Commentary: Managers Must Lead

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to foster a clearer understanding of the overall value of
ecl~ticism. 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.

Ilt 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.

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collection:

managers must lead

"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 taxing 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 doesn't 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 expertly 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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