2.20
14.13	"	14.13	"	-2.66

Therefore the Day 12 subgroup with only 6 statistically different values is most similar to the population, the Day 0 group ranks 2nd with 8 statistically different cells, and the Boarding subgroup is the least similar to the population with 13 statistically different interactions.

In order to compare the various subgroups, the same test for significance was computed by comparing each subgroup matrix with the other. The Day 0 matrix was most similar to the Boarding matrix with only 10 cells statistically different (see Table 17).

Table 17

Summary Of The Significant Standardized Interactions
 Comparing The Individual Moves Made By The
 Day 0 Subgroup With The Total
 Boarding Group

Interaction Due to		Standardized Value		
4.1	Cell of Day 0 With	4.1	Cell of the Boarding	3.46
6.1	"	6.1	"	-2.93
10.1	"	10.1	"	-1.99
12.1	"	12.1	"	-2.69
13.1	"	13.1	"	-3.08
6.2	"	6.2	"	3.09
9.2	"	9.2	"	5.34
6.7	"	6.7	"	2.05
9.9	"	9.9	"	4.24
9.12	"	9.12	"	-3.50

Table 18

Summary Of The Significant Standardized Interactions
 Comparing The Individual Moves Made By
 The Day 0 Subgroup With The
 Day 12 Subgroup

Interaction Due to		Standardized Value		
1.1	Cell of Day 0 With	1.1	Cell of Day 12	-3.69
3.1	"	3.1	"	-2.49
4.1	"	4.1	"	4.42
9.1	"	9.1	"	10.53
6.2	"	6.2	"	4.50
9.2	"	9.2	"	5.57
9.6	"	9.6	"	-2.81
9.7	"	9.7	"	4.43
9.9	"	9.9	"	4.58
9.10	"	9.10	"	-2.10
9.12	"	9.12	"	-2.46
14.13	"	14.13	"	-2.28

Table 18 lists 12 standardized values significant at the .05 level when the Day 0 matrix was compared with the Day 12 matrix. The 17 significant values in Table 19 indicate that the two subgroups which have the least similar number of corresponding cells are the Day 12 subgroup and the Boarding subgroup.

Table 19

Summary Of The Significant Standardized Interactions
Comparing The Individual Moves Made By
The Day 12 Subgroup With The
Boarding Subgroup

Interaction Due to		Standardized Value		
1.1	Cell of Day 12 With	1.1	Cell of Boarding	3.74
2.1	"	2.1	"	-3.95
3.1	"	3.1	"	2.57
4.1	"	4.1	"	2.05
6.1	"	6.1	"	-6.02
9.1	"	9.1	"	-9.31
12.1	"	12.1	"	-4.10
13.1	"	13.1	"	-5.57
2.2	"	2.2	"	2.70
9.6	"	9.6	"	2.06
6.7	"	6.7	"	3.10
9.7	"	9.7	"	-5.06
7.9	"	7.9	"	-2.11
9.10	"	9.10	"	2.11
9.12	"	9.12	"	-2.52
6.13	"	6.13	"	-2.32
14.13	"	14.13	"	3.19

E. The Mobility Index

1. Introduction

Mobility has been defined in this study as the number of years' experience an individual has had, divided by the number of positions he has held. The total population was then divided into three subgroups; Mobile 1 (N=239), Mobile 2(N=220), and Mobile 3(N=136). The Mobile 1 subgroup has a mobility index ranging from 0 to less than 4 years' experience for each position. This group roughly parallels what Jennings termed the mobicentric manager and what Carlson in his study of superintendents called "the hopper". The Mobile 2 subgroup has from four years' experience to less than 6 years' experience for each position. Carlson labeled this group "the specialists". The Mobile 3 subgroup has over 6 years' experience in each position before moving to another. Carlson labeled this group "the statesman".³

³ Eugene Jennings, The Mobile Manager (New York: McGraw Hill Book Company, 1971), p.9 and Richard O. Carlson, School Superintendents: Careers and Performance (Ohio: Charles C. Merrill Publishing Company, 1972), pp.43 and 44.

It is quite possible that a different breakdown of the total population would provide different results. As this is an exploratory study, further research on the same subject should take this into account. The breakdown of the three subgroups is presented in Table 20.

Table 20

The Breakdown Of Mobility Types
In This Study

SUBGROUP	NUMBER OF INDIVIDUALS	MOBILITY INDEX
Mobile 1	N=239	0 to less than 4 years
Mobile 2	N=220	4 to less than 6 years
Mobile 3	N=136	over 6 years

Table 21 provides a list of the most common and average responses to all background and education variables for the three different mobility subgroups.

Table 21

A Composite Chart Listing The Most Common And Average Response
For Background And Experience Variables Of
The Three Mobility Groups

Variable	Mobility Subgroup		
	1	2	3
Sex	male	male	male
Age	42.3	47.7	52.1
Childhood Environment	suburban	suburban	suburban
Marital Status	married	married	married
Number of Children	2.1	2.4	2.6
Spouse's Occupation	none	white collar	white collar
Father's Occupation	white collar	white collar	white collar
Father's Schooling	graduate or less than high school	graduate or less than high school	graduate or less than high school
Mother's Occupation	none	none	none
Mother's Schooling	high school or less	high school or less	high school or less
Number of Siblings	2	2	2
Sibling Rank	first born	first born	first born
Religion	Episcopal	Episcopal	Episcopal
High School	independent, public	independent	independent
Bachelor's Degree	private	private	private
Bachelor's Major	Humanities	Social Sciences	Social Sciences

Table 21 (Cont.)

A Composite Chart Listing The Most Common And Average Response
For Background And Experience Variables of
The Three Mobility Groups

Variable	Mobility Subgroup		
	1	2	3
Master's Degree	private	private	private
Master's Major	Education	Education	Education/ Social Sciences
Doctoral Degree	37/595	24/595	15/595
Age at Highest Degree	29	29.5	29.6
Age Aspired to	27.9	28.2	26.5
Headmastership			
Age at First	36.7	37.5	35.9
Headmastership			
Number of Years	15.5	23.1	27.0
Experience			
Number of Positions Held	5.4	4.8	3.2
Mobility Index	2.9	4.9	9.2
Number of Schools Served	3.6	3.5	2.4
Number of Years at	3.5	6.1	12.5
Current Position			

2. Background and Education

The nominal background and education variables were tested for significance by Chi square. Only one background variable of the nominal type, doctoral degree, was significant at the .05 level. An examination of the specific frequencies of doctorate degrees shows that a majority of the members of the Mobile 1 subgroup who obtained a doctorate (37/595) obtained their degree from a public institution or from Harvard. A majority of the individuals in the Mobile 2 subgroup (24/595) and the mobile 3 subgroup (15/595) received their doctorates from private institutions.

The significant ordinal variables are listed in Table 22. They are age, number of children, number of years experience, positions held, schools served, years at the current position, and the years spent at the previous four positions. An examination of the first variable in Table 22, age, shows the Mobile 1 subgroup to be the youngest group, averaging 42.3 years old. The Mobile 2 groups averages 47.7 years old and the Mobile 3 group averages 52.1 years old. The second variable, the number of children, shows that the heads of the more mobile subgroup, Mobile 1 have the fewest children, while the heads of the, Mobile 3 subgroup, have the greatest number of children. Likewise, Mobile 1 has the least number of years experience

(15.5 years), the Mobile 2 subgroup has an average of 23.1 years experience, and the Mobile 3 subgroup has the most experience with an average of 27 years experience per person.

Table 22

F-Ratios For Background And Experience
Variables Which Show A Relationship
To The Mobility Groups

Variable	F-Ratio	F-Probability
Age	97.24	.0000
Number of Children	5.59	.004
Years of Experience	155.07	.0000
Positions Held	82.60	.0000
Schools Served	31.22	.0000
Years in Current Position	159.05	.0000

The Mobile 1 subgroup has held the most positions, an average of 5.4 per person, the Mobile 2 subgroup has held an average of 4.8 positions and the Mobile 3 subgroup has held the fewest positions with an average of 3.2 positions per headmaster. The variable schools served, was also significant. The Mobile 1 and Mobile 2 subgroups have worked at approximately 3.5 schools. The Mobile 3 subgroup has worked on the average in only 2.4 schools. An examination of the number of years each mobility subgroup has been in their current position shows that the Mobile 1 subgroup, on the average, has been at their current school for 3.5 years. The heads of the Mobile 2 subgroup have been there for 6.1 years and the Mobile 3 subgroup has been in their current position on the average, 12.5 years.

The mobility subgroups are also significantly related to the number of extra-curricular activities and offices held. Table 23 demonstrates that out of the 7 possible responses on activities, 5 were significantly related to the mobility subgroups. Table 24 lists the average responses for each significant activity. The Mobile 1 subgroup tended to participate in more activities and hold more offices in high school and college, while the Mobile 3 subgroup tended to hold more professional offices and board positions. The Mobile 2 subgroup ranks second for the variables activities and offices.

The mobility subgroups were also tested by Chi square to determine if there was a relationship between mobility and the type of school the headmaster led. The type of school led proved to be independent of the mobility subgroups.

Table 23

F-Ratios For Activities And Offices Held
Which Show A Significant Relationship
To The Mobility Groups.

Variable	F-Ratio	F-Probability
High School Activities	3.20	.042
High School Offices	3.92	.020
College Activities	3.30	.038
Professional Offices	12.91	.0000
Board Positions	10.66	.0000

Table 24

Number Of Activities And Offices Held
Which Were Significantly Related
To The Mobility Subgroups

Variable	Subgroups		
	Mobile 1	Mobile 2	Mobile 3
High School Activities	3.8	3.5	3.3
High School Offices	2.8	2.4	2.2
College Activities	2.5	2.5	2.2
Professional Offices	1.5	2.2	2.7
Board Positions	1.3	1.8	2.2

F. Summary

An attempt has been made to describe the backgrounds, career paths and mobility patterns of the independent school headmaster.

Each task has been approached by asking the following questions:

1. What are the backgrounds of the independent school headmasters?
2. What are the career paths they have followed to the headmastership?
3. What is the relationship between the mobility they exhibit, their backgrounds, and the type of school they lead?

In response to the first question, a profile of the independent school headmaster has been established. The profile represents the most frequent responses to the various questions asked about the background of the population. The population was then divided into three subgroups to determine significant relationships between the headmaster background variables and the various school types. Analysis of the relationship of the variables to the subgroups shows that there are 9 background variables which are significantly related to the type of school the headmaster led.

The second part of this study attempted to chart the career paths these individuals followed to their current positions. The path to the headmastership for the total population entailed moving from a

teachers' position to a headmaster's position by working in a total of 4 or 5 positions before reaching the headmastership. The population was then divided into three subgroups based upon the type of school led: Day 12, Day 0, and Boarding. A career path for each subgroup was charted from the data collected. The ensuing analysis showed that each school type had a different career path. The career path of the Day 12 subgroup was most similar to the career path of the population. The career path of the Day 0 subgroup, distinctly different from the Day 12 career path, was the next subgroup most similar to that of the population. The career path of the Boarding subgroup was the least similar to the population. A previous headmastership and an assistant headmastership were connected to a headmastership in all three subgroups. However, the third position leading to a headmastership was different for each subgroup. For the Day 12 career path, the upper school head position was the third most significant sending position. For the Day 0 career path, the middle school head position was the third most connected sending position. For the Boarding career path, the higher education sending position was the third most significant sending position.

In response to the third question regarding the computed variable, the mobility index, three subgroups were formed. The background variables were analyzed to determine the relationship to mobility. The findings of this analysis established that there are 12 background variables related to the mobility subgroups. The mobility subgroups were equally distributed among the three subgroups formed by the type of school led.

A summary of these findings is presented in Chapter V. In addition, implications of the study and suggestions for further study are discussed. The material is presented in the following order in Chapter V:

- A. Introduction
- B. Restatement of the Problem
- C. Methodology of the Study
- D. Significant Findings
- E. Conclusions From the Findings
- F. Implications From the Findings
- G. Recommendation for Further Study

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

A. Introduction

The independent school headmaster is an important educational leader within the private schools of the United States. The success or failure of the independent school is, in large part, the responsibility of the headmaster. There are a variety of private schools, most of which are religiously affiliated. Of this group, the National Association of Independent Schools, numbering some 800 schools is primarily concerned with the academic preparation and development of above-average students as they prepare for college. These schools provide some of the best educated students for the colleges across the nation. Considering the importance of this group of students and the schools they attend, it is important for parents, boards, and aspiring headmasters to gain an understanding of who independent school leaders are and how they became the heads of these independent schools.

B. Restatement of Problem

The purpose of this study was to examine the backgrounds, career paths, and mobility patterns of the independent school headmasters. In order to understand better who these educational leaders are and how it is that they became headmasters, the following questions were asked:

1. What are the backgrounds of independent school headmasters?
2. What are the career paths they have followed to the headmastership?
3. What is the relationship between the mobility they exhibit, their backgrounds, and the type of school they lead?

This descriptive study was accomplished by establishing a data base of empirical information about independent school headmasters.

C. Methodology of Study

Survey methodology has been used to develop descriptive statistics about the backgrounds, career paths, and mobility patterns of the headmasters of the schools belonging to the National Association of Independent Schools. The Statistical Package for the Social Sciences has been used to analyze the data and to identify any relationships between the data and the type of school the headmasters lead. Goodman's log-linear effect parameters, as interpreted by Gaertner, were used to analyze the career paths. This technique

permitted exact calculations of the interaction effect between the sending and receiving positions in a sixteen by sixteen career chart. It is a technique superior to simple frequency counts which describe the percent of certain moves, as it subtracts out the row effect, column effect, and mean effect on each cell. Used by Goodman in the analysis of social class movement, the technique, as interpreted by Gaertner for career moves, simplifies and permits accurate assessment of the connection of moves in a career chart. By selecting the significant interactions, a career chart for the headmasters of each school type was developed. From the data, the above techniques have been used to develop profiles, career paths, and relationships of the headmaster background variables to school types and mobility.

D. Significant Findings

Three types of data have been collected and analyzed: background data, career path data, and the relationship of the background data and school types to the mobility index of the headmasters.

1. Background Data

The background data collected in this survey resulted in the profiles of the independent school heads as presented in Chapter IV. The respondents were divided into three subgroups: Day 12 (N=317), Day 0 (N=131), and Boarding (N=147). These three subgroups were further

analyzed to determine any variables which were significantly related to the school types. Of the background variables tested by Chi square and ANOVA, 9 were found to be significant at the .05 level. These relationships, noted in Chapter IV, demonstrate that the background variables of the headmasters are not all independent of the types of schools they lead. An attempt has been made to summarize these relationships in this section.

There were three background variables of the nominal type which were significantly related to the school types: sex of the school head, number of children, and the major of the Master's Degree. While the Day schools are headed by males in 85% of the cases, the boarding schools had male heads in 95% of the responding cases. The boy's schools had all male heads, the coed schools had male heads 92% of the time, and the girl's schools had male heads 57% of the time. The largest percentage of the females (52.8%) headed Catholic schools varying in size from 50 to 750 students. There were no cases in which a female was head of a school which had an enrollment over 750. Geographically, the Midwest sector had the highest frequency of female heads (20%) and the Southeast had the lowest percentage of female heads (3.8%).

The variable number of children was divided into six categories; none, one, two, three, four, and five or more. The Boarding school heads have, on the average, slightly larger families. Over 51% of the Boarding school heads have 3 or more children, while the Day 0 heads had 3 or more children in 41% of the cases. The Day 12 heads had an average of about 2 children per family. Although 41% had over three children, 17% had no children. This appears to be attributable to the fact that there are more Catholic schools with unmarried heads among the coed day schools.

The third significant background variable was the major area of study at the Master's level. This variable had five categories: no major, Education, Social Sciences, Humanities, and other. The Day schools heads more frequently majored in Education (approximately 37%), while the Boarding heads more frequently majored in fields within the "other" category. It is interesting to note that the Day 12 subgroup had a Masters in 90% of the cases. The Boarding subgroup had 80% of its members with Master's degrees and the Day 0 subgroup, with 78%, had the lowest percentage of its members holding an advanced degree. The majority of those who had Master's Degrees earned them at private institutions.

In summary, the relationships between the significant nominal variables and the school types appear to be due to the different responses given by Day and Boarding headmasters. Among the three significantly related variables, the frequencies found in the Boarding subgroup appear to have caused the relationship to have been significant. Boarding school heads are most frequently males (95%), have slightly larger families, and less often majored in education at the Master's level. They major more frequently in the "other" areas than do the Day school heads.

Of the experience and activity variables tested by ANOVA, six had significant F-ratios: number of years experience, number of positions held (including the current one), the number of schools served (including the current one), the number of college offices held, membership in professional associations, and the number of professional offices held. The first significant variable, number of years experience, shows the Day 12 heads to have the greatest combined experience, with approximately 22 years per individual. In that 22 years, he has held 5 positions in more than 3 different schools. The Day 0 head, with 19 years experience, has held 4 positions and worked

in more than 3 schools. The Boarding School heads have on the average 20 years' experience, have held 4 positions and have served in fewer than 3 schools.

The Day school heads have had approximately the same amount of experience with college offices, professional associations, and professional offices. For each variable, the Boarding school subgroup has had lower averages, having held fewer college offices, belonged to fewer professional associations, and held fewer professional offices. For the significant background variables of the ordinal level, once again the Boarding school subgroup has more often contributed to the values causing significant differences.

2. Career Paths

The purpose of this section of the descriptive study of independent school heads was to establish the most frequently followed career paths. Figure 1 on page 121 identifies the positions which were significantly connected and thus constitute the path most frequently followed to a headmaster position for the entire population. The current independent school head most frequently began as a teacher. This is the entry point for the progression leading to the headmastership. On the average, the current heads remained in this position between 2 and 3 years before moving. The teacher

position was most strongly connected to the department chairman position. Here, the heads remained on the average 3 to 4 years before moving to a dean of students position, another direct line position, or to a staff position such as business manager or development director. However, these staff positions were not significantly related to a higher level line position, but once more to the dean of students position. On the average, the individual remained in the dean of students position between 4 and 5 years. The next significantly connected line position was the upper school headship. On the average, individuals remained at this position for approximately 5 years before moving to a headmastership or an assistant headmastership.

The dean of students position is also connected to the assistant headmaster position. Although this connection was not as strong as the one to the upper school headship, it was significant and provided a second distinct path from the dean of students position. Those who moved from a dean of students position or an upper school head position to an assistant head position remained in the assistant head position for 3 to 5 years. This connection between the assistant head position and the headmaster position is very strong, second only to the connection to another headmastership.

Therefore, moves to a headmastership in the total population are most frequently made from another headmastership, followed in frequency by moves from an assistant headmastership and less often by moves from an upper school head position. Exclusive of other headmasterships then, there are two paths to the headmastership. The first leads to the headship from an assistant headmaster position, which in turn is fed by an upper school head or a dean of students position. Practically speaking, the upper school head and dean of students positions tend to have similar responsibilities; i.e., often in charge of an upper school division, supervising the program, staff and students. The dean of students position is fed by the department chairman position. The individual in this position is responsible for a specific area of the curriculum, such as science, and for the faculty who teach the students in that particular area. Also the dean of students position is fed by the business manager or director of development position. The second path to the headmastership is through the upper school headship. This, in turn, is fed by the dean of students position. Here the paths become one again, as the dean of students position is strongly connected to the department chairman position.

In order to determine if there were different career paths for each type of school, the population was broken down into Day 12 schools, Day 0 schools, and Boarding schools. Each subgroup manifested different career paths as demonstrated in Chapter IV. The Day 12 schools have a career path much like the total population (see Figures 1 and 2 on pages 121 and 125). As the Day 12 subgroup accounted for over 50% of the one-to-one moves within the total population, this comes as no surprise. There are essentially three significant differences: the sending positions business manager and director of development are not significantly connected to the dean of students position, the dean of students sending position is significantly connected to the administrative assistant position, and code 16, "other" positions, as a sending position is significantly connected to the dean of students position. Otherwise, the significant connections are the same, and indicate that there are two essential positions which feed the headmastership: the assistant headmastership and the upper school head position.

Day 0 headmasters have a different career path (see Figure 3, page 129). The entering position for these headmasters was the teacher position. They remained in this position 3 to 4 years before moving to a department chairmanship. Here they remained 4 to 5 years

before moving to an assistant headmastership. After approximately 5 years as an assistant headmaster, they moved on to become a headmaster. It is interesting to note that once again three positions were strongly connected to a headmastership. Like the Day 12 schools, the sending positions headmaster and assistant headmaster had the highest interactions with a headmastership. However, the third strongest connection was from a different position for the Day 0 subgroup. For the Day 0 headmasters, the middle school head position was most significantly connected to a headmastership. Although not significant, the department chairmanship had the strongest connection to the middle school head position. The career path of the Day 0 heads differed from the population career path in the following ways: the middle school head position led to a headship, the upper school head position was not significantly connected to a headmastership, and the dean of students position was neither a significant sending or receiving position for this subgroup.

The Boarding school subgroup also had a distinctly different career path. The entry level position was once again a teaching position. It led to a dean of students position, which although not significantly connected, led with a strong interaction to the assistant headmastership. Once more the assistant headmastership led

to the headmastership. There were only two sending positions significantly connected to a headmastership: the assistant headmastership mentioned above and another headmastership. In the search for a third position connected to a headmastership, as in the other two subgroups, a strong but not significant connection was found with the sending position higher education. The higher education position was fed by other higher education positions. One other connection, from middle school head to dean of students, was also significant. The boarding heads' career path was distinctly different from the total population career path.

Table 25 shows a summary of the most strongly connected positions for each subgroup. Table 26 lists the 2nd most frequently followed career path for the population and each subgroup.

Table 25

Most Frequently Followed Career Paths For
The Population, Day 12, Day 0
And Boarding Headmasters

Population	Day 12	Day 0	Boarding
Headmaster	Headmaster	Headmaster	Headmaster
Asst. Headmaster	Asst. Headmaster	Asst. Headmaster	Asst. Headmaster
Dean of Students	Dean of Students	Dept. Chairman	Dean of Students
Dept. Chairman	Dept. Chairman	Teacher	Middle School Head
Teacher	Teacher		

Table 26

Second Most Frequently Followed Career
 Paths For The Population, Day 12,
 Day 0 And Boarding Headmasters

Population	Day 12	Day 0	Boarding
Headmaster	Headmaster	Headmaster	Headmaster
Upper School Head	Upper School Head	Middle School Head	Higher Educ.
Dean of Students	Dean of Students	Dept. Chairman	Higher Educ.
Dept. Chairman	Dept. Chairman	Teacher	Public Educ.
Teacher	Teacher		

3. Mobility

The purpose of this section was to identify the relationships between the mobility index and the backgrounds and types of schools led. There were three background variables significantly related to the mobility subgroups. An analysis of the variable age for each subgroup shows that the most mobile individuals are younger than the other two subgroups. The members of the Mobile 1 subgroup have an average age of 42.3 years. The Mobile 2 subgroup has an average age of 47.7 years and the Mobile 3 subgroup has the highest average age, 52.1 years. The second significant background variable was the number of children. The most mobile individuals, those in the Mobile 1 subgroup, have an average of 2.1 children. The Mobile 2 subgroup has an average of 2.4 children and the least mobile subgroup, Mobile 3, has the highest average number of children with 2.6. The third significant background variable was doctoral degree. This variable was divided into four categories according to type of institution attended: none, public institutions, Harvard, and other private institutions. Of the 76 individuals (12.8% of the responding population), 37 (48.7%) belong to the Mobile 1 subgroup, 24 (31.6%) belong to Mobile 2 subgroup, and 15(19.7%) belong to the Mobile 3 subgroup.

Of the 37 with a doctorate in the Mobile 1 subgroup, 19 (51.4%) received their degrees from a public higher education institution, 9 (24.3%) received their doctorate from Harvard, and 9 (24.3%) received their degrees from other private higher education institutions. Of the the Mobile 2 subgroup, 9 (37.5%) received their degrees from a public institution, 2 (8.3%) received their degrees from Harvard, and 13 (54.2%) received their degrees from other private higher education institutions. Of the Mobile 3 subgroup, 6 (40%) received their degree from public institutions, 1 (6.7%) received a degree from Harvard, and 9 (53.3%) received their degrees from other private higher education institutions. The most frequent major field of study was educational administration or a curricular field in education.

There were 5 experiential variables related to the three mobility subgroups. The first significant variable was number of years experience. The Mobile 1 subgroup had the least experience, averaging 15.1 years for each individual. Mobile 2 individuals averaged 23.1 years' experience, and the Mobile 3 subgroup had the greatest experience with an average of 27 years' experience per person. The second significant variable was the number of positions held. The Mobile 1 subgroup held on the average 5.4 positions, the Mobile 2 subgroup averaged 4.8 positions and the Mobile 3 subgroup had the

lowest average number of positions with 3.2 positions per individual. The third experience variable related to mobility was the number of schools served. The first two mobility groups, Mobile 1 and Mobile 2, served at 3 to 4 schools, while the Mobile 3 subgroup served on the average 2.4 schools. The fourth background variable related to the mobility subgroups was the number of years in the current position. The Mobile 1 subgroup has been in office an average of 3.5 years, the Mobile 2 subgroup an average of 6.1 years, and the Mobile 3 subgroup has been at the current school an average of 12.5 years.

There were also 5 activity variables related to the mobility subgroups. During high school and college, the Mobile 1 subgroup participated in more activities and held more offices. During their professional careers the Mobile 3 subgroup held more professional offices and more board positions. For each significant activity variable, the Mobile 2 subgroup ranked second in activities and offices held (see Table 24). Table 27 lists the significant variables as related to the type of schools the headmasters lead and the mobility subgroups.

When the school type subgroups were tested by Chi square with the mobility subgroups, there were no significant relationships. This indicates that the mobility types are equally distributed among the school types.

Table 27

Summary of Background and Experience Variables
Related To The School Types And
Mobility Groups

School Types	Mobility
Sex	Age
Number of Children	Number of Children
Master's Degree Major	Doctoral Degree
Number of Years Experience	Years Experience
Number of Positions Held	Positions Held
Number of Schools Served	Board Positions
College Offices	Schools Served
Professional Associations	Years at Current Position
Professional Offices	High School Activities
	High School Offices
	College Activities
	Professional Offices

E. Conclusions from the Study

1. Introduction

The collection of data about the independent school head and the subsequent analysis have been summarized and compared to previous studies to draw some conclusions about these individuals and their career paths. Kraushaar's statement about the background of independent school heads, as described in Chapter II, was that heads have diverse backgrounds with no special career paths. The analysis of the background variables in this study indicates that there are some significant differences in background and experience between the day school heads and the boarding school heads.

Baird's assumption, as described in Chapter II, states that there are no established channels or moves which lead to a headmastership. Analysis of the career paths of the headmasters in this study indicate that there are significantly connected positions not only for the population, but also for each subgroup of the independent school. His statement that independent school heads are trained within the system is supported. With the exception of some movement from higher education into headmasterships in boarding schools, it appears that most climb to the top of the independent school ladder from within the system.

The findings of the mobility studies described in Chapter II are supported by the data analyzed in response to the third research question. Headmasters who have lower mobility indexes or more career moves over career time, generally aspired to the top position earlier and arrived at the headmastership earlier by moving more frequently in their careers. It is interesting to note that the mobility index average for the three mobility subgroups parallels Carlson's categories of mobility patterns for superintendents.

Another factor connected to mobility in the Carlson and Jennings' studies, sponsorship, is also supported in this study. Approximately 50% of the headmasters had sponsors or mentors at a young age in the profession. The mentor or sponsor appears to be significant in assuring that the aspirant becomes known to the consultants so that they might be considered by the searching boards.

2. Conclusions About the Backgrounds of Independent School Heads.

The backgrounds of the independent school heads are summarized in Table 3. When broken down into three school types, Day 12, Day 0, and Boarding, most significant values appeared to be caused by different frequencies of the variables for Boarding school heads.

The conclusion drawn about these background data on independent school heads is stated as follows:

Conclusion 2.1 Day school and Boarding school heads have different family and educational backgrounds.

This conclusion is supported by the following statements derived from the significant data.

- Boarding school heads are almost entirely males, while Day schools have a higher percentage of females.
- Boarding school heads are more frequently raised in rural environments, while Day school heads were more frequently raised in suburban environments.
- Boarding school heads were raised in families where mothers more frequently worked in manual occupations; the mother's of day school heads more often worked in white collar occupation.
- Day school heads are more frequently trained in education, while Boarding school heads are more frequently trained in the "other" areas at the Master's Degree level.
- Boarding school heads tend to have larger families than Day school heads.

There are also differences between the Day school and Boarding school heads when they are compared by the experience variables. The following statements support the conclusion that the backgrounds of day school and boarding school heads differ:

- The boarding school heads generally have held fewer extracurricular positions as they climbed the independent school career ladder, while day school heads have held more positions.
- Boarding school heads move less frequently from school to school than do the day school heads.

A conclusion can also be drawn about the Day 0 heads.

Conclusion 2.2 Day 0 heads are less active in extracurricular activities and offices in high school, college, and while on the job.

This conclusion can be supported from the following statements after interpreting the data:

- Day 12 and Boarding heads, on the average, participate in more high school, college, and professional activities than Day 0 heads.

3. Conclusions about the Career Paths of Independent School Heads.

The career paths of the independent school heads are conceptualized in Figures 1 thru 4. There are not only connections between positions in the population, but also significant and different connections for each of the three subgroups. The conclusion about the career paths of independent schools heads can be stated as follows:

Conclusion 3.1 There are unique and specific career paths for the Day 12, Day 0, and Boarding school headmasters.

This is supported by the following statements:

- The chains of positions to the headmastership are of different length.
- The third most highly connected sending position to the headmastership is different for each school type.
- The connected positions which send to the headmastership are different and/or have different strengths of connections.

4. Conclusions about the Mobility Subgroups.

The population was broken down into mobility types as described in Chapter IV. The background variables and school types were then tested to see if there were any significant relationships. From the analysis the following conclusions can be drawn:

Conclusion 4.1 The mobility index is not related to the type of school.

These conclusions can be drawn from the fact that there were no statistically significant differences when the mobility types and school types were compared.

The analysis of the background data permits the following conclusion:

Conclusion 4.2 The more mobile individuals move to the top of the independent school ladder at younger ages and are better trained for the position.

There were only three background variables significantly related to the mobility types from the 30 studied. The following statements support conclusion 4.2:

- The mobile 1 subgroup contains the youngest headmasters.
- The mobile 1 subgroup averages fewer children in the family.
- The mobile 1 subgroup has more Ph.D.'s or Ed.D.'s than the other two groups.

There were also differences between the mobility subgroups and the number of extracurricular activities in which they participated. The following conclusions can be made:

Conclusion 4.3 The highly mobile headmasters were more active in extracurricular activities at earlier ages.

This conclusion is supported by the following statements:

- The Mobile 1 subgroup participated in more high school activities and held more offices in these activities.
- The Mobile 1 subgroup participated in more college activities than the Mobile 3 subgroup.

Another conclusion about participation in professional associations and board memberships can be drawn.

Conclusion 4.4 Members of the Mobile 3 subgroup are more active within the professional associations and community in which they live.

This conclusion is supported by the following interpretations of the data:

- Members of the Mobile 3 subgroup hold more professional offices.
- Members of the Mobile 3 subgroup sit on more boards.

5. Other Conclusions

In order to establish the type of data which should be collected in this study about the backgrounds and careers of independent school headmasters, studies on their counterparts in public education, the principal and the superintendent, were reviewed. A comparison of the backgrounds between the independent school administrator and the public school administrator reveals that they have different backgrounds.

Although both groups of individuals are largely composed of white Anglo-Saxon, Protestant males, their parents have different socio-economic backgrounds. Parents of the independent school heads have more education and the heads generally have had some type of private school experience. Both types of administrators were extremely active in extracurricular activities and held numerous leadership positions. The public school administrators, coming from lower socio-economic backgrounds, appear to have made up for some of this lack of status inheritance by seeking greater amounts of graduate level education. Generally, 40% of the public school superintendents hold Ph.D.'s as compared to 13% of the independent school heads.

Public school principals are less mobile, but receive greater formalized training as required by the universities and state accrediting agencies. The independent school heads are generally more mobile, receiving on-the-job training but less formal training than the public school principals. The average mobility for the three subgroups of independent school heads is very similar to the mobility types as described by Carlson in Chapter II.

The change to formalized preparation for administrators in public education was caused by changes in school size, consolidation, sophisticated teacher training and government regulations.

Independent schools face the same situation today. Schools are increasing in size, teachers are better trained and more demanding, and state governments have an increased role in developing specifications and standards for private schools, particularly those with government aid. Therefore, it is concluded that:

Conclusion 5.1 Independent schools heads will need greater formal training for the administration of independent schools in the future.

This conclusion is supported by the following data:

- Younger headmasters have more formal training than older headmasters.

When greater formalized training occurred for the public school administrator, the career path also changed. Likewise, as training changes for the independent school heads, the career paths as described in this study may well change, too.

There is no apparent connection to a particular university. As the number of potential heads of independent schools is so small in comparison to the potential numbers of public school administrators, universities have not found it lucrative to design special programs for the independent school administrators. In their place, NAIS, consultant agencies, and Independent School Management, a private

concern interested in independent schools, appear to be filling this administrative training void with workshops and summer courses. It is evident that the headmasters utilize these services for most of them have had "hundreds" of hours of non-degree training.

If state and local governments provide aid to the NAIS schools, then this non-degree training may become less important as the states require certain licensing credentials for independent school administrators. For this they can attend formal training at universities. Conversely, if there are no controls attached to the state or federal aid or if the NAIS schools refuse the aid, then the amount of informal training available will have to increase to meet the training needs of the growing number of private school educators. One other factor may contribute to an increased demand for training programs. As there are greater numbers of independent schools today and, thus, greater numbers of teachers or potential heads, competition for the mid-level management positions and the headmaster's position appears to be increasing. This increase in numbers of mid level managers has been noted in business, particularly banking. The children of the post World War II baby bulge are now at mid-career stages, seeking to move up. As selection committees attempt to sort

out candidates to appoint, they may begin to take note of greater amounts of specialized training in administration by individuals who are seeking a headmastership. Therefore it is concluded that:

Conclusion 5.2 Greater specialized training will become a prerequisite for selection to a headmaster position.

Aspiration and sponsorship appear to be important in both public and private schools. Those who aspire to a superintendency or headmastership at an earlier age, generally arrive at an earlier age. Sponsorship is generally provided in public schools by former superintendents or certain graduate school professors who maintain strong ties to the professional associations of superintendents. Likewise, in independent schools, former headmasters and consultants maintain contacts with the headmaster associations and old friends to enlist aspiring young careerists recommended by current heads into their stable of able candidates. Therefore it is concluded that:

Conclusion 5.3 Sponsorship by a well-known and respected individual is advantageous to the development of an independent school headmaster.

This conclusion is supported by the following statement drawn from the data:

- Approximately 60% of the headmasters had sponsors or mentors.

F. Implications from the Findings

Value of a work like this is determined by the impact it may have on the area of independent school administration. As headmasters interact with approximately 5,000,000 individuals in the nation, that impact should be large. However, the intent of this study was to shed light on the career development of independent school headmasters. For that reason, this section will focus entirely upon that aspect.

A main implication is that there are specific background and career paths which lead to a headmastership. As the socio-economic status of individuals is a given which they must accept, the amount and type of education aspiring headmasters obtain is the one area within their control. As the type of high school and college generally attended depends upon parental decision or at least consent and willingness and ability to provide, it is the type of graduate education obtained and the career path followed which are most susceptible to control by the aspiring headmaster.

Information is power. Utilizing the information obtained in this study, the aspiring head can select the relevant information appropriate for his career development. This is a step forward in

this career area, as previously this information has been available only through a few experienced individuals who are either currently headmasters or work as consultants. An awareness of this career process by others should promote and enable more people to seek headmasterships. This may well affect the status quo in the development of independent school headmasters. The ensuing dialogue regarding this process will, one hopes, result in a critical appraisal of the informal training process currently in place for the development of independent school heads.

Another implication of this study relates to the selection process of headmasters by boards. Boards, with increased information about the career process, can be selective of specific information regarding potential candidates who are appropriate for their schools. A knowledge of "what is" generally may be integrated with the specific needs of a school to produce a new list of criteria requiring differently trained heads. The personal traits, experience, training, and a career path of heads of similar schools can be used as a guide to develop a list of qualities, qualifications, and expectations when selecting a new school head. As there appear to be more aspiring

heads for positions, it becomes important to be able to identify individuals with backgrounds, both educational and experiential, who should be further considered for interviews.

A fourth implication deals with the appropriateness of the status quo for training the independent school's headmaster. Generally, professions have codes of ethics and skill standards required of their members. There is a professional accrediting or selecting group which recognizes and acknowledges that members are qualified to serve or perform specific duties. This is true for superintendents and principals but not for independent school headmasters as a group. Membership in associations for headmasters is generally due to the nature of the school in which a head works. When a new head takes the place of another, he generally assumes the memberships associated with the school.

G. Recommendations for Further Research

This study has developed a profile of the independent school headmaster. This profile is based upon descriptive data of the backgrounds, career paths, and mobility patterns of independent school heads. In addition, relationships have been identified between the backgrounds, career paths, and the type of school these heads lead. As there do appear to be relationships between background and type of

school led, it is now important for a case-by-case study to be made, entailing detailed description of selected individuals from the various school subgroups.

More importantly, the career paths for each subgroup should be examined at each step and broken down into further categories which recognize the gender of the student body, the age of the school, the enrollment for the school, and the religious affiliation of the school. In addition, the mobility subgroups should also be examined for differences identified through analysis of the aforementioned categories.

Since the data indicate that the more mobile individuals have obtained relatively higher levels of education, a study to determine the differences in style, skill, and abilities between formally trained individuals and the "in-house" trained individuals should be undertaken.

In addition, it was discovered that line positions are more frequently the antecedent to headmasterships than staff or outside positions. If as Baeckler recommends, in Chapter II, more heads obtain business training, or more heads who have development training are being chosen, then staff positions may become the dominant path to a headmastership. The impact of this phenomenon on the type and

quality of instruction needs to be examined and assessed. This is particularly true in light of an apparent trend in public education toward hiring superintendents with a strong curriculum background. This occurred following a period during which superintendents with business training were favored. At present, parents and boards are calling for a return to the basics and appear to favor the employment of instructional leaders again. Boards need to be made aware of the potential change in emphasis which would be likely if "business" trained heads are selected for their schools.

If as Carlson and Gaertner suggest there is a filtering process as individuals move up a career ladder, then a study should be done to determine the differences between individuals who climb to a headmastership and those who become stabilized in mid-level management positions, never attaining the headmastership.

Likewise, a comparison of career-bound and place-bound individuals should be made to determine the differences in skill and attitudes of these two groups. Carlson suggests that there is a difference in attitude towards life among such individuals and that this attitude affects their professional outlook.¹ Jennings states

¹ Richard O. Carlson, School Superintendents: Careers and Performance (Ohio; Charles C. Merrill Publishing Company, 1972), pp. 89-106.

that the career-bound or mobile manager has greater skills, is trusted by his associates and recognized as a competent, innovative, and persistent decision-maker.² Further research on these skills and attitudes and their effect on the school when a new head takes over could be tremendously useful for boards as they attempt to select a new head.

A study comparing the heads of the prestige schools with other heads could be done to examine the possibility that individuals in prestigious systems move only to other prestigious systems; or, conversely, that individuals in smaller, less prestigious systems do not move "up" but tend to migrate to other less prestigious systems.

Much research needs to be done about independent schools. It is generally reported that public and independent school administrators are different. This being the case, both groups need to recognize the fact and attempt to learn from one another's strengths and weaknesses. This can be done through continued research, particularly about independent schools. The field is ripe for continued exploration. It is hoped that future researchers will accept the challenge identified by this study and continue the inquiry.

² Eugene Jennings, The Mobile Manager (New York: McGraw Hill Book Company, 1971), pp. 11-14.

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APPENDIX A

TO: School Heads
FROM: Headmaster

September 25, 1981

Dear School Head:

I am writing to ask your support in connection with the enclosed questionnaire which deals with research about independent school heads. This project is being carried out by John M. Nicklas, head of our Middle School and a doctoral candidate at Virginia Polytechnic Institute and State University. In addition, he has been an independent school teacher, a department chairman, and head of an overseas independent school.

With the help of Virginia Tech University and after consultation with current and retired heads, his research has been designed to provide background information which should be useful to all people interested in the career development of independent school heads. The results will be used to encourage potential school leaders and to assist boards of trustees in their search for new heads.

I think John Nicklas' project is extremely worthwhile, and I would very much encourage and appreciate your response to the enclosed questionnaire. Many thanks for your cooperation and assistance.

Sincerely yours,

October 1, 1981

Dear School Head,

One area of independent school education about which we know relatively little is the career development of independent school heads. As our schools continue to play a major and increasing role in the education of America's youth, the development of future leaders for these schools is extremely important. In order to better understand the type of training current heads have received, and thus to assist independent school people as they prepare for these roles in the future, I've undertaken an extensive study of school heads as part of my doctoral program at Virginia Polytechnic Institute and State University.

Please take a few minutes from your busy schedule to assist in this process by filling out the enclosed questionnaire and returning it in the attached envelope by October 21, 1981. The conclusions drawn from this data will allow individuals interested in independent school leadership to plan more effectively and efficiently for their career development. This process can be assisted by analyzing the career paths which current school heads have followed to the top leadership positions in the independent schools. In addition, the findings should be of assistance to school trustees as they evaluate their needs for a new head.

The success of the survey and, subsequently, the success of this research is dependent upon your response. Please complete it today. As you will see, names of individuals and schools are not required on the questionnaire. This is done to ensure that each response remains confidential.

Thank you for your assistance in this research. I appreciate the time you devote to this endeavor. If you have any questions regarding the data or the purpose of the survey, please contact me at the above address.

Sincerely yours,

John M. Nicklas

NATIONAL SURVEY OF INDEPENDENT SCHOOL HEADS

This survey is being conducted to assist Independent Schools, Heads of these schools and aspiring candidates to make better informed choices between school and Head. Please complete it and return it in the attached envelope by October 21, to John M. Nicklas, 13805 Wisteria Drive, Germantown, Md. 20874 All information is confidential. Inquiries regarding this research may be addressed to the above individual.

1. What is your sex?
 Male
 Female
2. How old are you? _____ years old
3. In what state were you born? _____
4. To which ethnic group do you belong?
 White Non-White
5. By the time you were sixteen years old, where had you spent most of your life?
 an urban area
 a suburban area
 a rural area
 other, _____
 (please specify)
6. What is your marital status?
 single married widowed
 divorced/separated
7. How many children do you have?
 one two three four
 More than four
8. Does your spouse earn a salary?
 yes no. If yes, what is his/her job title? _____
9. What is the job title of the highest paying job your father held before you went to college? _____
10. How many years of school did your father complete? 12 or less
 13 14 15 16 graduate
 /-----college-----/
11. Did your mother have a job while you were growing up? yes no If yes, what was the title of the highest paying job she ever had before you went to college? _____
12. How many years of school did your mother complete? 12 or less
 13 14 15 16 graduate
 /-----college-----/
13. How many children were in your family while you were growing up? _____
14. What is your sibling rank?
 first second third
 fourth born other
15. What is your religious affiliation?

16. What type of high school did you attend?
 public parochial
 independent other
17. Please list your college degrees, the institutions where they were obtained, and the field you majored in at each level.

DEGREE	INSTITUTION	MAJOR
_____	_____	_____
_____	_____	_____
_____	_____	_____
18. How old were you when you received your highest degree? _____
19. Please list your major high school extra-curricular activities and sports.

20. Please list the major awards, honors or elected offices you received or held in high school. _____

21. Please list your major College/University extra-curricular activities and sports.

22. Please list the major awards, honors or elected offices you received or held while in College/University.

23. Approximately how many hours of non-degree training, i.e. (workshops, seminars), have you received?

24. Please list the number of professional associations and organizations in which you have held or hold memberships.

25. Please list the number of elected offices or honorary titles you have held or hold in these associations or organizations.

26. Please list the number of Board positions or civic offices you hold in the community.

27. At what age did you first aspire to be a Headmaster or Headmistress?

28. Was there any one individual who was particularly helpful in assisting you to obtain your first Head of School position? () YES () NO If YES, what was his/her position and how did he/she help?

29. Did you have a "mentor" in the early stages of your career? () YES () NO If YES, how old were you at the time and how did that individual help you? _____ years old

30. How old were you when you first became a Headmaster/Headmistress? _____ years old.

31. The idea to become a Headmaster/Headmistress was initially one which

() I made myself.
() was first suggested to me by someone else.

32. How did you obtain your current position?

() called upon by trustees
() employment agency/consultant
() referred by a friend
() promoted from within
() other, please specify _____

33. Which of the following would best describe the philosophy of your current school?

() traditional
() progressive
() other, _____
(please specify)

34. How many faculty and administrators are in your current school? _____

35. Why did you leave your last position?

() better compensation package
() more desirable location
() increased responsibility
() increased challenge
() more rapid advancement
() other, _____

(please specify)

36. If you could name a factor that was most significant in bringing about your success in becoming a Headmaster/Headmistress, what would it be?

37. What type of training and/or experience would you recommend to an individual who is aspiring to become a Headmaster/Headmistress?

38. What type of career would you pursue if you had "it to do over" again?

RETURN ADDRESS:

John M. Nicklas
13805 Wisteria Dr.
Germantown, Md. 20874

RETURN BY: October 21, 1981 in the attached, stamped envelope.

CAREER CHART

This chart will be used to determine the most common career paths which Heads of Independent Schools have followed to their current positions.

INSTRUCTIONS: Please list on the following chart the major positions you have held in education. List them from left to right, placing the position you currently hold in the box under the POS (position) on the far left. List the previous positions you have held left to right, so that your first position in education is the one farthest to the right. Below each position, in the space provided, please list the requested information. It is essential that each blank be filled in. Use approximations where necessary.

	POS	POS	POS	POS	POS	POS	POS	POS	POS
TITLE OF POSITION HELD	HEAD								
NUMBER OF YEARS IN EACH POSITION									
TYPE OF SCHOOL* D,D/b B,B/d,P,HE									
SEX OF STUDENT BODY (boys, co-ed, girls)									
APPROXIMATE AGE OF SCHOOL									
HIGHEST GRADE TAUGHT IN SCHOOL									
APPROXIMATE ENROLLMENT OF SCHOOL									
RELIGIOUS AFFILIATION OF SCHOOL									
STATE IN WHICH SCHOOL IS/WAS LOCATED									
**INDICATE WHICH POSITION(S) YOU HELD IN SAME SCHOOL(S)									

*TYPE OF SCHOOL

D -Day school; 90% or more Day students

D/b-Day/boarding school; 50% or more Day students

B -Boarding school; 90% or more Boarding students

B/d-Boarding/day schools; 50% or more Boarding students

P -Public schools

HE -Higher education; junior college, college and university

**INDICATE POSITIONS WHICH ARE IN THE SAME SCHOOL

In order to determine if a change of position occurred at the same school, please assign each different school that you were in a letter as follows. Place an A in the box for the most recent position(s) in the most recent school. B for the position(s) in the previous school; C for the position(s) in the school before and so on.

APPENDIX B

Table B.1

A Composite Chart of the Backgrounds and Education of the
Independent School Headmaster

Variable	% of each Category or Average for the following School Types			
	Population	Day 12	Day 0	Boarding
Age	46.6	47.2	45.4	46.5
Sex				
male	87.4	84.9	84	95.9
female	12.6	15.1	16	14.1
Ethnic				
white	99	98.6	99.2	98
other	1	1.4	.8	2
Childhood Environment				
urban	30.4	30.3	29.8	31.3
suburban	46.2	48.6	49.6	38.1
rural	18.5	16.4	16.0	25.2
other	4.9	4.7	4.6	5.4
Marital Status				
single	10.3	13.2	6.9	6.8
married	83.9	81.7	85.5	87.1
widowed	0.5	.9	0	0
divorced/separated	5.4	4.1	7.6	6.1
Number of Children				
none	13.6	17.0	9.9	9.5
one	6.2	6.6	9.2	2.7
two	36.1	34.4	39.7	36.1
three	27.4	26.8	22.9	32.6
four	11.9	11.0	11.5	14.3
more	4.7	3.8	6.9	4.8

Table B.2

A Composite Chart of the Backgrounds and Education of the
Independent School Headmaster

Variable	% of Each Category or Average for the following School Types			
	Population	Day 12	Day 0	Boarding
Spouse's Occupation				
no response	13.8	15.5	11.5	12.2
none	37.1	33.1	39.7	43.5
white collar	41.5	43.8	42	36.1
manual	7.6	7.6	6.9	8.2
Father's Occupation				
none/deceased	1.7	.9	3.8	1.4
white collar	70.8	74.4	66.4	66.7
manual	24.5	21.5	28.2	27.9
farm	2.7	3.2	0.8	3.4
other	.2	0	0.8	.1
Father's Schooling				
high school or less	33.4	32.8	34.4	34.0
some college	12.1	10.1	14.5	14.3
college	21.3	20.5	23.7	21.1
graduate	33.1	36.6	27.5	30.6
Mother's Occupation				
none	71.2	73.1	82.8	63.3
white collar	13.6	13.2	13.0	15.0
manual	15.1	13.5	11.5	21.8

Table B.3

A Composite Chart of the Backgrounds and Education of the
Independent School Headmaster

Variable	% of Each Category or Average for the following School Types			
	Population	Day 12	Day 0	Boarding
Mother's Schooling				
high school or less	40.8	42.3	42.7	37.4
some college	25.7	26.5	22.1	27.2
college	20.7	18.0	23.7	23.8
graduate	12.4	13.2	11.5	11.6
Number of Siblings				
none	.3	0	16.8	1.4
one	13.8	11.0	28.2	17.0
two	32.4	32.5	27.2	36.1
three	26.7	30.0	27.5	19.0
four	15.6	16.1	15.3	15.0
more	11.1	10.2	12.2	11.6
Sibling Rank				
first born	46.7	45.4	51.1	45.6
second	30.3	31.9	25.2	31.3
third	14.5	14.5	16.8	12.2
fourth	4.9	6.0	3.8	3.4
more	3.7	2.2	3.1	7.5

Table B.4

A Composite Chart of the Background and Education of the
Independent School Headmaster

Variable	% of Each Category or Average for the following School Types			
	Population	Day 12	Day 0	Boarding
Religion				
none	4.0	3.2	5.3	4.8
Catholic	16.6	16.4	16.8	17.0
Episcopopol	34.5	33.8	38.2	32.7
Jewish	2.2	2.2	3.1	1.4
Friends	3.0	3.5	3.8	1.4
Presbyterian	9.9	12.0	5.3	9.5
Methodist	3.7	4.7	2.3	2.7
Baptist	1.2	1.6	0.8	.1
Lutheran	1.5	.9	0.8	3.4
Other	23.4	21.8	23.7	26.5
High School				
Public	41.0	40.4	42.7	40.8
Parochial	5.4	5.7	6.1	4.1
Independent	52.3	53.0	49.6	53.1
Other	1.3	0.9	1.6	2.0
Bachelor's Degree				
Public	27.1	25.9	28.2	28.6
Harvard	7.4	7.9	8.4	5.4
Yale	4.9	4.1	6.1	5.4
Princeton	15.9	5.0	7.6	6.1
Private Religious	16.1	19.2	9.2	15.6
Private Other	38.5	36.2	40.5	38.8

Table B.5

A Composite Chart of the Backgrounds and Education of the
Independent School Headmaster

Variable	% of Each Category or the Average for the following School Types			
	Population	Day 12	Day 0	Boarding
Bachelor's Major				
Social Sciences	30.1	31.5	29.0	27.9
Humanities	30.8	29.0	30.5	34.7
Science/Math	10.1	12.3	5.3	9.5
Education	5.7	5.0	7.6	5.4
Business	4.7	5.0	3.1	5.4
Fine Arts	0.5	0.6	0.8	0
Physical Ed.	1.0	1.3	0.8	.1
Other	17.1	15.2	22.9	16.3
Master's Degree #1				
None	15.0	9.8	22.1	19.7
Public	31.3	32.8	32.8	26.5
Harvard	9.4	9.8	7.6	10.2
Yale	2.2	1.9	1.5	3.4
Princeton	0.5	0.6	0	.1
Columbia	6.7	6.9	5.3	7.5
Private Religious	12.4	12.6	11.5	12.9
Private Other	22.5	25.6	19.1	19.0

Table B.6

A Composite Chart of the Backgrounds and Education of the
Independent School Headmaster

Variable	% of Each Category or the Average Number for the following School Types			
	Population	Day 12	Day 0	Boarding
Master's Degree Major				
None	15.5	10.1	23.7	19.7
Educational Admin.	12.3	13.6	9.2	12.2
Social Sciences	16.0	18.9	9.2	15.6
Humanities	15.5	18.0	11.5	13.6
Education	22.2	23.3	30.5	12.2
Math/Science	3.0	2.5	1.5	5.4
Business/Law	2.4	2.5	2.3	2.0
Counseling	2.0	2.2	0.8	2.7
Other	11.3	8.8	11.5	16.3
Doctorate Degree				
None	87.3	85.5	93.1	85.7
Public	5.7	6.3	4.6	5.4
Harvard	2.0	2.5	.8	2.0
Columbia	0.8	1.3	.8	0
Private Religious	1.2	1.3	0	2.0
Private Other	3.1	3.1	.8	4.8
Age at Highest Degree	29.3	29.8	28.6	28.8

APPENDIX C

Table C.1

A Composite Chart of the Experience of the
Independent School Headmasters

Variable	Average Number for the School Type			
	Population	Day 12	Day 0	Boarding
Age Aspired to Headmastership	27.8	27.9	27.8	27.8
Age at First Headmastership	36.9	36.7	36.2	37.9
Number of Years Experience	20.9	21.9	19.4	20.3
Number of Positions Held	4.7	5.0	4.4	4.3
Number of Schools Served	3.3	3.5	3.2	2.9
Number of Yrs. Current Position	6.5	6.4	6.5	6.9

Table C.2

A Composite Chart of the Experience of
the Independent School Headmaster

Variable	% of Each Category for the Following School Types			
Current School Philosophy	Population	Day 12	Day 0	Boarding
Traditional	77.9	76.7	74.8	76.2
Progressive	11.3	11.0	14.5	8.8
Other	11.8	12.3	10.7	15.0
Non-Degree Education				
0	3.8	1.9	5.3	4.8
10 hrs. or less	13.8	11.0	16.8	17.0
11-100 hrs.	37.6	40.1	35.9	34.0
over 100 hrs.	44.7	46.1	42.0	44.2

APPENDIX D

Table D.1

Other Factors Related to Career Development
of the Independent School Headmaster

Variable	% of Each Category or Average for the following School Types:			
	Population	Day 12	Day 0	Boarding
Number of H.S. Activities	3.6	3.7	3.3	3.8
Number of H.S. Offices	2.5	2.6	2.2	2.6
Number of Coll. Activities	2.4	2.5	2.2	2.6
Number of College Offices	1.7	1.8	1.3	1.8
Number of Professional Associations	4.6	5.5	4.0	4.3
Number of Professional Offices	2.1	2.3	1.6	1.8
Number of Board Positions	1.7	1.8	1.5	1.5
Individual who helped in Acquiring First Headmastership				
None	39.4	37.2	31.3	51.0
Former Headmaster	39.8	37.5	53.4	32.6
College Dean	1.5	2.2	0.8	.1
Religious Person	2.9	3.8	0.8	2.7
Consultant/Agency	4.0	5.0	2.3	3.4
Member of Board	6.6	7.3	6.9	4.8
Parents	1.2	1.3	0	2.0
Other Coll. Personnel	2.0	3.2	1.5	0
Other	2.7	2.5	3.1	2.7

Table D.2

Other Factors Related To Career Development
Of the Independent School Headmaster

Variable	% of Each Category or Average for the Following School Types			
	Population	Day 12	Day 0	Boarding
Age When Mentor				
Guided Development				
None	48.2	44.7	47.4	59.9
0-20 yrs. old	5.0	6.6	2.3	4.1
21-30 yrs. old	31.1	32.2	35.9	24.5
31-40 yrs. old	12.4	12.9	13.7	10.2
41-50 yrs. old	1.8	2.5	0.8	1.4
Other	1.4	0.9	0	0
Idea to Become A				
Headmaster				
self-made	52.9	53.0	59.5	46.9
suggested by others	41.8	42.3	37.4	44.9
both	3.7	2.5	2.3	7.5
other	1.5	2.2	0.8	.7
Would you "do it again"				
yes	78	75.7	80.2	80.1
no	20.2	21.8	18.3	18.4
other	1.8	2.5	1.5	.7

APPENDIX E

Table E.1

The Reasons Headmasters Left Their
Last Positions: By Rank

-
1. Greater Challenge
 2. Increased Responsibility
 3. Variety of Reasons
 4. Better Compensation
 5. Better Location
 6. More Rapid Advancement
-

Table E.2

How Headmasters Obtained Their
Current Position: By Rank

-
1. Called Upon By Trustees
 2. A Friend Assisted
 3. Promoted From Within
 4. Agency, Consultant
 5. Other
-

Table E.3

Factors Considered Significant in Obtaining
First Position: By Rank

-
1. Personal Traits
 2. Experience
 3. Circumstances, Background
 4. Skills
 5. Training
-

Table E.4

Personal Traits Considered Most Important in Obtaining
First Position: By Rank

-
1. Capacity for Hardwork
 2. Personality
 3. Determination
 4. Love of Children
 5. Perserverance
 6. Patience
-

Table E.5

Experiences Considered Most Important in Obtaining
First Headmaster's Position: By Rank

-
1. Knowledge of Independent School and job
 2. Experience in Independent Schools
-

Table E.6

Circumstantial and Background Factors Important in Obtaining
First Headmaster's Position: By Rank

-
1. Luck
 2. Timing
 3. Father, Family Background
 4. Support of Constituents
 5. Contacts
-

Table E.7

Skills Considered Important For the Headmaster's Position;
By Rank

-
1. Ability to Work with People
 2. Management Skills
 3. Organizational Skills
 4. Administrative Skills
 5. Communication Skills
-

Table E.8

Training Recommended for The Headmaster's
Position: By rank

-
1. Independent School Experiences
 2. Graduate Training in Education
 3. Business Training
 4. Apprenticeship with Good Headmaster
 5. Teaching
-

APPENDIX F

Table F.1

The Three School Types Compared
To the Gender of Headmaster

Sex	Day 12	Day 0	Boarding 12	Total
Male	269	110	142	520
Row %	51.7	21.2	27.1	100
Column %	84.9	84	95.9	87.4
Female	48	21	6	75
Row %	64	28	8.0	100
Column %	15.1	16	1.0	12.6
Total	317	131	147	595
Row %	53.3	22.0	24.7	100
Column %	100	100	100	100

Table F.2

The Three School Types Compared to the
Type of Major the Heads Studied
at the Master's Degree
Level

Master's Major	Day 12	Day 0	Boarding	Total
None	32	31	23	86
Row %	37.2	36.0	26.7	100
Column %	10.1	23.7	15.6	14.5
Ed. Admin.	43	12	17	72
Row %	59.7	16.7	23.6	100
Column %	13.6	9.2	11.6	12.1
Social Science	60	12	22	94
Row %	63.8	12.8	23.4	100
Column %	18.9	9.1	15.0	15.8
Humanities	57	15	19	91
Row %	62.6	16.5	20.9	100
Column %	18.0	14.5	12.9	15.3
Education	74	40	15	129
Row %	57.4	31.0	11.6	100
Column %	23.3	30.5	10.2	21.7
Science/Math	8	2	8	18
Row %	44.4	11.1	44.4	100
Column %	2.5	1.5	5.4	3.0

Table F.2 (cont.)

The Three School Types Compared to the
Type of Major the Heads Studied
at the Master's Degree
Level

Master's Major	Day 12	Day 0	Boarding	Total
Business/Law	8	3	3	14
Row %	57.1	21.4	21.4	100
Column %	2.5	2.3	2.0	2.4
Counseling	7	1	3	11
Row %	63.6	9.1	27.3	100
Column %	2.2	.1	2.0	18.5
Other	28	15	22	65
Row %	43.1	23.1	33.8	100
Column %	8.8	11.5	15.0	10.9
Total	317	131	147	595
Row %	53.5	22.0	24.7	100
Column %	100	100	100	100

APPENDIX G

Table G.1

Summary Of Career Moves
For All Headmasters

		RECEIVING POSITIONS															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	1	195	1	2	2	2	1	2	0	4	2	0	1	2	2	2	0
	2	206	12	4	4	1	1	3	0	2	3	2	3	4	0	1	5
S E N D I N G P O S I T I O N S	3	45	14	3	1	0	1	0	1	2	0	0	1	2	0	0	1
	4	32	8	4	4	2	0	4	0	0	0	2	1	1	0	0	0
	5	14	7	0	2	0	0	1	0	1	0	0	0	0	0	1	0
	6	40	35	10	8	3	15	34	7	13	7	3	11	5	0	0	2
	7	52	25	14	1	1	5	8	0	5	6	3	6	1	0	2	0
	8	7	8	1	0	0	2	5	2	1	2	3	3	5	0	0	2
	9	68	67	15	22	10	95	43	21	172	29	6	30	23	11	3	19
	10	20	15	4	0	0	3	2	2	4	2	0	1	2	0	0	0
	11	9	9	1	1	0	0	1	2	3	3	3	3	4	0	0	0
	12	19	17	4	4	2	2	7	1	4	3	3	0	0	0	0	2
	13	44	5	6	1	0	7	3	4	13	1	4	0	42	3	3	4
	14	18	2	1	0	2	3	0	0	10	0	0	0	18	11	2	0
	15	13	3	0	1	0	2	0	0	6	1	0	1	1	2	1	0
	16	15	6	1	1	1	1	5	0	9	1	0	3	5	1	2	1

Table G.2

Summary Of Career Moves For
Day 12 Headmasters

		RECEIVING POSITIONS															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	1	126	1	2	1	1	0	2	0	1	0	0	1	1	1	0	0
	2	117	6	4	2	1	0	3	0	2	2	1	1	5	0	1	5
S E N D I N G P O S I T I O N S	3	33	10	2	1	0	0	0	1	2	0	0	1	1	0	0	1
	4	12	6	3	0	1	0	1	0	0	0	2	0	0	0	0	0
	5	9	4	0	2	0	0	0	0	1	0	0	0	0	0	0	0
	6	20	18	9	3	2	10	26	7	8	3	2	9	1	0	0	0
	7	31	14	12	1	1	2	5	0	1	5	1	2	0	0	1	0
	8	4	7	1	0	0	1	2	2	0	2	2	2	3	0	0	1
	9	29	38	11	12	6	59	17	13	92	14	4	16	13	3	1	10
	10	11	8	3	0	0	3	1	0	3	0	0	1	1	0	0	0
	11	5	5	0	1	0	0	1	1	3	0	3	2	5	0	0	0
	12	9	10	2	2	2	1	3	1	3	3	1	0	0	0	0	1
	13	22	3	4	0	0	4	3	3	6	0	2	0	23	3	2	3
	14	9	0	1	0	1	2	0	0	5	0	0	0	16	3	0	0
	15	5	1	0	0	0	2	0	0	2	1	0	0	1	0	0	0
	16	8	3	1	0	0	0	4	0	2	0	0	1	3	0	0	0

Table G.3

Summary Of Career Moves
For Day 0 Headmasters

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
O Z C H I O H O C O N Z O N M U	1	38	0	0	1	1	1	0	0	2	0	0	0	0	0	1	0
	2	43	2	0	2	0	0	0	0	0	1	1	0	1	0	0	0
	3	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	19	0	1	4	1	0	0	0	0	0	0	1	0	0	0	0
	5	5	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0
	6	7	11	0	4	1	4	5	0	0	2	0	1	1	0	0	1
	7	10	4	1	0	0	1	0	0	1	1	0	2	0	0	1	0
	8	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9	21	20	3	6	4	17	11	3	47	3	0	2	3	4	1	4
	10	2	4	0	0	0	0	0	0	0	2	0	0	0	0	0	0
	11	3	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	12	2	3	0	2	0	1	1	0	0	0	0	0	0	0	0	1
	13	4	1	0	1	0	1	0	0	2	0	0	0	0	0	0	1
	14	4	1	0	1	0	1	0	0	2	0	0	0	2	0	0	1
	15	2	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0
	16	2	1	0	1	1	1	0	0	3	0	0	1	1	1	0	1

Table G.4

Summary Of Career Moves For
Boarding Heamasters

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N I O R P O S I T I O N S	1	31	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0
	2	46	4	0	0	0	1	0	0	0	0	0	2	0	0	0	0
	3	6	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0
	4	1	2	0	0	0	0	3	0	0	0	0	0	1	0	0	0
	5	9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	13	6	1	1	0	1	3	0	5	2	1	1	3	0	0	1
	7	11	7	1	0	0	2	3	0	3	0	2	2	1	0	0	0
	8	1	1	0	0	0	1	3	0	1	0	1	1	2	0	0	1
	9	18	9	1	4	0	17	15	5	31	3	2	12	7	4	1	3
	10	7	3	1	0	0	0	1	2	1	0	0	0	1	0	0	0
	11	1	3	1	0	0	0	0	1	0	3	0	0	1	0	0	0
	12	8	4	2	0	0	0	3	0	1	0	2	0	0	0	0	0
	13	18	1	2	0	0	2	0	1	5	1	2	0	17	0	1	0
	14	5	1	0	0	0	0	0	0	0	0	0	0	1	4	1	0
	15	6	2	0	0	0	0	0	0	2	0	0	1	0	2	1	0
	16	5	2	0	0	0	0	1	0	4	1	0	1	1	0	2	0

APPENDIX H

Table H.1

The Matrix Of Z Values For
The Total Population

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	9.09	-2.31	-.10	.51	1.31	-.56	-.24	-.65	.03	.52	-.75	-.25	-.35	1.50	1.42	-.65
	2	8.48	.00	.28	1.05	-.08	-1.08	-.38	-.96	-1.61	.50	.42	.46	-.04	-.60	.00	2.47
	3	3.23	2.60	1.15	.22	-.32	-.09	-1.10	.79	-.54	-.72	-.46	.21	.25	-.21	-.26	.82
	4	1.83	.85	1.68	2.38	1.79	-.94	1.50	-.39	-1.46	-.74	1.51	.18	-.51	-.23	-.29	-.37
	5	.64	1.64	-.65	1.77	.05	-.54	.22	.00	-.32	-.35	-.09	-.36	-.77	.18	1.52	.02
	6	-3.19	1.45	.77	1.13	.14	2.42	4.91	1.73	.03	.79	-.21	2.03	-1.21	-1.36	-1.42	-.47
	7	1.02	2.40	3.62	-.84	-.16	.90	1.56	-1.00	-.54	1.67	.96	1.85	-1.56	-.85	.72	-.98
	8	-3.02	.26	-.63	-.94	-.53	.27	1.57	1.35	-1.31	.66	1.91	1.34	1.44	-.42	-.46	1.37
	9	-10.04	-1.85	-2.12	.48	-.28	5.91	1.37	1.68	7.31	.17	-1.82	1.60	-1.37	.32	-2.12	1.44
	10	-.15	2.43	1.45	-.85	-.44	1.11	.09	1.51	.45	.84	-.59	.02	-.02	-.33	-.37	-.47
	11	-2.19	.91	-.46	.04	-.43	-1.03	-.57	1.54	-.03	1.58	2.12	1.36	1.19	-.32	-.37	-.45
	12	-1.46	1.97	.81	1.56	1.12	-.08	1.96	.18	-.23	.97	1.53	-1.12	-1.34	-.59	-.55	1.08
	13	-.53	-2.54	.61	-1.09	-1.11	1.52	-.85	1.42	1.47	-1.08	1.19	-1.52	7.24	1.19	1.09	1.47
	14	-.51	-1.38	-.49	-.66	1.58	1.08	-1.23	-.50	2.70	-.36	-.60	-.66	5.50	6.01	1.66	-.46
	15	-.53	-.73	-.93	.38	-.22	.69	-1.00	-.27	1.96	.39	-.37	.38	-.31	2.20	1.11	-.25
	16	-1.92	-.75	-.81	-.30	.37	-.62	1.31	-.55	1.94	-.29	-.78	1.12	1.17	.54	1.56	.32

Table H.2

The Matrix Of Z Values For
The Day 12 Population

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	8.31	-1.42	.37	.54	.78	-.74	.48	-.44	-.39	-.50	-.49	.35	-.21	1.10	-.04	-.34
	2	7.02	-.49	.48	.56	-.06	-1.20	.12	-.70	-.33	.60	-.15	-.33	.18	-.61	.55	2.72
	3	3.16	2.23	.41	.58	-.34	-.72	-.99	.67	.13	-.47	-.47	.37	-.17	-.13	-.04	.85
	4	.68	1.46	1.51	-.28	1.15	-.50	.13	-.21	-.98	-.26	1.91	-.40	-.74	.08	.18	-.10
	5	.51	1.03	-.65	2.18	.05	-.32	-.59	-.03	.10	-.08	-.08	-.22	-.56	.26	.35	.08
	6	-2.36	1.06	1.22	.32	.06	2.44	4.38	2.28	.46	.36	-.19	2.49	-1.55	-1.01	-.91	-1.20
	7	1.41	2.00	3.57	-.07	.17	.26	1.26	-.83	-1.23	2.51	-.03	.46	-1.35	-.63	.66	-.72
	8	-2.46	.97	-.50	-.61	-.45	.04	.32	1.41	-1.31	1.31	1.33	1.06	1.02	-.24	-.14	.69
	9	-7.12	-.50	-1.50	.79	-.39	5.44	-.02	1.24	6.30	1.27	-1.42	1.23	-.69	-.92	-1.59	.66
	10	-.13	1.72	1.15	-.45	-.30	1.82	-.15	-.38	.84	-.45	-.43	.46	-.10	-.09	.00	-.27
	11	-1.78	.56	-1.03	.61	-.32	-.70	-.18	.72	.80	-.45	2.33	1.30	1.29	-.11	-.02	-.29
	12	-1.67	1.51	-.09	1.01	1.30	-.19	.65	.30	.19	1.75	.22	-.86	-1.22	-.36	-.28	.47
	13	-.55	-1.79	.25	-1.07	-.91	1.05	-.09	1.18	.72	-1.04	.43	-1.16	5.55	1.76	1.27	1.40
	14	-.52	-1.63	-.21	-.43	.92	1.16	-.92	-.35	1.94	-.41	-.40	-.54	5.31	3.02	.03	-.23
	15	-.84	-.80	-.71	-.15	.00	1.68	-.64	-.08	.81	1.14	-.13	-.27	.33	.21	.30	.03
	16	-.49	-.03	-.06	-.34	-.19	-.56	2.11	-.26	.44	-.32	-.31	.64	1.57	.02	.12	-.16

Table H.3

The Matrix Of Z Values For
The Day 0 Population

		RECEIVING POSITIONS															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	5.16	-1.11	-.20	.14	.83	.39	-.37	-.09	1.07	-.35	-.05	-.37	-.33	-.16	.97	-.37
	2	5.48	.22	-.23	.88	-.35	-.65	-.40	-.12	-.71	.73	1.18	-.40	.76	-.19	-.24	-.40
	3	.71	1.47	.08	-.47	-.04	-.32	-.09	.18	-.40	-.07	.22	-.09	-.05	.12	.07	-.09
	4	3.08	-1.05	1.10	2.30	.92	-.54	-.31	-.04	-.62	-.30	.00	.64	-.27	-.10	-.15	-.31
	5	.14	.67	.00	-.56	-.12	-.40	1.05	.10	-.48	-.15	.14	-.17	-.13	.04	1.30	-.17
	6	-.95	2.90	-.60	1.30	.21	1.54	2.60	-.49	-1.09	.94	-.45	.13	.19	-.56	-.61	.12
	7	.84	1.21	.86	-.86	-.41	.24	-.47	-.19	.11	.63	-.15	1.43	-.43	-.26	.83	-.47
	8	-.66	-.68	.22	-.33	.10	-.18	.05	.32	-.26	.06	.36	.05	.09	.26	.20	.05
	9	-2.20	1.64	-.13	-.40	.04	3.09	2.11	.10	5.90	-.49	-1.42	-.98	-.43	.42	-1.19	-.09
	10	-1.04	1.94	.04	-.52	-.08	-.36	-.14	.14	-.44	2.08	.18	-.13	-.09	.08	.02	-.13
	11	-.44	.08	.10	-.46	-.02	-.30	-.07	.20	-.38	-.06	.24	1.21	-.03	.14	.08	-.07
	12	-1.35	1.09	-.11	1.11	-.23	.54	.89	.00	-.59	-.26	.04	-.28	-.24	-.07	-.12	.87
	13	-.49	-.24	-.10	.31	-.21	.55	-.27	.00	1.27	-.25	.05	-.26	-.23	-.06	-.11	.91
	14	-.69	-.37	-.17	.19	-.29	.43	-.35	-.07	1.13	-.33	-.03	-.34	1.77	-.13	-.19	.79
	15	-.93	-.81	.09	.60	-.03	-.31	-.08	.19	1.60	-.07	.23	-.08	-.04	.13	.08	-.08
	16	-1.77	-.57	-.30	.00	.69	.24	-.47	-.19	1.57	-.45	-.15	.61	.67	.93	-.31	.61

Table H.4

The Matrix Of Z Values For
Boarding Headmasters

		RECEIVING POSITIONS															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	4.83	-1.20	-.36	-.05	.11	-.43	-.65	-.19	.06	1.71	-.30	-.41	.10	.77	.77	-.11
	2	6.06	1.32	-.33	-.01	.14	.72	-.59	-.15	-.78	-.30	-.27	1.65	-.75	-.20	-.20	-.08
	3	.71	-.30	1.01	.10	.26	.91	-.48	-.03	-.66	-.18	-.15	-.26	.35	-.08	-.08	.04
	4	-1.33	.54	-.15	.16	.32	-.21	2.29	.02	-.60	-.13	-.09	-.26	.44	-.02	-.02	.10
	5	-1.44	.16	.97	.33	.54	.00	-.19	.24	-.37	.10	.13	.02	-.35	.20	.20	.32
	6	.66	.89	-.01	.47	-.38	-.12	.65	-.68	1.44	.81	.08	-.09	.51	-.73	-.73	.39
	7	.77	1.73	.27	-.37	-.21	.96	1.21	-.51	.33	-.66	1.19	.99	-.42	-.55	-.55	-.43
	8	-1.80	-.65	-.42	-.10	.06	.59	1.78	-.24	-.92	-.39	.78	.61	.80	-.28	-.28	1.08
	9	-2.05	-1.01	-1.47	.66	-1.27	3.27	2.27	.75	4.12	-.47	-.88	2.29	-.21	.23	-1.25	.94
	10	.56	.67	.73	-.07	.08	-.45	.31	1.94	.02	-.36	-.33	-.44	.06	-.26	-.26	-.13
	11	-1.55	.92	.91	.04	.20	-.34	-.54	1.17	-.72	2.63	-.22	-.32	.24	-.14	-.14	-.02
	12	.77	1.12	1.58	-.10	.05	-.48	1.73	-.24	-.03	-.39	1.67	-.47	-.55	-.29	-.29	-.17
	13	1.97	-1.26	.91	-.46	-.30	.78	-1.05	.39	1.60	.15	1.01	-.83	5.11	-.63	.32	-.53
	14	.23	-.37	-.25	.06	.22	-.32	-.82	-.08	-.70	-.23	-.20	-.30	.27	3.46	1.14	.00
	15	.37	.17	-.34	-.02	.14	-.40	-.60	-.16	.87	-.31	-.28	.73	-.76	1.95	1.01	-.08
	16	-.32	-.08	-.46	-.15	.01	-.63	.19	-.29	1.67	.65	-.40	.54	-.06	-.53	1.74	-.21

APPENDIX I

Table I.1

Standardized Interactions Comparing The Like Cells Of The
Day 12 Subgroup With The Total Population

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	2.97	.78	.83	.15	-.28	-.30	.82	.11	-.73	-.57	.14	.55	.07	-.10	-.57	.16
	2	-.82	-1.03	.31	-.33	.12	-.41	.65	.03	.84	.23	-.52	-.85	.32	.10	.49	.51
	3	.51	-.11	-.73	.33	-.02	-.49	.06	-.08	.53	.13	.00	.16	-.36	.04	.12	.04
	4	-1.65	1.27	.04	-.94	-.31	.24	-.97	.10	.26	.26	.48	-.36	-.32	.17	.25	.14
	5	-.09	-.32	.00	.52	.00	.12	-.53	-.02	.38	.13	.00	.08	.11	.06	-.42	.03
	6	.28	-.13	1.02	-.75	-.07	.78	1.54	.93	.93	-.32	-.02	1.33	-1.19	.19	.27	-.73
	7	1.66	.24	.60	.69	.30	-.34	-.04	.10	-1.14	1.36	-.81	-1.13	-.33	.17	.10	.14
	8	-.04	1.36	.11	.18	.04	-.19	-1.16	.09	-.39	.76	-.41	-.12	-.24	.10	.18	-.45
	9	-.52	3.44	.81	.97	-.27	2.27	-2.98	-.31	2.10	2.61	.23	-.15	.97	-1.83	-.15	-.68
	10	.00	-.43	-.19	.21	.07	.97	-.24	-.65	.63	-.64	.08	.40	-.10	.13	.21	.10
	11	-.05	-.30	-.56	.32	.06	.18	.34	-.54	1.08	-.87	.32	-.05	.35	.11	.20	.09
	12	-1.15	-.24	-.99	-.26	.23	-.14	-1.31	.11	.57	1.06	-.99	.14	.17	.11	.20	-.40
	13	-.42	.37	-.43	-.31	.10	.02	.98	-.12	-.75	-.30	-.68	.18	-.64	.79	.43	.14
	14	-.22	-.63	.26	.23	-.37	.30	.17	.08	-.33	.24	.10	.17	1.79	-1.94	-.61	.12
	15	-.84	-.54	.12	-.28	.12	.93	.19	.10	-.75	.69	.13	-.36	.62	-.68	-.27	.15
	16	1.95	.82	.67	-.12	-.30	-.14	1.50	.23	-1.00	-.10	.25	-.14	.97	-.22	-.41	-.26

Table I.2

Standardized Interactions Comparing The Like Cells Of The
Day 0 Subgroup With The Total Population

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	-1.93	.17	-.11	-.27	-.19	.85	-.19	.30	1.38	-.45	.37	-.16	-.12	-.67	-.11	.14
	2	1.47	.32	-.25	.14	-.22	.00	-.19	.45	.03	.44	.90	-.45	.90	.33	-.18	-1.01
	3	-2.29	-.04	-.30	-.44	.15	-.19	.54	-.21	-.17	.35	.37	-.15	-.12	.18	.18	-.42
	4	3.73	-1.01	.07	.12	-.51	.21	-.68	.19	.45	.24	-.55	.61	.02	.07	.07	.03
	5	-.58	-.56	.35	-1.03	-.09	.07	.75	.05	-.21	.10	.13	.10	.35	-.06	-.16	-.11
	6	1.55	4.82	-.62	.78	.13	.31	.07	-.83	-.55	.64	-.28	-.96	1.00	.43	.43	.52
	7	.59	-.02	-.77	-.26	-.23	-.32	-.72	.44	.48	-.46	-.42	.37	.35	.32	.31	.28
	8	1.63	-.58	.42	.33	.34	-.23	-.38	-.25	.36	-.19	-.34	-.39	-.32	.37	.37	-.47
	9	11.41	7.73	1.56	-1.46	.41	-1.53	3.02	-1.35	5.93	-.97	-.63	-2.56	.33	.33	.29	-1.77
	10	-1.46	.81	-.39	.18	.19	-.63	-.13	-.45	-.46	1.46	.41	-.10	-.06	.22	.22	.18
	11	1.54	-.42	.26	-.35	.22	.39	.19	-.41	-.38	-.55	-.51	.18	-.37	.25	.25	.21
	12	-1.04	.10	-.31	-.07	-.58	.63	-.13	-.08	-.38	-.51	-.47	.45	.70	.28	.28	.67
	13	-.51	1.32	-.22	1.24	.48	-.13	.06	-.41	.82	.28	-.31	.68	-1.34	-.43	-.43	.00
	14	-.68	1.00	.09	.71	-.81	-.35	.48	.23	-.60	.23	.31	.28	-1.57	-1.67	-.76	.71
	15	-.96	-.39	.55	.22	.10	-.35	.49	.25	.46	-.21	.32	-.22	.10	-.73	-.43	.69
	16	-1.33	-.23	.13	.26	.30	.77	-.71	.28	.57	-.20	.34	-.16	.02	.37	-.73	.27

Table I.3

Standardized Interactions Comparing The Like Cells Of The
Boarding Subgroup With The Total Population

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N I O R P O S I T I O N S	1	-2.09	.11	-.24	-.22	-.39	-.07	-.39	.25	.05	1.39	.24	-.17	.40	-.22	-.14	.28
	2	3.69	2.30	-.33	-.31	.14	1.59	-.33	.43	-.02	-.39	-.35	1.54	-.57	.32	-.15	-.75
	3	-2.37	-1.78	.26	-.02	.31	.90	.33	-.37	-.37	.29	.17	-.28	.17	.07	.10	-.33
	4	-2.53	.02	-.61	-.59	-.42	.39	1.38	.22	.46	.33	-.63	-.22	.64	.12	.14	.25
	5	-1.26	-.87	.39	-.36	.27	.30	-.23	.13	-.13	.24	.12	.21	.23	.03	-.52	.16
	6	6.81	.29	-.44	-.06	-.33	-1.39	-2.57	-.99	2.65	.45	.25	-1.26	2.20	.34	.37	.80
	7	.39	.52	-1.57	.09	-.08	.46	.24	.27	1.85	-1.00	.48	-.32	1.00	.16	-.38	.30
	8	-.37	-.56	-.03	.45	.32	.40	.79	-.68	1.14	-.54	-.61	-.34	-.30	.07	.10	-.01
	9	9.24	-.48	-.87	.73	-.91	-.77	3.47	-.63	.36	-.96	.47	2.69	1.44	.00	.23	.00
	10	1.35	-1.26	-.19	.42	.28	-.71	.25	.55	-.29	-.58	.14	-.32	.08	.04	.07	.18
	11	-.65	.52	1.23	.01	.34	.37	-.15	-.04	-.54	1.50	-.36	-.75	-.58	.10	.12	.23
	12	3.71	-.04	1.29	-.53	-.36	-.33	.58	-.28	.13	-.61	.49	.35	.37	.16	.19	-.51
	13	5.90	.14	.73	.13	.43	-.05	-.54	-.59	1.21	1.08	.14	.37	.09	-.87	-.48	-.84
	14	1.05	1.00	.03	.50	-.42	-.59	.39	.23	-1.17	.34	.22	.30	-2.66	-1.64	-.20	.26
	15	1.44	.99	.32	-.18	.19	-.63	.21	.06	-.37	-.39	.05	.34	-.42	-.19	-.06	.09
	16	1.69	.57	.00	.02	-.15	-.12	-.65	.21	.91	.26	.20	-.24	-.67	-.47	.51	-.29

Table I.4

Standardized Interactions Comparing The Like Cells Of The
Day 0 Subgroup With The Boarding Subgroup

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	.23	.05	.09	.10	.29	.48	.14	.05	.85	-.93	.13	.02	-.23	-.55	.02	-.14
	2	-1.84	-1.08	.05	.34	-.26	-.73	.10	.02	.04	.54	.73	-.793	.89	.00	-.02	-.15
	3	.01	1.55	-.39	-.31	-.16	-.63	.21	.12	.14	.06	.20	.09	-.19	.11	.08	-.07
	4	3.46	-.99	.50	.62	.18	-.18	-1.04	-.03	-.01	-.09	.05	.52	-.39	-.04	-.07	-.22
	5	1.15	.40	-.04	-.51	-.35	-.22	.61	-.08	-.06	-.14	.00	-.10	.12	-.09	.44	-.27
	6	-2.93	3.09	-.43	.42	.36	1.41	2.05	.10	-1.26	.15	-.36	.19	-.19	.09	.06	-.24
	7	.17	-.33	.53	-.27	-.11	-.57	-.77	.17	-.53	.76	-.56	.54	-.12	.16	.73	-.02
	8	1.31	-.21	.34	-.13	.02	-.39	-.57	.30	-.17	.25	-.08	-.23	-.23	.29	.26	-.44
	9	.04	5.34	1.55	-1.52	.98	-.53	.21	-.74	4.24	-.02	-.74	-3.50	-.43	-.27	.04	-1.40
	10	-1.99	1.56	-.30	-.24	-.09	.05	-.23	-.64	-.33	1.10	.23	.17	-.09	.18	.15	.00
	11	1.39	-.34	-.33	-.27	-.12	.02	.25	-.38	.18	-.97	.28	.73	-.13	.15	.12	-.03
	12	-2.69	.11	-.68	.50	-.15	.59	-.42	.13	-.41	.07	-.61	.10	.33	.12	.09	.32
	13	-3.08	.90	-.41	.47	.05	-.08	.42	-.16	.10	-.23	-.34	.31	-1.34	.32	-.22	.79
	14	-1.31	.00	.04	.04	-.27	.42	.09	.00	.96	-.05	.09	-.02	1.24	-1.27	-.64	.35
	15	-1.64	-.67	.23	.28	-.09	.05	.23	.19	.73	.13	.23	-.33	.39	-.65	-.40	.00
	16	-2.11	-.54	.09	.10	.30	.49	-.42	.05	-.17	-.62	.14	.06	.63	.66	-.90	.42

Table I.5

Standardized Interactions Comparing The Like Cells Of The
Day 0 Subgroup With The Day 12 Subgroup

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	-3.69	-.19	-.28	-.34	.06	.72	-.45	.19	1.56	.08	.24	-.42	-.15	-.60	.49	-.02
	2	1.83	.76	-.31	.39	-.27	.31	-.34	.42	-.23	.27	1.19	-.12	.71	.22	-.42	-1.11
	3	-2.49	.01	-.09	-.60	.16	.22	.48	-.17	-.34	.22	.37	-.23	.04	.14	.06	-.44
	4	4.42	-1.21	.05	.97	-.18	-.02	-.28	.09	.19	-.02	-.72	.67	.25	-.10	-.18	-.12
	5	-.48	-.19	.35	-1.26	-.09	-.04	.91	.07	-.39	-.04	.12	.03	.23	-.12	.34	-.13
	6	1.33	4.50	-.74	1.21	.16	-.27	-.59	-.98	-.95	.76	-.27	-1.38	1.61	.24	.16	.92
	7	-.31	-.13	-.93	-.59	-.37	.04	-.72	.34	1.18	-1.06	-.09	1.14	.31	.15	.17	.13
	8	1.54	-.76	.37	.14	.30	-.15	-.08	-.38	.57	-.44	-.22	-.35	-.26	.27	.19	-.27
	9	10.53	5.57	1.20	-1.94	.57	-2.81	4.43	-1.07	4.58	-2.10	-.67	-2.46	-.04	1.73	.34	-1.23
	10	-1.41	1.00	-.35	-.04	.12	-.89	-.03	.28	-.61	1.16	.33	-.29	-.02	.09	.00	.07
	11	1.43	-.29	.61	-.60	.16	.21	.03	-.17	-.34	.21	-.59	.20	-.45	.14	.05	.12
	12	-.59	.20	-.05	.15	-.65	.64	.50	-.13	-.51	-.78	-.07	.32	.53	.17	.09	.39
	13	-.36	1.08	-.15	.92	.38	-.13	-.17	-.38	1.10	.43	-.12	.50	-1.28	-.64	-.56	-.08
	14	-.49	1.02	-.04	.39	-.62	-.53	.31	.15	-.38	.04	.20	.11	-2.28	-1.16	-.12	.54
	15	-.42	-.24	.43	.38	-.01	-.87	.30	.15	.92	-.55	.20	.10	-.20	-.04	-.12	-.06
	16	-2.14	-.63	-.19	.24	.45	.51	-1.02	.04	1.20	-.07	.09	-.02	-.50	.40	-.23	.39

Table I.6

Standardized Interactions Comparing The Like Cells Of The
Day 12 Subgroup With The Boarding Subgroup

		R E C E I V I N G P O S I T I O N S															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
S E N D I N G P O S I T I O N S	1	3.74	.25	.41	.27	.26	-.17	.65	-.14	-.57	-1.05	-.10	.45	-.27	.10	-.48	-.12
	2	-3.95	-2.70	.39	.21	-.08	-1.20	.49	-.40	.28	.45	.15	-1.84	.63	-.22	.35	.68
	3	2.57	1.73	-.72	.19	-.35	-.93	-.22	.33	.54	-.16	-.17	.33	-.48	-.03	.02	.33
	4	2.05	.69	.62	-.24	.28	-.16	-1.73	-.12	-.20	-.07	.30	-.11	-.74	.05	.11	-.11
	5	1.24	.59	-.39	.54	-.27	-.18	-.21	-.15	.31	-.10	-.11	-.13	-.12	.03	.06	-.13
	6	-6.02	-.33	.74	-.30	.31	1.66	3.10	1.14	-1.83	-.60	-.25	1.68	-2.32	-.13	-.10	-1.05
	7	.55	-.33	1.72	.23	.22	-.79	-.25	-.17	-2.11	1.25	-1.08	-.39	-.32	.01	.37	-.16
	8	.34	1.44	.09	-.27	-.28	-.49	-1.50	.71	-.95	.79	.29	.24	.10	.02	.08	-.33
	9	-9.31	1.81	1.05	-.22	.87	2.06	-5.06	.29	.74	2.11	-.29	-2.32	-.70	-1.51	-.38	-.44
	10	-1.23	.93	.08	-.21	-.21	.97	-.41	-1.05	.64	-.04	-.05	.52	-.14	.09	.14	-.07
	11	.61	-.67	-1.17	.24	-.28	-.20	.31	-.41	.81	-1.29	.95	.73	.75	.02	.07	-.15
	12	-4.10	-.09	-1.87	.45	.44	.27	-1.47	.31	.17	.37	-1.25	-.21	-.20	-.05	.00	.32
	13	-5.57	.05	-.94	-.32	-.33	.06	.78	.49	-1.56	-.83	-.65	-.19	-.55	1.10	.74	.87
	14	-1.10	-1.03	.09	-.26	.25	.68	-.22	-.15	1.10	-.10	-.11	-.13	3.19	-.35	-.49	-.13
	15	-1.82	-.99	-.20	-.07	-.08	.94	-.02	.04	-.12	.73	.08	-.55	.72	-.61	-.24	.06
	16	-.16	.07	.31	-.10	-.11	-.02	1.33	.01	-1.44	-.82	.05	.08	1.35	.19	-.55	.03

APPENDIX J

Explanation Of The Method Used To Identify
Significant Connections Of A 16 x 16
Career Path Matrix

This program computes the log-linear effect parameters for a frequency table, using the work of Goodman as interpreted by Gaertner and introduced in Chapter III. The theory is as follows: a table of frequencies (f_{ij}) is generated from a data collection. A table of logarithms (g_{ij}) is then computed, where $g_{ij} = \log (f_{ij})$. The table (g_{ij}) must then be normalized. In the usual normalization process, one subtracts the mean and divides by the standard deviation. For the frequency table there are three means to consider: the row mean, the column mean, and the mean of all cell entries. Each must be subtracted in order to obtain a table where the means are all zero. Thus we define

$$(1) \quad \mu = \frac{1}{N^2} \sum_{e=1}^n \sum_{m=1}^n g_{em}, \quad (2) \quad r_i = \frac{1}{N} \sum_{e=1}^n g_{ie} - \mu, \quad \text{and}$$

$$(3) \quad c_j = \frac{1}{N} \sum_{e=1}^n g_{ej} - \mu. \quad \text{Then the unstandardized interaction is}$$

$$(4) \quad G_{ij} = g_{ij} - (r_i + c_j + \mu).$$

We write $G_{ij} = \sum_{e=1}^n \sum_{m=1}^n a_{em} g_{em}$ (5), noting that each term on the right of (4) was defined in terms of the g_{ij} .

The coefficients a_{ij} are weights; i.e., they indicate the relative importance of all other entries in the table in the computation G_{ij} .

We have

$$(6) \quad \sum_{e=1}^n \sum_{m=1}^n a_{em} g_{em} = g_{ij} - \frac{1}{N} \sum_{e=1}^n g_{ie} - \frac{1}{N} \sum_{e=1}^n g_{ej} + \frac{1}{N^2} \sum_{e=1}^n \sum_{m=1}^n g_{em}.$$

Equating the sides term-by-term shows

$$(7) \quad a_{em} = \begin{cases} 1 - \frac{2}{N} + \frac{1}{N^2}, & e = i, m = j \\ -\frac{1}{N} + \frac{1}{N^2}, & e = i \text{ or } m = j \\ \frac{1}{N^2} \end{cases}$$

The variance for each cell is then given by Goodman as

$$(8) \quad S_{ij}^2 = \sum_{e=1}^n \sum_{m=1}^n \frac{a_{em}^2}{f_{em}}, \text{ using the } (a_{em}) \text{ for a particular } G_{ij}.$$

The standardized value is then $Z_{ij} = G_{ij}/S_{ij}$ (9).

The program in Table J.1 carries out these computations as follows:

lines 10, 15, and 20 are bookkeeping lines,

lines 130-160 and 300-330 are lines to put out the results, and

lines 340-350 store the result.

The data is read into an array F in line 50. The constant multipliers

a_{ij} and a_{ij}^2 are computed in line 60.

Since row means, column means, sums of reciprocal frequencies for row, column, and grand means will all be required, these are computed at the same time the g_{ij} are computed, in lines 100 and 110.

The g_{ij} are accumulated in G.

The row means are accumulated in R.

The column means are accumulated in C.

The grand mean is accumulated in M.

The row inverse-frequency goes in S.

The column inverse-frequency goes in D.

The total inverse-frequency goes in Eq.

Then the r_{ij} , c_{ij} , etc. are computed in line 120.

Now that the preliminary computations have been completed, the interactions are computed in line 200 and stored in G. To calculate S_{ij} , the following steps are used: the a_{em} are all one of three values, $1/N^2$, $(1-N)/N^2$, or $((N-1)/N)^2$. See equation (7).

$$\begin{aligned}
 S_{ij}^2 &= \sum_{e=1}^n \sum_{m=1}^n \frac{a_{em}^2}{f_{em}} \\
 &= \frac{a_{ij}^2}{f_{ij}} + \sum_{e \neq j} \frac{a_{ie}^2}{f_{ij}} + \sum_{e \neq i} \frac{a_{ej}^2}{f_{ei}} + \sum_{e \neq i} \sum_{m \neq j} \frac{a_{em}^2}{f_{em}} .
 \end{aligned}$$

By factoring we have

$$\begin{aligned}
 S_{ij}^2 &= \left(\frac{N-1}{N}\right)^4 \frac{1}{f_{ij}} + \frac{(1-N)^2}{N^4} \left(\sum_{e \neq j} \frac{1}{f_{ie}} + \sum_{e \neq i} \frac{1}{f_{ei}} \right) + \\
 &\quad \frac{1}{N^4} \sum_{e \neq i} \sum_{m \neq j} \frac{1}{f_{em}} .
 \end{aligned}$$

Each of these three sums which omits a term can be fixed up by adding that term in, then subtracting it out again. Thus

$$\begin{aligned}
 \sum_{e \neq j} \frac{1}{f_{ie}} &= \sum_{e=1}^n \frac{1}{f_{ie}} - \frac{1}{f_{ij}} , \text{ etc.} \\
 \sum_{e \neq i} \sum_{m \neq j} \frac{1}{f_{em}} &= \sum_{e=1}^n \sum_{m=1}^n \frac{1}{f_{em}} - \sum_{e=1}^n \frac{1}{f_{ei}} - \sum_{m=1}^n \frac{1}{f_{jm}} + \frac{1}{f_{ij}} .
 \end{aligned}$$

This contributes to the ease of the computations, since a difference of two terms replaces a sum of 15 terms (or 225) each time the operation is carried out.

The above idea is used in line 210, where the constants A4, A5, and A6 represent the three values of a_{em}^2 , and the inverse frequency row, column, and total arrays are as described above. Then the result is stored in array Z, where $Z(I,J)=G(I,J)/SQRT(T)$.

This simplification of Goodman's work as described by Gaertner was derived with the help of Mr. Thomas Johnson, math teacher, computer programmer, and PhD. candidate in math at the University of Maryland. His superb knowledge of algebra matrices and familiarity with computer programming permitted the use of several time saving short-cuts in the calculation of the log-linear effect parameters and the appropriate weights for each cell.

Table J.1

Computer Program Utilized To Compute Goodman's
Linear Log Effect Parameters

```

10 LINE#1,128\I#1,CHR$(31)\I#7F4
15 DIMA$(30)\INPUT"WHICH FILET",A#
20 OPEN#1,A#
25 I#1,CHR$(28),"THIS IS FILE ",A#,CHR$(31)
30 READ#1,N
40 DIMF(N,N),G(N,N),Z(N,N),C(N),R(N),D(N),S(N)
50 FORI=1TON\FORJ=1TON\READ#1,F(I,J)\NEXT\NEXT
60 A0=1/N\A1=((N-1)/N)^2\A2=(1-N)/N\A3=1/N\A4=A1*A1\
A5=A2*A2\A6=A3*A3\S=1\F=N
100 FORI=STOF\FORJ=STOF\G=LOG(F(I,J))\E=1/F(I,J)\E0=E0+E\
M=M+G\R(I)=R(I)+G
110 C(J)=C(J)+G\S(I)=S(I)+E\D(J)=D(J)+E\G(I,J)=G\NEXT\NEXT
120 M=M*A3\FORI=STOF\R(I)=R(I)*A0-M\C(I)=C(I)*A0-M\NEXT
130 I#1,"THE FREQUENCY TABLE IS:"\I#1
135 I#7F1
140 FORI=STOF\FORJ=STOF\I#1,F(I,J),\NEXT\I#1\NEXT
150 I#1\I#1\I#1\I#1,"THE MATRIX OF LOGARITHMS IS:"\I#1
155 I#7F4
160 FORI=STOF\FORJ=STOF\I#1,G(I,J),\NEXT\I#1\NEXT\I#1\
I#1
200 FORI=STOF\FORJ=STOF\G(I,J)=G(I,J)-R(I)-C(J)-M
210 T=A4/F(I,J)+A5*(D(J)+S(I))-2/F(I,J)+A6*(E0-D(J)-S(I)+1
/F(I,J))
220 Z(I,J)=G(I,J)/SQRT(T)\NEXT\NEXT
300 I#1,"THE MATRIX CORRECTED FOR ROW, COLUMN, AND TOTAL
MEANS IS:"\I#1
310 FORI=STOF\FORJ=STOF\I#1,G(I,J),\NEXT\I#1\NEXT
320 I#1\I#1\I#1\I#1,"THE Z MATRIX OF EFFECTS IS:"\I#1
325 I#7F3
330 FORI=STOF\FORJ=STOF\I#1,Z(I,J),\NEXT\I#1\NEXT
340 OPEN#2,"Z"+A#\WRITE#2,16
350 FORI=STOF\FORJ=STOF\WRITE#2,Z(I,J)\NEXT\NEXT

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THE INDEPENDENT SCHOOL'S HEADMASTER

A DESCRIPTIVE STUDY

by

John M. Nicklas

(ABSTRACT)

While a significant body of literature exists on the career development of public school administrators, there is little research currently available on their counterparts in independent schools. In order to establish a base of empirical information on these independent school headmasters, this research sought answers to the following general questions: (1) What are their backgrounds?, (2) What career paths have they followed?, and (3) What relationships exist with regard to their mobility, their backgrounds, and types of schools they currently lead? The schools were categorized into three types: Day schools ending at grade 12, day schools ending at other grades, and boarding schools.

In order to secure information relating to these research questions, a mail survey of all independent school headmasters belonging to the National Association of Independent Schools was conducted during the Fall of 1981. Questionnaires were distributed to the headmasters of the 780 member schools and a return rate of 76.3 percent was achieved. Three separate statistical analyses were conducted. Chi² and analysis of variance were employed to determine whether differences in background variables existed when headmasters were categorized by type of school. Goodman's Linear Log Effect Parameters were used to establish the career

paths.

From the data examined, profiles of the independent school heads, categorized by school type, were developed. A significant relationship was found to exist between some headmaster background variables and the type of school led. In addition, distinctly different career paths were identified for the three categories of independent school headmasters. Mobility was found to have a significant relationship to some headmaster background variables, but no significant relationship was found regarding mobility and the type of school led.

It is believed that the focus and results of this study will make a significant contribution to the aspiring independent school headmaster, to the selection committees screening applicants for the headmastership, and to the consultants who advise both the candidates and the schools.