Commentary: Managers Must Lead

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to foster a clearer understanding of the overall value of eclecticism. This, however, is not enough. Educational psychology must also develop specific methods of study which result in educationally relevant information that is not subject to risky generalizations. It would, however, be remiss to exclude mention of the fact that education as a whole must also take strides to conduct research which maintains adequate standards of internal validity. The artificial sterility of laboratory studies and the vague misinterpretations of field inquiries must be integrated in order to gain maximum benefits. The goal of educational research is to find meaningful information which has utility in furthering the development of teaching. The means must accommodate the goal.

It is hoped that this discussion has touched upon some of the advances in educational psychology as well as its areas of stagnation. Trends within the field are proving to be highly productive, but the issues which remain unresolved reflect the need for further growth and realignment of thought. If educational psychology is to become a well-grounded entity within the field of education, it must become its own source of knowledge. The benefits of psychology, in general, are innumerable, but to effectively deal with educational issues, educational psychology must stand alone.

References

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"As goes the superintendent, so goes the school." There is a good deal of truth in this adage; yet critics of the superintendency argue that teachers control the direction of education through their power position at the bargaining table, while others believe it's the board of education which effects school direction through its policy-making function. Still others are convinced that parents—taxpayers—control education by virtue of their ultimate power over the school board through the ballot box. True enough, perhaps on all three dimensions. Yet the fact remains that it is the superintendent of schools who must provide instructional leadership if teachers are to be effective in negotiations; it is the superintendent who must recommend policy for board of education adoption; and it is the superintendent who must be the principal interpreter of the schools to the paying public. Simply stated, the superintendent is a manager, and MANAGERS MUST LEAD.

The singular question then becomes one of how best to train a superintendent of schools to become an effective manager of education. I believe it is incumbent upon universities throughout Kansas and throughout America to teach potential school administrators the techniques of managerial leadership in education.

Where does it begin? First, with a solid philosophical and historical base. It is a poor educational executive indeed who does not understand the history and great philosophies of the operation he or she is required to manage. Secondly, the administrator trainee simply must possess a thorough knowledge of the everyday activities of experts coordinating the functions of a school system—facilities, law, personnel, finance, public relations, and human engineering. Thirdly, the educational manager is required by the very nature of his or her responsibility to be abundantly aware of the theoretical framework shrouding school administration and the techniques for initiating and managing change in education. Finally, experience is a requirement, experience in managing small tasks which leads to skill in managing large tasks, the education of America's greatest resource—its people.

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