

A STUDY OF THE HELPFULNESS OF THE GRADUATE PROGRAM OF  
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE BASED  
ON THE JUDGMENTS OF SCHOOL ADMINISTRATORS

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ON THE JUDGMENTS OF SCHOOL ADMINISTRATORS

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DEDICATION

This volume is dedicated to my wife, Inez,  
and daughters, Sondra Jo and Melva Lee

M. S.

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M. S.

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CHAPTER I  
INTRODUCTION

An increasing concern has been evidenced during the past decade among the graduate schools in colleges and universities in the improvement of programs for the preparation of educational administrators. Major emphasis has been directed toward making the pre-service and in-service education more functional as well as professional. Much study has been focused on the type and quality of education for beginning and experienced administrators rather than on credits or degrees. Many institutions have recognized the importance of the philosophy of the school, the outlook of the staff, the extent of democratic participation, the quality of guidance service, and the provisions for modifying and developing a functional curriculum. These institutions are recognizing a need for a broader and sounder bases for program development in educational leadership. Oliver C. Carmichael observes these trends as follows:

In practically every college, in most of the graduate schools and in many professional schools discontent with the program is the characteristic of these postwar years. A still more noteworthy fact is that the chief concern seems to be not to improve the technical aspects of their training, but rather to provide a broader base, a more thorough general education, a more vital social outlook and a better understanding of our highly complex society.<sup>1</sup>

Until recently, programs for educational administrators were generally based on courses that were offered largely because of tradition, or because of the advocacy of a single department or for other reasons not

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<sup>1</sup>Oliver C. Carmichael, "Major Strengths and Weaknesses in American Higher Education," Association of American Colleges Bulletin, XXXIX (May, 1953), 233-242.

readily discernible. Such practices do not necessarily invalidate the work that is done, but they do indicate the necessity for formulating a sounder basis for what is offered in programs for the preparation of educational administrators.

Recent claims have been made in educational literature concerning the contributions which might be made by practicing school administrators to the improvement of instruction in teacher training institutions. A belief is prevalent that the school administrator on the job is very likely to know many things about his own problems, needs, and abilities which if used as one bases for program improvement, would make his pre-preparation and in-service instruction a more vital and helpful experience. Many authorities contend that the educational administrator is in a position to know, perhaps better than anyone else, the problems he faces in carrying out his work and the degree to which the preparation program contributes to the realization of his purposes. His reactions, based on thoughtful consideration of his problems, to the experiences provided by the graduate school should be of great assistance to the evaluation of training programs. In 1949, G. C. McGrath writes as follows:

It is sad that we sample opinions of our recent graduates now teaching. Much value has been overlooked by not methodically encouraging, via anonymous questionnaires or other devices, our graduates in the field to share with us their problems, inadequacies, conflicts and maladjustments. While again these may not be regarded as "facts," such opinions often divulge factual weaknesses or our programs.<sup>2</sup>

E. C. Bokmeier identifies the preliminary steps in determining

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<sup>2</sup>G. C. McGrath, "The Facts in Teacher Education," The School Executive, LVIII (June, 1949), 25.

wherein the pre-service training of school administrators might be improved as follows:

It was presumed that because school administrators are the recipients of the training and are held most directly responsible for administrative practice they are best qualified to advise the training institutions on the needs for emphasis on certain features of the pre-service program.<sup>3</sup>

Based on these concerns and thinking among leaders in educational administration, the stimulation to make this study has arisen. The need to examine the possible contribution recent graduates in educational administration might make through exercising their best judgment in assessing the helpfulness of the program they had recently experienced is the major focal point of this investigation.

#### Statement of the Problem

The problem with which this study is concerned is: How helpful is the graduate program of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, in preparing school administrators to resolve the problems which they are experiencing in the school-community at work?

#### Purposes of the Study

The study has the following general purposes:

1. To identify the problems experienced by school administrators who have completed the program in educational administration at Oklahoma Agricultural and Mechanical College within the past three years.
2. To analyze the value given by school administrators to the overall training program and services of the Graduate

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<sup>3</sup>H. C. Bolmeier, "Superintendents Appraise Pre-Service Training," School Executive, LXXI (July, 1952), 42.

School of Oklahoma Agricultural and Mechanical College in terms of helpfulness in preparing school administrators to resolve their administrative problems.

3. To analyze the evaluation of the school administrators included in this study with respect to the helpfulness of specific areas in the educational program of the Graduate School which prepares school administrators.
4. To recommend program modifications based on this study that will better prepare school administrators to resolve their administrative problems.

In addition, the investigation proposes to accomplish the following secondary purposes:

1. To discover which general and specific administrative problems are experienced most by school administrators and for which areas their training is judged to be most helpful.
2. To ascertain whether or not the size of school or the nature of the administrative position affects the kinds of problems experienced or the judgments of helpfulness of the training program in preparing them to resolve their problems.
3. To discover what relationship exists between the judgments of the school administrators included in this study with respect to the helpfulness of the total training program in resolving administrative problems and the judgments of the helpfulness of specific areas of the training program.

### Need for the Study

The development of the complicated social and economic life of today has forced the realization among many educators that early educational programs are no longer adequate. Out of this realization has come the conviction that, if educational leadership in public schools is to function effectively, basic needs of school leaders must be studied and used as a basis for program development. In addition, personnel endowed with natural ability must be identified and attracted to the profession and equipped through their training with adequate tools and techniques needed to resolve the problems encountered by school administrators. Though the methods and means of securing leaders constitute a very controversial problem, there is almost universal agreement among educators with respect to the need for well trained administrators. For more than a century the American people have been developing institutions for the education of teachers. At the present time there are nearly eight hundred colleges and universities working at the task of providing professional education for teachers. As was pointed out earlier, from the writings of many of our leading educators, much concern is evidenced about the educational programs needed for the preparation of school administrators or prospective school administrators. At the same time an even greater concern is revealed as to how this training should be provided.

Although many institutions have worked toward the ideal program, there is little evidence that such a program has been realized. Many leading educators have suggested a master plan for the training of administrators, but, because of many unforeseen difficulties, these plans have never achieved the expected outcomes. The needs for which educational administrators must be trained still persist and new needs

are developing daily. When solutions for administrative problems have been discovered, additional problems growing out of the expanding task of education demand greater efforts, and the ideal training program seems to be always "just around the corner." With reference to this point, H. H. Powers describes the practical and ideal thus:

The practical and the ideal; between these two there is no reconciliation, save in the finished work which their common effort has wrought. In this world of ours, there is instant need that something should be done with crude men and imperfect conditions. Somebody must take men as they are, appeal to them with arguments that they can understand, organize them for purposes that they can grasp, and appreciate . . . . Endless compromise, patch work, and inconsistency enter into every working plan. There is much that defies the simple rules of right, much that will not bear the light, much that grates upon our sensibilities, in the workings of every party, every business, every church. There are no ideal organizations because there are no ideal people to organize. He who would be a doer of real things with real men must be a practical man; he must take men as they are.<sup>4</sup>

Failure to achieve an ideal program has not caused leading educators to despair but has inspired them to put forth even greater efforts. Many teacher training institutions are continually seeking more understanding of needs of educational administration and means of serving those needs. Oliver C. Carmichael recognizes the efforts being exerted as follows:

The most encouraging fact in the college and university world today is the unprecedented ferment and concern for improvement of their programs which is discernible in every section of the country and in every type of institution.<sup>5</sup>

John Lund, in a study made in 1941, describes the methods commonly

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<sup>4</sup>H. H. Powers, "A Florentine Revolver," Official Group Reports of the Bowling Green Conference, 1948, 29-30.

<sup>5</sup>Oliver C. Carmichael, "Major Strengths and Weaknesses in American Higher Education," Association of American Colleges Bulletin, XXXIX (May, 1953), 233-242.



employed in the training of school administrators and points out the needs for an understanding of the role played by them:

There are two methods which generally characterize the approach to the development of a philosophy of administration: (a) A job analysis of the work of the school administrator may be accepted as the basis of the program, or (b) A philosophy of administration is developed in relation to the whole philosophy of education in general. While the former method of approach may lead to a conception of administration that is too narrowly conceived as a profession in and of itself and apart from teaching, its use in combination with the second method of approach should minimize that possibility feared by so many students of the problem. The fundamental distinction between administration and teaching is largely one of function. The job analysis approach is necessary in order to identify these functions. There should be no "either, or" confusion here as appears in the thinking of many professional faculties as they consider these problems related to philosophy.<sup>6</sup>

The need for a knowledge of the actual problems experienced in real school situations was expressed by Kenneth E. Howe as follows:

College representatives should maintain close contacts with real communities. This helps check the tendency of faculty members to make educational decisions on the basis of abstract and unrealistic ideas as to what a teacher needs.<sup>7</sup>

Alice V. Keliker continues the discussion of the needs of the school administrator to be served by the training program by asking:

What kind of program of personal development should be planned for people who have been tapped on the shoulder and invited to prepare for leadership? . . .

Teachers colleges should critically review their methods of instruction to determine whether they are effective in developing initiative, individual judgment, and skill in interpersonal relationships.<sup>8</sup>

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<sup>6</sup>John Lund, "Education of School Administrators," United States Office of Education (Bulletin Number 6, 1941), 68.

<sup>7</sup>Kenneth E. Howe, "Teacher Education Curriculum Development," Official Group Reports of the Bowling Green Conference, 1948, 61.

<sup>8</sup>Alice V. Keliker, "Recruitment Selection and Guidance of Students Preparing for Leadership," Teachers College Record, LIV (January, 1952), 195.

Since instruction can be specifically improved only in terms of educational goals, such goals must first be determined. A primary responsibility of the teacher education institution is to understand the nature of the task and to see that the students are well taught. The final test of the effectiveness of teaching, therefore, is to be discovered in the ways in which practices implement the attainment of these goals and purposes. Cunningham lists several ways the administration of teacher training may function to improve instruction, one of which follows:

Enhancing the steady awareness on the part of faculty members of the problems and needs in the field, thereby helping the faculty develop field implications for campus instruction.<sup>9</sup>

Cunningham also established criteria for the evaluation of teacher training programs. He listed three ways of satisfying the criterion of faculty responsibilities as follows:

- (1) Using student and faculty opinionnaires to evaluate the methods, content, and effectiveness of the training.
- (2) Making a careful analysis of student-faculty opinion to find consistent patterns of weakness and strength.
- (3) Making a searching study of each course as it is taught--not as it is described--against the criteria of student needs.<sup>10</sup>

Cunningham, in discussing the testing of classroom teaching against field conditions and the question as to how other professional personnel or interested groups might serve to assist in the improvement of instruction, says:

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<sup>9</sup>H. C. Cunningham, "Improvement of Instruction in Colleges Preparing Teachers," Official Group Reports of the Bowling Green Conference, 1948, 68.  
<sup>10</sup>ibid., 69.

Assist in "product surveys," . . . . to learn how well the product (i.e., the graduate) has been prepared. This could orient follow-up efforts to improve the instructional program and aid in adjustments to local situations. This survey might take the form of a questionnaire to school administrators, teachers, graduates, and responsible community leaders; . . . .<sup>11</sup>

Other contributions have been added by many writers amplifying the needs of the training program and finding solutions for those needs.

Daniel R. Davies discussed at length the concerns of educational administration and needs which must be served through a job analysis.<sup>12</sup>

Oliver C. Carmichael, Theodore H. Cress, Ernest V. Hollis, Frederick Lilje, Henry Sigerist, and others have pointed out serious weaknesses in programs of graduate education. Educational periodicals have stressed particularly the preparation of school administrators to assume the role of leadership in our schools. In observing the criticisms of the graduate school, Glenn A. Reed makes the following observation:

To treat criticisms as a current uprising calling for temporary palliative measures ignores entirely the serious conflict underlying discontent with the graduate school. Most of the ameliorative modifications again being proposed overlook the fact that the most serious critics call for reconstruction of the graduate school rather than for amelior-ative change.<sup>13</sup>

The following statements growing directly out of a consideration of the administrative situation described by leading educators and from an understanding of the concerns of instructors who have the responsibility of training school administrators, express the needs for this study:

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<sup>11</sup>ibid., p. 72

<sup>12</sup>Daniel R. Davies, "Expanding Responsibilities of Educational Administration," Teachers College Record, III (October, 1951), 9-15.

<sup>13</sup>Glenn A. Reed, "Fifty Years of Conflict in the Graduate School," The Educational Record, XXIII (January, 1952), 22.

- (1) The growth of administrative responsibilities resulting from increased populations, sociological and economic changes, and a growing desire in America to improve educational opportunity has made it imperative that teacher training institutions constantly re-evaluate their programs of training for educational administrators. The fluidity of educational demands results from a dynamic culture which is ever-changing and growing in complexity. If educational administrators are to discharge the responsibilities assigned to them, they must have adequate training for the task. They can never receive adequate training from a static training program which is insensitive to the changes that are taking place and the consequent increasing complexity of the task of school administration.
- (2) Teacher training institutions can no longer afford to ignore the criticisms directed at them. They must either justify training programs which they are presenting, or determine what steps must be taken to develop better programs. In order to improve programs of training, or to justify them, it is first necessary to evaluate the existing programs in terms of their effectiveness to serve the needs of those receiving training. Weaknesses and strengths must be discovered in order that inadequacies may be eliminated and good points made better. An understanding of the problems is needed before an evaluation of existing programs can be made, before better programs can be devised, and before criticisms of training institutions can be satisfactorily answered.

- (3) Instructors in teacher training institutions must develop a sensitivity to the concerns and needs of school administrators in their school-community situations. Since many of the needs of educational administration may not be recognized by administrators, it becomes the task of instructors to identify unknown needs, so that identifiable problems and concerns of administrators may be served in the best possible manner. An awareness of the problems that educational administrators face should enable graduate instructors to so direct prospective administrators that these problems can be met with confidence and assurance. There is an ever-present need for this awareness on the part of all instructors.

#### Delimitations

This study is concerned with the training program for school administrators of the Graduate School of Oklahoma Agricultural and Mechanical College as it has been presented the past three years.

This study is concerned with the judgments of superintendents and principals now working in Oklahoma schools and who have completed the equivalent of the Master's degree or more at Oklahoma Agricultural and Mechanical College since 1950.

No attempt is made in this study to evaluate the effectiveness of leadership in Oklahoma schools or to identify the qualifications necessary for good leadership. It is recognized that this investigation deals with only one aspect of complete evaluation of the training program of the college and is, therefore, limited to the evaluations of school administrators only and makes no claim of identifying other values or contributions.

No attempt is made in this study to treat cause and effect relationships regarding the findings.

#### Basic Assumptions

This study assumes that a program of education for public school administrators, designed to promote and improve effective instruction, can be improved through a knowledge of the problems encountered by educational administrators in the school-community settings and their experienced judgments relative to the helpfulness of the training provided them.

Other assumptions which are considered basic are the following:

- (1) There is a direct relationship between the quality of educational leadership and the nature of educational opportunities provided children and youth.
- (2) The quality of leadership of school administrators is influenced by their preparation.
- (3) It is the responsibility of graduate schools to keep well informed as to the problems of school administrators and to assess how well the training program is preparing administrators to resolve those problems.
- (4) Preparatory and in-service programs must be continually evaluated and modified if they are to be maximally effective.

#### Sources of Data

The data for this study have been secured and compiled from the following sources:

- (1) Recent literature and related studies.

- (2) Resource persons who are specialists in the field of educational administration.
- (3) Resource persons who are acquainted with the problems of school administrators.
- (4) Reviews of current programs of the Graduate School of Oklahoma Agricultural and Mechanical College.
- (5) The Educational Directory of the State Department of Education.
- (6) Student records of the School of Education of Oklahoma Agricultural and Mechanical College.
- (7) Evaluations and experienced judgments of school administrators of Oklahoma.

#### Definition of Terms

The term administrator, as used in this study, refers to any individual who is serving as superintendent of schools or as principal of an elementary or secondary school in Oklahoma.

Superintendents, as defined in the study, includes superintendents, assistant superintendents, and county superintendents of public schools of Oklahoma.

Training program is used to mean the total of all academic, social, cultural, inspirational, and experimental activities provided for the training of school administrators or prospective school administrators by the School of Education in the Graduate School of Oklahoma Agricultural and Mechanical College. The total plan of procedure for preparing students to work as school administrators.

Program areas is used in this study to mean those aspects, topics, portions, or parts of the training program as defined in the syllabi of

each graduate course offered in the School of Education. The term is also used synonymously on the questionnaire as aspect of the training program.

Problem, as used in the study, refers to a task, a question proposed for solution, or anything that is required to be done. It does not necessarily refer to a situation that causes undue concern.

#### Review of Related Research

The literature in periodicals, studies, and dissertations concerned with the helpfulness of graduate school training in resolving administrative problems reflects various points of view without offering satisfactory solutions to the real problems that are apparent to those working in educational administration. The attention and efforts of the writers in this field have been directed toward particular aspects of the problem, but few of them refer to the field of educational administration in general.

In 1943 E. R. Sifert<sup>14</sup> reported an investigation carried on with a group of principals, carefully selected on the basis of experience, to analyze the sources of information and of learning utilized by high school principals in carrying out the detailed tasks they are called upon to perform. In his study Sifert submitted a composite list of sixty-six administrative and forty supervisory activities to principals of high schools, and asked, "Just where and from whom did you learn how to do each of these activities?" Only one of the sixty-six administrative activities, "the carrying on of research problems," was identified by as many as fifty per cent of the 193 respondents as having been first encountered as a part of their university training. The 193 principals reported they had learned

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<sup>14</sup>E. R. Sifert, "Where High-School Principals Learned to be Principals," Clearing House, XVII (April, 1943), 464.



56 of the 66 administrative activities listed from the superintendent of schools in their own school system. Among Siefert's conclusions are the following: (1) Learning to perform some specific task of a principalship does not constitute the main consideration in university training for principals, and (2) principals feel that many of these functions may best be learned on the job.

In 1951, by means of a questionnaire from 251 high school principals in 46 states, C. Earle Koshall<sup>15</sup> obtained information regarding the frequency with which they used 13 different techniques in their own in-service education and of which they gave their opinions of their relative value. He found that principals listed "Organizing or participating in educational workshops," of great importance to them, but indicated that they experienced this activity relatively few times. He also found that "Organizing and directing work of curriculum committees" was ranked very high in importance but again was experienced very infrequently. Koshall's study seems significant in that it indicates the important areas of educational training as judged by the principals in actual practice.

A study reported by E. C. Bolmsler<sup>16</sup> was conducted to determine wherein the pre-service training of school administrators might be improved. Check sheets were sent to 172 school superintendents in North Carolina with the request that they indicate whether the pre-service emphasis was too high, correct, or too low for certain areas of study usually taught by educational departments. One hundred of the 172 check-sheets were returned with the information requested. For only one of the

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<sup>15</sup>C. Earle Koshall, "In-Service Education of Principals," Clearing House, LKV (January, 1951), 274.

<sup>16</sup>E. C. Bolmsler, "Superintendents Appraise Pre-Service Training," The School Executive, LXXI (July, 1952), 42-45.

items on the check-sheet, "extra-curricular activities," were there as many superintendents who believed the teaching emphasis is "too high" as there were who believed the emphasis is "too low." General areas of pre-service training which the majority of superintendents regarded as needing more emphasis are as follows: (1) school law; (2) business and financial management; (3) in-service education; (4) adult education; (5) pupil relations; (6) school-public relations; and (7) recruitment and selection of teachers. Bolmeier found that superintendents regarded the following areas as needing less emphasis: (1) extra-curricular activities; (2) grade organizations; (3) administering standardized tests; (4) supervision; and (5) curriculum planning and administration.

Results of the study led Bolmeier to make three general conclusions: (1) Even though the training institutions may not be in a position to stretch the training period or to increase the total course requirements for prospective school superintendents, they could and should adjust emphasis on the various areas of study in accordance with practical needs; (2) All too often superintendents are compelled to "learn from bitter experience" how to deal with perplexing problems of educational administration. More attention should be given in the pre-service training to desirable tested procedures for dealing with the actual problems which will probably appear in the experiences of superintendents; (3) There is too big a gap between theory and practice. A fusion of pre-service and in-service experiences is desirable whereby students have the opportunity of working with actual administrative problems while still under the guidance of the training institution.

In 1944, George D. Strayer<sup>17</sup> directed a survey of the schools of

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<sup>17</sup>George D. Strayer, "The Education of the Superintendent of Schools," Teachers College Record, XLVI (December, 1944), 169-176.

Boston with the purpose of analyzing the problems of superintendents. Strayer employed a "juror technique" in which he called in educational specialists and secured their judgments on vital problems. Among these jurors were professional instructors in colleges and universities, successful practitioners in administration of public schools, and representatives of state offices of education and county superintendents. In planning their procedure they were governed by the following.

In seeking to envision the program of education for the preparation of school executives one cannot do better than to attempt to analyze the major problems confronting the superintendent of schools in the modern American community.

Among the important training areas which Strayer's study indicated should be included in the administrator's training in Boston were:

- (1) Legal aspects of education
- (2) Business and financial management
- (3) School-public relations
- (4) School community surveys
- (5) Personnel administration
- (6) Democratic leadership and group dynamics
- (7) Evaluation
- (8) Curriculum development and supervision
- (9) Methods of research

In his final analysis, Strayer concluded: "The education of a superintendent of schools will not have been accomplished if he is unable to meet successfully the major problems which confront him in his everyday work."

In 1953, Hollis A. Moore, Jr.,<sup>15</sup> reported on an extensive research study on the in-service education of school superintendents sponsored by the Southwestern Cooperative Program in Educational Administration at the University of Texas. This study was conducted by securing information

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<sup>15</sup>Hollis A. Moore, Jr., "Blind Spots in In-Service Education for Administrators," The Nations Schools, LI (April, 1953) 43-46.

by means of a questionnaire from 330 superintendents of schools relative to the problems of school superintendents and the felt needs of superintendents for educational training. From the judgments of the 330 superintendents participating in the study, indications were that the most urgent problems are those that involve long-range program planning and vision beyond the day-to-day operational aspects of the school. The problems listed as most prevalent could be classified in two general areas: school-public relations, and instructional leadership. The superintendents were in complete agreement with respect to problems of personnel relations and faculty morale as existing problems, but generally they were thought not to have the urgency posed by problems relating to the community and to instruction. Respondents considered problems such as business management, school construction, maintenance, and communications with school board and staff to be in the category of those "already largely solved." In light of the responses of superintendents, Moore made the following conclusion: ". . . existing in-service media have simply not come to grips effectively with school-community issues; the media are not offering the help needed to solve the "community" problems that the superintendent faces."

In 1950, Frank M. Hagarty<sup>19</sup> made an investigation into the amount of time the superintendents of schools in Missouri were spending on various activities relating to their work and to obtain their opinions as to whether or not they should be performing certain activities. By means of the information blank technique returns were received from 276

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<sup>19</sup>Frank M. Hagarty, Activities and Opinions of Superintendents of Schools in Missouri, Unpublished Dissertation, University of Missouri, 1950, pp. 116-117

superintendents and analysis of those returns composed the basis for his conclusions which follow:

1. Courses in school law, public speaking, and public relations designed to meet the everyday needs of superintendents should be made available, and superintendents training for the job should be encouraged to make use of such courses.

2. School finance might well be offered in two courses. One section should cover actual practice in Missouri and an advanced course should cover principles and theory of school finance.

3. It is suggested that an experimental program of one full year of internship be made available to young men planning to enter the profession of school superintendency.

4. A planned program of in-service training designed to strengthen weakness in the individual and fill in gaps in training is recommended for all superintendents.

B. J. Chandler,<sup>20</sup> working in co-operation with the Southwestern Co-operative Program in Educational Administration and the University of Texas, conducted an experiment planned to meet criticisms of current preparation programs for educational administrators. The criticisms with which he was concerned were: (1) College preparation of school administration is generally too compartmentalized and fragmentary, and (2) Too seldom is there an opportunity for the student to get an understanding of the inter-relationship of the several fields of study which make up the well rounded preparation of a school administrator. The problem was attacked experimentally at the University of Texas by establishing a "block of time" offering for administrators-to-be. This arrangement requires the full time of the student for a complete semester or a twelve-week summer session. An attempt is made to provide a core of professional knowledge, experience, skills, and techniques that will constitute

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<sup>20</sup>B. J. Chandler, "Improving the Preparation of School Administration," The Nations Schools, I (November, 1952), 63.

the foundation upon which further specialized study of school administration can be based. Conclusions with respect to the purposes for which the experiment was developed cannot be made at this time since the experiment is only partially completed.

Alfred Schwartz,<sup>21</sup> in 1949, designed a diary study to determine the nature of the duties and responsibilities of administrators. In implementing this technique, 15 principals and 14 superintendents kept diaries that totaled one hundred days. Schwartz found the activities consuming the greatest amount of the administrators' time were as follows:

(1) student activities, (2) professional advancement, (3) routine management of the school system, (4) personnel problems, (5) community and public relations; (6) curriculum development, (7) business and financial management, and (8) building operations. Schwartz made four basic conclusions in light of the results of the diary analysis:

(1) It appears that principals and superintendents do engage in the same type of activities, but because of the nature of their positions there will be varying degrees of emphasis and interest in all their activities. Principals are more concerned with the problems that bear directly on their schools while the superintendents are concerned with the broader aspects of the problems.

(2) Principals were primarily concerned with what can be called direct community and public relations. Superintendents appear to use their time building favorable public reaction to the schools through participation in activities that are not as directly related to the schools.

(3) The areas of curriculum, operational organization, and personnel present almost similar patterns for the principal and superintendent.

(4) Superintendents appear to have a great deal more responsibility for business and financial management than do principals.

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<sup>21</sup>Alfred Schwartz, The Preparation of Educational Administration, Unpublished Dissertation, University of Chicago, 1949.

R. R. Russell,<sup>22</sup> in an unfinished study dealing with the problem of demands made on the school superintendent, proposes to establish criteria based upon authoritative judgment by which the school superintendent may judge the validity of the demands made upon his energy. Secondary purposes are to identify both neglected and over-emphasized areas in the job of superintendent of schools as practiced in North Central Association schools of Oklahoma and to determine proper emphasis on the duties of school superintendents in order to improve school administration.

Russell used a "juror technique" to establish the criteria for his study and made a comparative study by sending questionnaires to all superintendents of North Central Association schools of Oklahoma. His jury consisted of 80 leading professors of school administration and other educational leaders throughout the United States. Although Russell's study is not complete and final conclusions cannot be made at this time, early developments indicate that Oklahoma school superintendents know what their job is and where they should place the proper emphasis in the various functions of the task. However, the study indicates a decidedly negative correlation between what the school superintendent should be doing and what he is actually doing.

In 1949, Harold P. Adams<sup>23</sup> obtained information by means of a questionnaire from superintendents of schools in the State of Kentucky

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<sup>22</sup>R. R. Russell, Analysis of the Demands on the Time and Energy of Oklahoma School Superintendents, Unfinished Dissertation, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1953.

<sup>23</sup>Harold P. Adams, "An Approach to the Development of a Program of In-Service Education for Public School Superintendents in Kentucky," Bulletin Number 2, Bureau of School Service, College of Education, University of Kentucky, December, 1949.

regarding the problems encountered by school superintendents for which assistance was desired and with the particular types of service which the superintendents felt were most helpful in dealing with their administrative problems. Adams found that the most pressing problems of the superintendents included in the investigation were in the area of administrative leadership. Specific need was found to exist for help on the problems of community relationships. Adams made three general conclusions as a result of his investigation which follow:

- (1) Superintendents of Kentucky recognize the vital problems facing them;
- (2) These same problems are of major concern to school administrators throughout the nation;
- (3) A majority of superintendents of schools in Kentucky are willing to express their need for assistance in administering their school systems.

A summary of the related research reveals relatively few studies have been made to identify the problems of school administrators and no theses were found that attempted to evaluate preparation programs in terms of their helpfulness to administrators in resolving their administrative problems. Some generalizations can be made which seem to grow out of the investigation of these remotely related studies:

- (1) Much concern has been evident relating to problems which school administrators should consider important.
- (2) The majority of school administrators believe their preparation could be improved by a greater concern for problems of school administration and means of resolving those problems.



- (3) School administrators believe that their in-service training is vital to continued growth and for the improvement of administrative practices.
- (4) The specific aspects of the preparation program considered most important by professional educators and the problems for which administrators feel greatest need for help are not always the same.
- (5) Both professional educators and school administrators are agreed that weaknesses exist in preparation programs but are not always in accord on the techniques and procedures for eliminating those weaknesses.

#### Organization of the Study

Chapter I presents a discussion of the concepts which have led to this study, statement of the problem, review of related research, the purposes of the study, the recognized needs for the study, the delimitations governing the study, basic assumptions, sources of data, and definition of terms.

Chapter II describes the development of the questionnaire. Additional information is given relating to the method used, the reasons for using the method, the strengths and weaknesses of the method, the selection of respondents to the questionnaire, and the securing and tabulation of data.

Chapter III describes the evolution of training programs for school administrators. This chapter describes influences which may have contributed in part to the origin and development of training programs with implications for future developments. It also attempts to establish the

relationship between the training program of Oklahoma Agricultural and Mechanical College and other programs.

Chapter IV offers an analysis of the data concerned with problems and training relative to the five general areas of educational administration and the judgments of respondents regarding the helpfulness of the training program in resolving problems encountered by school administrators.

Chapter V is devoted to a general summary of findings, implications, and conclusions of the study, and recommendations and suggestions which might be of value in planning programs of training for school administrators.

## CHAPTER II

### METHODS USED IN THE INVESTIGATION

The purpose of this study is to identify the problems of school administrators and to secure their judgments relative to the helpfulness of the training program and services of the Graduate School of Oklahoma Agricultural and Mechanical College in preparing administrators to resolve those problems.

The survey method was selected as the most appropriate procedure for carrying out this study since it is a recognized means of conducting research directed toward identifying prevailing conditions.

#### Developing the Interview Questionnaire

The interview questionnaire was selected as the most suitable means. The choice was made primarily on the basis of accuracy in responding to the questions, better interpretation, better rapport with respondents through face-to-face relationships, and other considerations. It was readily recognized that such a technique was more difficult to administer as well as less economical but these considerations were deemed less important than those identified above. The first step in constructing the instrument resulted in a listing of sixty-four problems from the literature representing five general areas of administration under which more specific aspects were grouped as follows:

- (1) Business and financial management—dealing with problems of finance; business practices; school law; office management; administration of the physical plant; construction of new buildings; and providing special services.

- (2) Pupil relations—dealing with problems of guidance; providing for pupil interests and needs; interscholastic and intermarials; student participation in government; student publications; and student clubs and class organizations;
- (3) Personnel administration—dealing with problems of teacher morale; teacher security and welfare; employment, dismissal, and promotion practices; teacher tenure and retirement; supervision of teaching and non-teaching personnel; in-service growth and development of staff; professional growth and professional ethics; democratic participation for problem solving; evaluation of teacher efficiency; and board of education relations with personnel;
- (4) School-public relations—dealing with problems of developing understanding and concern for school problems and needs; establishing good working relations with other organizations and agencies; concern for community problems and needs; delivering speeches; utilizing the public in curriculum development and policy making; reporting to public; and developing co-operative working relationships with all interests of the community;
- (5) Improving instruction—dealing with problems of curriculum improvement; identifying educational aims and objectives; providing opportunities for educational advancement through research; developing a philosophy of education; identifying instructional needs; improving methods of teaching and evaluation; developing sound concepts of testing and interpreting findings; providing opportunities for experimentation in new

methods; and selecting the best materials and aids for instruction in the different subject matter areas.

It was recognized that problems might exist other than those listed; therefore, spaces were provided under each general area for respondents to write in additional problems.

Part II of the questionnaire was concerned with presenting the specific aspects or topical content of formal courses taken by respondents for the purpose of securing judgments relating to the helpfulness of each specific aspect in preparing administrators for the administrative experiences.

A list was made of all graduate courses taken by each respondent, and each course was further divided into topics according to syllabi or course outlines secured from instructors. After the elimination of duplications and overlapping aspects, the completed questionnaire contained 122 topics. The arrangement of these items took no particular form and no attempt was made to identify a specific area or a particular course. It was believed that respondents would render fairer judgments by concentrating on the question and by eliminating thoughts of individual instructors or particular courses.

Space was provided, as in Part I, to record whether or not the respondents had experienced these aspects in their training at Oklahoma Agricultural and Mechanical College, and to secure their judgments with respect to the helpfulness of each phase in resolving their administrative problems.

A weakness of the study which results from an inability to ascertain the degree of consistency with which instructors followed the course syllabi in conducting classes should be recognized. No known method was

discovered to determine how closely they followed the syllabi since the courses in some instances were taught three years prior to the study.

Part III of the questionnaire was designed to secure judgments of respondents of the relative helpfulness of three kinds of services of the college as follows:

- (1) Pre-service training--training received in school administration prior to working as a school administrator.
- (2) In-service training--training received in school administration after working as a school administrator.
- (3) Extra-services--services of assistance, not for credit, to administrators such as consultants' services, workshops, speakers, audio-visual materials, etc.

Upon completion of the preliminary draft, the questionnaire was administered to a panel of school administrators who checked it item-by-item. Their suggestions were recorded, and additions, deletions, and revisions deemed appropriate were made. At this stage the tentative questionnaire was printed, and a jury of ten practicing school administrators were asked to respond to it for the purposes of (1) identifying strengths and weaknesses of the instrument, (2) to check time required to respond, (3) to study the procedure for administering the questionnaire, and (4) to check clarity and communication. All questions where a consensus could not be reached were re-designed until all jurors agreed on their meaning. A copy of the questionnaire used and the list of directions given to respondents are included in Appendix B of this report.

#### Selection of Respondents

In order that the study might reflect the real problems now existing in public schools and that the judgments of helpfulness of the

training program of Oklahoma Agricultural and Mechanical College be maximally effective, in the selection of respondents for the study two essential criteria were established, namely: (1) That respondents have both extensive and recent experience with the training program as it is now presented, and (2) that they be practicing educational administrators in actual contact with the real problems. It was considered advisable, therefore, that respondents must have had opportunities to experience problems of educational administration within the past three years and that they must have completed thirty-two hours or more of graduate work (the equivalent of the Master's degree) within the past three years to possess a reasonable understanding of the training program. The total training program of the Graduate School of Oklahoma Agricultural and Mechanical College consists of three years of training terminating in the doctoral degree, and in order that a respondent might have an opportunity to participate in the total training program, it was necessary to establish three years as the maximum time for consideration in this study. The period of 1950 to 1953 was established as the time in which respondents must have completed the number of hours of work specified above. Oklahoma law requires that school administrators have a minimum of a Master's degree, or approximately one-third of the total training program, and it seemed advisable that all respondents must have completed at least the minimum requirements necessary to qualify as a school administrator.

By examining the Oklahoma Educational Directory, the records of the School of Education, and the records of the Graduate School of Oklahoma Agricultural and Mechanical College, 89 school administrators, comprising all superintendents and principals of Oklahoma public schools who met the desired requirements, were selected and requested in writing to co-operate in the study. The requirements by which administrators were selected

are as follows:

- (1) Service as an administrator (principal or superintendent) in an Oklahoma public school during the year of 1952-53.
- (2) Completion of thirty-two hours or more in formal course work at Oklahoma Agricultural and Mechanical College, Graduate School, School of Education, during the period of 1950 to 1953.

Upon identification of the administrators who met the requirements set up for this study, a study of records of formal courses they had taken was made and a list was compiled which included forty-six courses. The syllabi of all courses on this list were secured from instructors teaching these courses and the program areas were identified as mentioned previously in this chapter. The administrators included in the study had taken an average of forty-one semester hours of credit per person in the Graduate School.

Table I shows the number of years principals and superintendents had served in administrative positions prior to the study.

TABLE I  
NUMBER OF YEARS OF ADMINISTRATIVE EXPERIENCE REPORTED BY  
FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS

YEARS OF EXPERIENCE	Principals	Superintendents
1 to 5	8	7
6 to 10	10	9
11 to 15	10	10
16 to 20	7	8
21 to 25	5	4
26 to 30	1	2



The respondents in the study represented each of the geographical districts of Oklahoma as defined by the Oklahoma Education Association. Table II shows the number of principals and superintendents included in the study and the geographical district represented.

TABLE II  
NUMBER OF PRINCIPALS AND SUPERINTENDENTS LIVING IN EACH OF  
THE EIGHT GEOGRAPHICAL DISTRICTS OF OKLAHOMA

DISTRICT OF STATE	Principals	Superintendents
Central	10	11
East Central	3	2
Northern	5	2
Northeastern	11	8
Northwestern	2	3
Panhandle	2	2
Southeastern	5	5
Southwestern	3	7

It should be noted that each area of the state of Oklahoma was represented by both principals and superintendents. It may also be noted that a larger number of respondents was represented by the central district than by any of the other seven districts. This was to be expected, however, since Oklahoma Agricultural and Mechanical College is located in the central district and would naturally draw heavily upon students of that district.

A total of eighty-nine administrators met the experience and course

completion requirements established for the study. Eighty-six of the administrators included in the list indicating willingness to co-operate were interviewed and responses were secured from eighty-four. One questionnaire was unusable because of inadequate information concerning the position of the respondent. Three of the selected administrators could not be contacted because they had left the state, and two respondents were disqualified because of their expressed biases. Finally, eighty-one usable responses were secured which represented ninety-one per cent of all principals and superintendents of the State of Oklahoma who met the training and experience requirements established for the study.

In addition to checking the formal courses taken by the respondents in the study, evidence was secured regarding the quality of work done in these courses in the Graduate School. Average grade points ranged from 3.0 to 3.9 with a mean score of 3.53 and a median score of 3.52. Again it should be pointed out that grades cannot be demonstrated as highly accurate measurements in establishing ability of students, but they are considered as having value in terms of implications.

The principals included in the study had served in their present positions for an average of 6.4 years and superintendents included in the study had served in their present positions for an average of 7.2 years. No attempt was made to determine the relationship between the time spent in the present positions of school administrators included in this study and other school administrators of the State of Oklahoma or the United States.

### Refinement of the Instrument

It is readily recognized that there are weaknesses in the questionnaire method even when administered by interview. Limitations affecting the collection of the data were those usually associated with the use of the survey method. Results were possibly affected by the length of the questionnaire and the difficulties of isolating specific administrative problems and of discriminating between the prescribed measures for determining value judgments. Every precaution was taken to assure judgments which were truly representative of the helpfulness of items in question and not reflections of opinions formed of a personal nature.

The interview was used for the purpose of expelling any doubts on the part of respondents as to the purposes of the study, meaning of statements, and uses to be made of the questionnaire. In addition, it was believed that more accurate as well as a higher percentage of responses would be secured through face-to-face relationships.

The problems included in the questionnaire were compiled into a composite list taken from many studies, interviews, and questionnaires which identified problems of educational administration. The total listing included the results of studies made to identify administrative problems in various types of administrative positions in situations throughout the different geographical areas of the United States. Resource people were used freely in developing the questionnaire on the assumption that their contributions would make the instrument more functional. In the trial run the jury of ten administrators contributed much to the refinement of the instrument and there was general agreement that the questionnaire served the purposes for which it was designed.

A part of the questionnaire was designed to collect evidence

regarding the areas of the training program the respondents had experienced while attending Oklahoma Agricultural and Mechanical College. An effort was made to establish the relationship between program areas identified by the respondents and what was actually experienced in the training program. A selection of five of the respondents was made by drawing five names from a container in which the names of all respondents had been placed. The syllabi of courses taken by these five respondents were examined. Table III shows the number and percentage of responses made by the five respondents which could be associated directly or by implication with the syllabi of formal courses taken in the Graduate School.

TABLE III

NUMBER AND PERCENTAGE OF 610 RESPONSES RENDERED  
BY FIVE RESPONDENTS AND WHICH CAN BE RELATED  
TO SYLLABI OF COURSES TAKEN

	Number	Per Cent
Responses rendered on items which can be verified directly by syllabi of courses taken . . . . .	466	76.4
Responses rendered on items which can be verified by implication of the nature of the items and the generally accepted purposes of courses but not included in syllabi . . . . .	59	9.7
Total responses rendered on items which can be verified directly or by implication . . . . .	525	86.1
Responses rendered on items which cannot be verified directly by syllabi of courses taken . . . . .	144	23.6
Responses rendered on items which cannot be verified directly or by implication by syllabi of courses taken . .	85	13.9

Table III shows that 76.4 per cent of the 610 responses rendered by the five respondents could be verified directly by syllabi of courses taken and that 86.1 per cent could be verified directly or by implication of the nature of the items and the generally accepted purposes of courses but not included in the syllabi. It is also noted that only 13.9 per cent of the responses rendered could not be verified directly or by implication by syllabi of courses taken. These data indicate that a close relationship exist between the program areas identified by the respondents and what was actually experienced in the training program.

#### Collection of Data

Appointments were made and interviews arranged with each of eighty-six of the eighty-nine administrators selected for the study. The purposes and nature of the interview were explained and assurances were given concerning the uses to be made of information obtained. The interview afforded an opportunity to give information, answer questions, and to develop co-operative attitudes on the part of respondents.

After establishing satisfactory rapport with respondents, Part I of the questionnaire was presented, with attention called to the following:

- (1) Purposes of Part I of the questionnaire.
- (2) How the section was developed.
- (3) The arrangement of questions under general areas of classification.
- (4) Information desired about each question.

(5) Significance of each type of response to be given.

(6) Answers to any questions of respondents.

(7) Sample of question and a topical response.

Upon completion of Part I of the questionnaire, directions were given for Part II. Directions for Part II were similar to those for Part I but pointed up the differences in information desired and the thinking necessary to reply to questions asked.

Upon completion of Part II, directions were given for Part III. As in the preceding parts, the information needed and the nature of the questions were pointed out.

The final step consisted of securing information relative to the number of teachers under the administrator's supervision, the nature of his position (principal or superintendent), the number of students under his supervision, the number of years he had served as a school administrator, and the number of years he had served in his present position.

The questionnaire required from 45 to 60 minutes to complete, and most questions asked by respondents concerning items on the instrument could be answered by calling attention to the nature and purposes of the item.

Eighty-one responses, representing 91 per cent of the 89 administrators of the state who qualified for the study, were usable and included in the data. The group of respondents was made up of 41 principals and 40 superintendents. Table IV shows the distribution and percentage of replies made to the questionnaire by superintendents and principals, grouped by the number of teachers under their supervision during the year

of 1952-53. For purposes of proper analysis, the size of the school and the nature of the position were considered as important factors. The number of teachers is used here to denote the size of the school, since in Oklahoma the number of teachers is determined by the number of students in average daily attendance.

TABLE IV

DISTRIBUTION OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS WHO RESPONDED TO THE QUESTIONNAIRE ACCORDING TO THE NUMBER OF TEACHERS IN THE SCHOOL, 1952-1953

NUMBER OF TEACHERS EMPLOYED	PRINCIPALS			SUPERINTENDENTS			TOTALS		
	Number In State	Number Replying	Per Cent Replying	Number In State	Number Replying	Per Cent Replying	Number In State	Number Replying	Per Cent Replying
1-9	14	14	100	12	11	91.7	26	25	96.1
10-19	17	15	88.2	13	16	88.9	35	31	88.6
20-29	9	7	76.7	6	6	100	15	13	86.7
30-up	6	5	83.3	7	7	100	13	12	92.3
Total	46	41	89.1	43	40	93.0	89	81	91.0

The schools represented by the respondents were located in fifty-two of the state's seventy-seven counties and represented all geographic and socio-economic divisions of the state. It was felt that a larger number of respondents, particularly in certain sizes of schools, might have added to the study; but in view of the length of time the college has been offering advanced degrees, the difficulty of securing judgments from people outside the state, and the criterion of recency of training and experience in the field, it was felt that the returns included a representative sampling of schools and administrators qualified to render valuable

judgments. In order to increase the number of respondents any appreciable amount, it would have been necessary to lower the standards established for the study, thereby weakening the entire study.

#### Tabulation of Data

Tabular presentations and certain statistical techniques were employed to summarize the data of this investigation. The percentages contained in the tables were computed to the nearest tenth. Index numbers were assigned to each of the three values to be judged on each item. These values were assigned in order to expedite and simplify the process of analysis. A value of one was assigned to each rating of "little or no help," a value of two for a rating of "some or average help," and a value of three for a rating of "very helpful." Average index scores were computed to the nearest tenth. With a score of one being the absolute minimum and a score of three as the absolute maximum, it was necessary to establish the limitations within which average ratings would contain each of the three ratings requested. The limitations for each rating were established by arbitrary methods to be: "little or no help," from 1.0 to 1.7; "some or average help," from 1.8 to 2.3; and "very helpful," from 2.4 to 3.0. Responses concerning the administrative problems were tabulated separately for principals and superintendents according to the four sizes of schools as determined by the number of teachers employed in each school. Separate tabulations were made for each of the above mentioned classifications in each of five general areas of administrative problems: Business and Financial Management, Pupil Relations, Personnel Administration, School-Public Relations, and Improvement of Instruction. Originally, these data were tabulated separately to ascertain if differences existed in the judgments of administrators



in positions of differing size and nature. The data were then consolidated to show the judgments of the total of all principals and of all superintendents. Major emphasis was placed on average indexes for purposes of analysis of values assigned by respondents and with percentages used to identify problems of administrators of the various classifications.

Further treatment of the methods and procedures used in tabulating data are made in chapters that follow. From the data tables included in Appendix A, data which are pertinent to specific aspects of the analysis are tabulated in the manner believed to serve the purpose of clarity.

#### Summary

The purposes of this chapter have been to describe the development of the questionnaire, the steps taken to assure a reasonable degree of validity and reliability to the study, the selection of respondents, the collection of data, and the tabulation of data. The purpose of the following chapters is to present the data concerned with the primary purposes of the problem.

## CHAPTER III

### EVOLUTION OF TRAINING PROGRAMS FOR SCHOOL ADMINISTRATORS

A clear understanding of the evolution of educational administration and the development of training programs in schools of education in America requires a description of the forces in the culture which made an impact on the development of educational administration and the developmental processes involved. The administrative duties once carried out by trustees or boards of education are now the responsibility of school administrators while additional functions, which were not originally those of the public school, have been added. Many theories of education have been empirically tested and either accepted or rejected, thus widening the scope of education in general and at the same time intensifying the task of the educational administrator. Technological advancements combined with the mores of society have served to complicate the function of the school in our society, and with every new demand, the task of the educational leader has become more complicated.

#### Origin and Development of Educational Administration

The position of superintendent of schools is about one hundred years old, and the purposes for which it was created are far different than those generally accepted now. In summarizing his doctoral research on the origin and development of the power and duties of the city superintendent, Thomas M. Gilland wrote:

The position of superintendent of schools in American cities is less than one hundred years old. When the position was created, it gave little promise of developing into an office of significance. The early superintendents were head teachers employed in most cases to assume responsibility for

some of the instructional problems and phases of the school system. Board of education were reluctant to assign major responsibilities to the new office. The public schools had been operated by means of lay management for almost two hundred years. As the cities grew in size and the amount of funds expended increased, the tasks of school administration became increasingly technical. Through careful, consistent, and continuous study of the problems connected with the administration of city schools the superintendents demonstrated their ability to cope successfully with the changing conditions which were arising. The successful management of the responsibilities entrusted to them gave the boards of education increased confidence in the ability and judgment of the superintendents and led to the gradual assignment of more and greater responsibilities to these officers. Today in most American cities of more than 100,000 population the superintendents of schools are the executive officers of the school systems. The superintendents have become the responsible leaders of city schools in all phases of public administration.<sup>1</sup>

It must be pointed out that the school superintendency has experienced rapid growth and assumed broad functions in thousands of small cities, towns, and urban communities, resulting in an erroneous conception that the position of superintendent of schools originated and developed rather exclusively in the large cities. Following this train of thought, S. M. Boucher describes the office of the city superintendent of schools in Missouri:

The office of the city superintendent of schools is of comparatively recent origin in the small city systems. Expansion of the educational system makes the office necessary and increased efficiency has justified the position. The duties of the office have not been clearly defined because of its recent origin and because the superintendent has taken over part of the duties of the board of education on the one hand and the principal of the school on the other, as these duties were exercised before the office of superintendent was created.

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<sup>1</sup>Thomas M. Gilland, The Origin and Development of the Power and Duties of the City Superintendent, Unpublished Dissertation, University of Chicago, 1935, p. 277.

The duties are large in any school system and increase in variety and number inversely with the size of the system.<sup>2</sup>

Many descriptions have been given of the changes in responsibilities, problems, and functions of the superintendent of schools. Educational leaders have made and are advocating constant revisions in procedures and practices of educational administration. Harold P. Adams made the following observations in his study sponsored by the State of Kentucky and the University of Kentucky:

Popularly conceived, the primary function of the superintendent of schools was to operate his organization as smoothly and economically as possible. No major problems arose as long as the schools were operated in such a way that social framework of custom and tradition was maintained and promoted. But times have changed; we are living in a different world. The school administrator has felt the impact of that change.<sup>3</sup>

Characterizing the transition from a simple to a complex organization and complicated form of operation and explaining the need of a system of administration which is uniquely American, Woodrow Wilson wrote:

The science of administration is the latest fruit of that study of the science of politics which was begun some twenty-two hundred years ago. It is a birth of our own country, almost of our own generation . . . .

It has been developed by French and German professors, and is consequently in all parts adapted to the needs of a compact state, and made to fit highly centralized forms of government; whereas, to answer our purposes it must be adapted, not at a simple and compact, but a complex and multi-form state, and made to fit highly decentralized forms of government. If we would employ it, we must Americanize it, and that not formally, in language merely, but radically,

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<sup>2</sup>S. M. Boucher, The Functions of the City Superintendent of Schools in Missouri, Unpublished Dissertation, University of Missouri, 1925, p. 1.

<sup>3</sup>Harold P. Adams, "An Approach to the Development of a Program of In-Service Education for Public School Superintendents in Kentucky," Bulletin Number 2 (December, 1949), College of Education, University of Kentucky, p. 7.

in thought, principle, and aim as well. It must learn our constitution by heart; must get the bureaucratic fever out of its veins; must inhale free American air.<sup>4</sup>

Although the position of superintendent of schools originated in the larger cities, this does not imply that the tasks of the superintendent are greatly different from those of the superintendent of schools in smaller communities. The education of children assumes equal importance in large and small communities. The purposes, aims, objectives, and even the functions of administration exist in any and all school communities. This does not mean that the manner of meeting the administrative tasks does not differ, for responses of different individuals to the same stimuli are known to vary greatly and the reactions of people to similar or identical situations may assume many and devious forms.

In support of this position, the Yearbook Committee of the American Association of School Administrators advanced the assumption in its discussion of the organization of the superintendency that:

. . . superintendency is the same in principle in a village as in a large city; the same duties are performed in a metropolitan area as in a rural community. While the duties are the same in all communities, they differ in complexity with the size of the system.<sup>5</sup>

Moehlman discusses the universality of the organizational elements of school administration as follows:

The executive activity requiring the services of one person in the independent teacher organization, supplemented by the part-time services of a lay board member, may require hundreds and even thousands of individuals to perform all essential executive duties in the large organization. Yet there is no change in concept of the character of the

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<sup>4</sup>Woodrow Wilson, "The Study of Administration," Political Science Quarterly, VI (June, 1887), 197-222.

<sup>5</sup>Yearbook Committee, The American Association of School Administrators, The American School Superintendency (Thirtieth Yearbook, 1932), 60.

executive activity. Differences are those of degree arising from problems of size. Administration differs only in detail, but not in principle, between the small and the large district. The executive activity is functionally a unit, although it may be expressed through one or a thousand individuals. Every aspect is involved directly with the achievement of the supreme purpose of educational practice, the education of the child or adult . . .<sup>6</sup>

It seems, therefore, that although the superintendent of schools in a large city has problems that differ from those experienced by the superintendent of schools in a village, it is a difference of degree rather than fact.

By means of historical documentation the growth, development, and general acceptance throughout the nation of the superintendent of schools can be traced from the point of origin in 1837 to the present time when there are more than 18,500 school superintendencies in the schools of the United States. The nature of this functionary has grown from duties performed by a head teacher to highly specialized types of executive and leadership character.

Although the position of school principal had been generally accepted by the beginning of the twentieth century, little of a professional nature was done to develop it into a position of significance until after the turn of the century. In 1918, influenced by the formation of professional departments of the National Education Association, advancement in the professional standing of the principalship began. In the past thirty years, much concerted effort has been exerted to professionalize the principalship as an administrative position. In 1934, Pierce described the origin and development of the public-school

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<sup>6</sup>Arthur B. Moehlman, School Administration (New York, 1941), p. 157.

principalship as follows:

The development of the modern public school principalship received impetus, at various stages, from a number of diverse factors. Prominent among these were the rapid growth of cities, the grading of schools, the consolidation of departments under a single principal, the freeing of the principal from teaching duties, recognition of the principal as the supervisory head of the school, and finally the establishment of the Departments of Elementary-School and Secondary-School Principals within the National Education Association. Obstacles were encountered, such as "double-headed schools," the influence of the Lancasterian system, and the conservatism and professional inertia of a large proportion of the principals. These obstacles at times resulted in periods of quiescence, which delayed but did not inhibit the eventual development of the principalship.<sup>7</sup>

Harl R. Douglass, in 1936, was cognizant of the changing role of the high school principalship and noted the recognition that was being given to the position:

The concept of the professional administrator in charge of secondary schools is one of comparatively recent development. This position is rapidly changing from that of teacher and clerk to a professional occupation involving duties and responsibilities of an increasingly diversified nature--instructional, supervisory, curricular, extra-curricular, financial and business, advisory, and promotional and public relations.<sup>8</sup>

French, Hull, and Dodds, in recognizing the principalship as a specialized type of educational administration, point out the importance of the position in terms of its function in facilitating the teaching of children and describe the position as a specialized kind of educational administration which is essential.<sup>9</sup> In connection with professional growth, professional ethics, and the general expectations of the school

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<sup>7</sup>Paul R. Pierce, The Origin and Development of the Public-School Principalship, Unpublished Dissertation, University of Chicago, 1934, p. 223.

<sup>8</sup>Harl R. Douglass, "Changing Conception of the High-School Principalship," High School Journal, (December, 1936), 285.

<sup>9</sup>Will French, J. Dan Hull, B. L. Dodds, American High School Administration, (New York, 1951), pp. 23-24.

principal, Nechlsan outlines the responsibilities of the principal for facilitating instruction and carrying out the specialized functions of administration.<sup>10</sup>

Much space in the educational literature has been devoted to discussions of the nature of the work of the elementary school principal, the high school principal, and the superintendent of schools. Indications are that there is no basic difference in the work of the superintendent and the principal except in the scope of authority and specific responsibilities and that the duties of all administrative officers differ only in extent. F. S. Ayers supports this premise and explains that in general the primary function of the elementary school principal, the high school principal, and the superintendent of schools is to facilitate the teaching of children. He describes the duties of public school administrators as follows:

A very considerable amount of literature has been devoted to the special work of elementary-school and high-school principals as distinguished from that of the superintendent of schools. As a matter of fact, these three officers have come quite generally to be recognized as three separate and fairly distinct factors in the administrative personnel of all but the smallest of school systems. It is somewhat surprising, therefore, but none the less important, to discover in such an extensive survey of the work of public-school administration that there is a high degree of similarity in the work of the elementary-school principal, the high-school principal and the superintendent of schools. The many tables which have been presented in the preceding articles show that the great majority of the administrative duties performed by the superintendent of schools are also performed by the high school and elementary school principals. Superintendents as individuals usually perform a wider array of duties than do either high-school or elementary-school principals, the superintendent each year on the average performing 46 per cent of the 1,000 administrative duties, as contrasted with an average

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<sup>10</sup>Arthur E. Nechlsan, School Administration (New York, 1941), p. 557.



performance of 39 per cent by the high-school principal and 35 per cent by the elementary-school principal, but practically all of the duties performed by the superintendents are also performed somewhere by large numbers of high-school and elementary-school principals. Moreover, the duties which are most commonly performed by principals are also very commonly performed by superintendents.<sup>11</sup>

Administrators, therefore, have many responsibilities not recognized prior to the twentieth century. In most communities these responsibilities cover a wide range and are of diverse nature. Among administrator problems might be listed: providing leadership in analyzing and improving curricula; developing a philosophy of education consistent with democratic ideals; identifying needs and interests of children and parents; developing co-operative working relationships among children, teacher, and parents; providing guidance for students and laymen; and forming sound administrative policies of business and finance.

From the historical data presented, it is obvious that the process of growth in responsibility and the general acceptance by society of the administrative officers of the schools have contributed to demands for the professionalizing of those officers. Continued expansion of educational administration is anticipated and if it occurs, it will, in the light of past experiences, demand increased professionalization and additional competencies and skills.

#### Certification Requirements for School Administrators

While certification requirements have influenced course offerings for educational administration, at the same time course offerings in

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<sup>11</sup>F. C. Ayers, "Duties of Public-School Administrators," American School Board Journal, LXXX (May, 1930), 43-44.

educational administration and the professionalizing of administrative positions have contributed to raising certification requirements. One of the concerns of this study is with the influence that certification requirements have had on course offerings in colleges and departments of education. Since one of the purposes of many schools of education is to serve the needs of school administrators, it seems likely that preparation programs may have been influenced to some degree by the development of certification requirements.

In the early days of educational administration the need for certification was not recognized. As administrative positions were slow in beginning, late in being accepted, and retarded in becoming professional, certification of administrators was also slow in starting and delayed in its development. As academic requirements were established for certification of administrators, additional requirements relating to experience, physical fitness, character, age, and residence were included. With respect to Oklahoma, administrators have been required to have special administrator certificates since 1919.

Records of efforts to require certification of educational administrators are found, dating back to 1900. The Proceedings of the Department of Superintendence, 1900, included a report by Charles S. Gorton, which says:

If the state demands a minimum of qualifications for its teachers, how can it ask less of those who rank above the teachers, directing and supervising their efforts? The superintendent of any system of schools ought to be broadly educated and to know something of the many branches of instruction.<sup>12</sup>

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<sup>12</sup> Charles S. Gorton, "The Superintendent in Small Cities," Proceedings of the Department of Superintendence, 1900, p. 45.

From time to time throughout the intervening half-century, other educational leaders have added to the original requirements and submitted new standards believed to be appropriate. Theodore L. Keller in 1939 in giving an analysis of the problems facing institutions preparing educational administrators, concludes that:

. . . the program must be broad and functional. It should become a program pursued by mature people for a period of two or three years full time. It should include an internship and the graduate of it should be one of whom outstanding work in the field of school administration could be generally expected.<sup>13</sup>

W. S. Deffenbaugh in 1938 advocated a requirement of several years of successful teaching prior to being certified as principal.<sup>14</sup>

A committee on certification of superintendents of schools, reporting to the American Association of School Administrators, presented a list of several standards needed and urged legislation for their enactment. Their recommendations follow:

. . . the Association believes that in clarifying the status and relationships of boards of education and superintendents of schools there should be state legislation . . . . The Association urges collegiate institutions to cooperate with it and with state departments of education in providing: (a) systematic plans for the recruitment and selection of persons with the necessary qualities for leadership in education; (b) cultural and professional study in areas such as political science and government, economics, sociology, public finance, child psychology and hygiene, teacher personnel, school administration, public relations, vocational education and curricula

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<sup>13</sup>Theodore L. Keller, "Improvement in the Status of the Local Superintendent of Schools," American School Board Journal, ICIA (August, 1939), 19-21.

<sup>14</sup>W. S. Deffenbaugh, "Know Your Principal," American School Board Journal, C (July, 1938), 54.

development; and (c) conferences, surveys, and field work designed to make the foregoing studies an integrated program rather than a mere collection of courses.<sup>15</sup>

In 1934, reviewing the future demands for certification and degrees,

M. E. Chambers says:

Many doctors of philosophy will teach in secondary schools and candidates without the doctor's degree will scarcely be considered for administrative or teaching positions in universities and colleges, including teachers' colleges. Separate standards for the certification of public school administrators will tend to make the doctorate in educational administration prerequisite to service in superintendencies and principalships.<sup>16</sup>

Current developments indicate that the predictions of Chambers were accurate, especially in the area of colleges and universities. One has only to observe the roles of instructors and teaching personnel of colleges and to examine the standards of the North Central Association and other similar organizations to recognize the extent to which standards have been raised to include higher degrees. Although the list has not increased as much in the public schools, there is a noticeable enlargement of the number of administrators who have earned the doctorate in advanced preparation.

A word of caution is given by B. H. Eikenberry of any attempt to make certification requirements so high that promising candidates would be discouraged or excluded. He says:

Requirements for initial certification should be high enough to insure effective leadership but not so high as to exclude promising men and women. The master's degree with emphasis on secondary-school administration broadly conceived is believed to be a defensible national minimum requirement.

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<sup>15</sup>Committee Report, "The Superintendent of Schools and His Work," American Association of School Administrators, 1940, p. 47.

<sup>16</sup>M. E. Chambers, "Bridge into the Future of School Administration," Nations Schools, XIII (January, 1934), 13-14.

Emphasis in the required professional preparation should be upon broad areas of education and experience rather than upon narrow techniques of administration.<sup>17</sup>

Brownell, Hull, and Needer identified some needed adjustments in courses of school administration in light of war demands. Believing that their suggestions might well be included in certification requirements for administrators, they conclude:

It would seem also that the present trend in the training program for school administrators should continue placing increased emphasis on providing the potential school administrators not only with an understanding of school administration, but also with an understanding of important topics and problems.<sup>18</sup>

Many educational leaders are now actively campaigning for uniform and standardized requirements for administrative certificates among the several states. This movement is inspired by a feeling of dissatisfaction with the variance of requirements. The tendency to make the master's degree a minimum requirement is gaining acceptance.

Legal requirements for the certification of school administrators have increased in nearly every state during the past twenty-five years and many local schools have exceeded these requirements in demands made on the training of school personnel. The Master's degree was required in many schools for several years prior to the making of it a legal requirement and some schools demanded the Ph.D. or Ed.D. degree when legal statutes require only the Master's degree.

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<sup>17</sup>D. H. Rikenberry, "Standards for the Secondary-School Principalship," Bulletin of National Association of Secondary-School Principals, XXXII (March, 1942), 167.

<sup>18</sup>Samuel H. Brownell, Osman E. Hull, and Ward G. Needer, "Some Needed Adjustments in Courses of School Administration in Light of War Demands," National Society of College Teachers of Education, XXIX (1944), 71.

Summarizing the historical background and the trends of recent years in the certification of secondary schools, the committee on training and experience standards for secondary school principals of the National Association of Secondary School Principals reported in November, 1951:

Although rules and regulations concerning the certification of secondary school principals date back to 1915, the majority of certificates issued to secondary school principals have become effective since 1937. Beginning in 1937 and extending through 1939, thirty-six kinds of certificates were made effective; and in 1940 through 1944, seventeen states made effective thirty-eight varieties of certificates for secondary schools. Since 1944, ten states have made effective a total of twenty types of secondary-school principals' certificates. This unusual activity in recent years is an indication of the growing professionalization of the secondary-school principal.<sup>19</sup>

In the 1945 Yearbook for the National Elementary Principal, results of a study by Earl E. Mosier were presented on certification of administrators. His findings follow:

(1) Thirty-seven states have set up specific requirements for certification of administrators; (2) nine states demand only a valid teacher's certificate; (3) two states do not require by law any certificate of administrators in the larger cities; Michigan, which is one of these states, requires a teaching certificate for superintendents in only certain types of schools; (4) seventeen states have established a Master's degree or equivalent as minimum preparation, including certain professional courses; (6) twenty-nine states require a minimum of from one to six years' experience as a teacher or administrator prior to certification; (7) a number of states require that college training or experience be completed within five years immediately preceding the date of application; and (8) two states demand health certificates.<sup>20</sup>

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<sup>19</sup>Committee Report, "Training and Experience Standards for Secondary Principals," National Association of Secondary-School Principals, XXXV (November, 1951), 8.

<sup>20</sup>Earl E. Mosier, "Certification of Administrators," National Association of Elementary-School Principals, (Bulletin XXIV, June, 1945), 21.

D. H. Eikenberry in 1948 reported on standards for the secondary school principalship as follows:

Two states (Colorado and Oklahoma) issue certificates having requirements of less than a Bachelor's degree. Twenty-six states issue certificates requiring the Bachelor's degree or its equivalent. Eighteen states have certificates requiring courses in education in addition to the Bachelor's degree but less than one full year of graduate work. Twenty-five states issue certificates which require the Master's degree or at least one full year of graduate study.<sup>21</sup>

In 1951, John Ruffi, writing for the National Association of Secondary School Principals on the training and experience standards for secondary school principals, states:

Forty-seven states now have certification programs for their secondary-school principals . . . . Eighteen states require special principals' certificates; eleven seek to insure proficiency through general administrative certificates; five states require teachers' certificates plus some other training while thirteen merely expect the principal to possess credentials for teaching.<sup>22</sup>

From historical documentation thus presented, it can be seen that as educational administration grew in importance, responsibility, and complexity, certification requirements were upgraded. While the causative factors are very difficult to isolate, the procedures are clear.

The interrelationship which exists between administrative responsibilities, certification, professionalization, and training in educational administration is symptomatic of cause and effect relationships, but it is very difficult to determine which factors were most influential. It is believed that it can be safely assumed that each of the factors has

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<sup>21</sup>D. H. Eikenberry, "Standards for the Secondary School Principalship," National Association of Secondary School Principals, XXXII (June, 1948), 160-167.

<sup>22</sup>John Ruffi, "What Training and Experience Standards for the Secondary School Principals," National Association of Secondary School Principals, XXXV (April, 1951), 64-65.

had an influence on the other as well as the number, kinds, and quality of courses and experiences included in training programs. For the purpose of this study it seems advisable to deal with the influence that each factor has had on the training programs for educational administration in colleges and departments of education.

#### Professionalized Administration

The beginning of professionalization of educational administration in America may be identified with the establishment of the American Association of School Administrators, formerly the Department of Superintendence, which was formed in 1866 as a branch of the National Education Association. In 1880, the association had sixty members in attendance at its annual convention. In 1953, the association had a total membership of nearly 8,000. It has become one of the major organizations concerned with public school administration, another being the National Association of Secondary School Principals. The American Association of School Administrators originated in Washington, D. C., and was composed exclusively of those employed in supervisory capacities in schools. The organization was known as the National Association of School Superintendents until it merged with the National Education Association as the Department of Superintendence in 1879. In 1921, the association was reorganized with a new constitution.<sup>23</sup>

The objectives of the newly organized association were stated as follows:

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<sup>23</sup> American Association of School Administrators, "Historical Note," Official Report of American Association of School Administrators, 1949, p. 198.



The object of this Association shall be to maintain and elevate the professional and ethical standards of the teaching profession in general and its administrative and supervisory service in particular, and to promote activities which will look toward the accomplishment of the following objectives: to assist its members to understand the development of American culture in its relationship to education; to assist its members to develop an understanding of the fields, services, and responsibilities of education; to achieve a unified professional strength for the improvement of education; and to place before the public the facts and viewpoints which will lead to an intelligent appreciation of the work of the schools.<sup>24</sup>

The Department of Superintendence began work immediately, and by 1900 had completed much research and made several committee reports. During this period, it was chiefly concerned with the following areas: organization and administration; supervision; state, local, and federal finance; school housing; higher education; elementary and secondary education; school board and community relations; as well as many other subjects to a lesser degree.<sup>25</sup>

In 1923, the Department of Superintendence became the American Association of School Administrators. Since 1945, the association has been concerned in the main with the following areas: scope and purposes of education; personnel administration; methods and techniques; school buildings; business and financial management; curriculum; and school-public relations. Other areas given consideration were: evaluating comparative education; pupil activities and problems; veterans' education; records and reports; and military education.<sup>26</sup> All indications

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<sup>24</sup>American Association of School Administrators, "The Constitution and By-Laws," Official Report of the American Association of School Administrators, 1949, p. 195.

<sup>25</sup>James Greenwald, "The Past and the Future Work of the Department of Superintendence," Proceedings of the Department of Superintendence, 1901, pp. 43-48.

<sup>26</sup>Alfred Schwartz, The Derivation of Criteria for the Preparation of Educational Administrators, Unpublished Dissertation, University of Chicago, 1949, pp. 40-45.

point toward an even more vigorous and constructive effort to professionalize educational administration in the future.

The National Association of Secondary School Principals has enjoyed an even greater and more rapid growth than the American Association of School Administrators. The Association was formed and had its first meeting in Kansas City, Missouri, February, 1917. The scope and purposes of the organization were presented by its first president as follows:

(a) It will give us the proper basis for the development of a proper professional consciousness among all secondary-school principals; (b) it will become a clearing-house for the exchange of new ideas and experiments in administration, and a forum for the discussion of all educational questions that pertain to secondary education; (c) the consensus of opinion represented in the judgment of a national body of experts will give increased influence and power with our superior officers, with other educational organizations, and with the general public on all other matters that relate to our schools; and (d) there will be the possibility of an organized inspection of colleges and universities by high school men and women with respect to the welfare of boys and girls who enter these schools for the purpose of intellectual, physical, social, and moral development.<sup>27</sup>

As evidence of the growth of the organization, the membership of the association at the first meeting was 245,<sup>28</sup> while the total membership in 1952 was approximately 15,000.<sup>29</sup>

The Bulletin, as the official organ of the association, has been published since 1926 under the direction of the association and contains abstracts of books, research projects of national interest, and reports of the annual convention.

Calvin O. Davis, in a review of the first twenty years of the

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<sup>27</sup>B. Frank Brown, "President's Address," National Association of Secondary School Principals (First Yearbook, 1917), p. 12.

<sup>28</sup>Paul E. Elicker, "Secretary-Treasurer's Report," National Association of Secondary School Principals, XXXVI (1949), 12.

<sup>29</sup>Paul E. Elicker, "Secretary-Treasurer's Report," National Association of Secondary School Principals, XXXIX (1952), 14.

association's history, indicated the professional interest of the association as expressed in speeches presented to the convention, states:

These (speeches) total 760. A few topics, of course, have been discussed frequently; others only occasionally. Those recurring most often, with the number of times each has been considered, are as follows: the curriculum, 33 times; guidance, 18; articulation, or the relation of the high school to other divisions of the system, 16; finance, 13; supervision, 13; the junior high school, 13; administration, 10; philosophy of education, 9; problems relating to teachers, 8; methods, 8; dean of girls, 8; marks or records, 7; and from one to six discussions each on athletics, dramatics, class size, scholarship, character education, homogeneous grouping, reorganization, cardinal principles, and others dealing particularly with specialized subject-matter fields.<sup>30</sup>

In 1948, Schwartz made an analysis of the content of articles contained in the Bulletin from 1945 to 1949, noting the frequency with which each area of administration was discussed. He noted that the topics most frequently mentioned were curriculum, 188 times; public relations, 53; pupil personnel, activities, and services, 112; scope and purposes of education, 67; veterans' education, 38; personnel administration, 58; levels of education, 18; general administration, 14; methods and techniques, 13; general interest, 10; evaluation, 10; business and financial management, 9; school buildings, 9; and from one to seven discussions each on state control of education, federal control of education, military training, comparative education, and external organizations.<sup>31</sup>

The National Association of Secondary School Principals has been concerned with professionalizing the position of secondary school principal, but as the records of articles and publications of the association

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<sup>30</sup>Calvin O. Davis, "Highlights in the Department's History," National Association of Secondary School Principals, (Bulletin No. LIX), March, 1936, 5-11.

<sup>31</sup>Schwartz, op. cit., p. 45.

reveal, it has also been concerned with a general uplifting of the profession and the improvement of educational administration in toto.

No attempt is made in this study to minimize the effectiveness of other professional organizations which have contributed greatly to the development and professionalization of educational administration to a place of equal importance with other recognized professions. Time and space will not permit the development of the historical growth of other organizations. Among such organizations could be listed the local, county, and state organizations, as well as the National Association of Elementary School Principals, the National Conference of Professors of Educational Administration, and others. Individual leaders in educational administration have also contributed towards professionalization of educational administration through speeches and writings. A sizable contribution to the profession has been made through yearbooks and bulletins published by the American Association of School Administrators and others. These yearbooks and bulletins have contributed to the literature of administration as well as education in general.

Still another type of professionalizing of service has been rendered in the co-operation of committees, commissions, and organizations such as the Educational Policies Commission and the Educational Research Service. For example, the National Conference of Professors of Educational Administration in August and September, 1948, presented a combined opinion of many specialists in attendance at the Conference with respect to programs of education for educational administration. Conclusions reached by the group are as follows:

For the time being we can identify ten areas where the procedures of colleges, schools, and departments of education need revision. We need to: (1) formulate criteria for

developing a program of preparation for educational leaders; (2) agree upon the areas of preparation necessary for educational leaders; (3) organize a more effective program and device for effective procedure; (4) improve the techniques of instruction; (5) improve educational services which have a bearing upon the instructional program; (6) improve the administration of the preparation program; (7) rationalize certification standards and requirements; (8) recruit for positions in educational administration those candidates who show the highest promise of success as leaders; (9) coordinate placement and follow-up services with the preparation program; and (10) improve the preparation of teachers of school administration.<sup>32</sup>

Moehlman, in reviewing a study made of the training of superintendents during the period of 1923 to 1933, states that the study of 1933

. . . shows a large increase in general and professional training of superintendents since 1923. In the earlier study only 32.02 per cent possessed the Master's degree, while 12.81 per cent had no degree. Ten years later, only 3.71 per cent were without degrees, while 56.68 per cent had attained the Master's degree. There was no appreciable increase in the number of Doctor's degrees.<sup>33</sup>

In 1945, Harl Douglass reported that in 1942, 70.4 per cent of all secondary school principals held the Master's degree and 4.5 per cent held the doctorate degree and that the trend toward higher degrees was definite.<sup>34</sup>

In a study made by Alfred Schwartz in 1949, it was found that 77.5 per cent of all superintendents held the Master's degree while 10.7 per cent were holders of the Ph.D. or Ed.D. degree.<sup>35</sup>

With reference to the need for better training programs for professionalizing the administrative position and for improving educational

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<sup>32</sup>Committee Report, "Educational Leaders--Their Function and Preparation," National Conference of Professors of Educational Administration, (Second Work Conference, August, 1948), 1-64.

<sup>33</sup>Moehlman, op. cit., p. 291.

<sup>34</sup>Harl Douglass, Organization and Administration of Secondary Schools, revised (Boston, 1945), pp. 546-47.

<sup>35</sup>Schwartz, op. cit., p. 29.

administration, John Lund, in 1942, writes:

It would also seem reasonable to draw a conclusion that standards for what constitutes a good practice and content in programs for the education of school administrators have not generally been developed or adopted. All of this brings into sharp focus again the need for a concerted frontal attack on these problems by all groups and agencies concerned.<sup>36</sup>

A. G. Grace, in 1947, proposes five steps that are necessary to improve training programs for professionalizing educational administrators:

(1) Rigid selection of candidates for administrative training; (2) revision of certification requirements; (3) Evaluation of the curriculum for administrators; (4) careful and truthful recommendations of candidates.<sup>37</sup>

A review of the literature on professionalizing educational administration indicates that educational leaders and professional organizations have worked hand-in-hand toward the elevation of the positions of educational administration to a place of prominence among other professions. On the basis of this review, it appears that a corresponding growth has occurred in the number of courses and the comprehensiveness of the training programs of departments of education in colleges and universities.

#### Course Offerings in Educational Administration

Course offerings in educational administration were being discussed in the educational literature as early as 1891. Though the common practice of training school administrators differed little, if any, from the training given all teachers, the need was felt among many educational

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<sup>36</sup> John Lund, "Education of School Administrators," United States Office of Education (Bulletin Number 6, 1942), p. 155.

<sup>37</sup> A. G. Grace, "When Administrators Fail, Look for Weaknesses in the Training Program," Nations Schools, XXXIX (August, 1947), 23-24.

leaders for specialized training in educational administration. This resulted in requests for colleges and universities to assume a more active role in serving these needs. Oscar H. Cooper, addressing the Department of Superintendence in 1891, states:

The time has come, it seems to me, for the colleges and universities of this country to face the question of their responsibility to the system of public instruction in this country.

The highest institutions may influence and advance general education best by preparation, conscious and intentional, of those who shall direct and administrate this general system of education. I find a strange absence of the teaching spirit in many of these institutions.<sup>38</sup>

Further emphasis is given to the recognition of this need by Schwartz in his study of the preparation of educational administrators:

Although educational administration had become a fundamental aspect of education in the United States by 1900, course offerings in educational administration were slow in coming. Previous to 1900 a few courses were offered in institutions of higher learning . . . . As early as 1891, however, leading administrators recognized the potential role of the universities in the preparation of educational administrators . . . . In the half-century since that time (1891) educational administration has found its way into the graduate programs of over 150 of the nation's educational institutions.<sup>39</sup>

As interest in school administration developed and as more and more responsibilities were assumed by school administrators, increasing demands were made upon institutions for a more comprehensive training program for educational administration. In discussing the need for improved educational training for administrators prior to 1900, Deffenbaugh states:

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<sup>38</sup>Oscar H. Cooper, "Universities and Schools," Proceedings of the Department of Superintendence (Washington, 1891), pp. 117-118.

<sup>39</sup>Schwartz, op. cit., p. 32.

Interest in school administration has developed during the past fifty years. In the report of the United States Commissioner of Education for 1892-93 the subject does not appear in a classified list of 41 different topics upon which papers had been read at the meetings of the National Educational Association. A few subjects discussed, however, could have been listed under "Administration." Prior to 1890 or even to 1900 there were no textbooks treating of school administration as such, and the few college and universities that were offering courses in education offered practically nothing in the field of administration.<sup>40</sup>

In the initial stages of planning and presenting a program of training for educational administrators, many problems were encountered which made the expansion and growth of training programs very slow. There was a belief that one of the major handicaps to presenting a comprehensive program was that of finding trained personnel. The early period of exploration in search of qualified personnel, adequate tools, and understanding support of a training program is described by Cubberly in reviewing twenty-five years of American education:

The courses in school administration offered for the first ten years of the period under discussion continued, however, to be largely a summary of the concrete, practical experience of some former successful school superintendent now turned teacher in some newly established college chair or department of education.

The work in school administration, as in other divisions of the subject of education, and as in other new subjects of instruction, had to pass through a formative period. The decade from 1898 to 1908 covers the important part of this period.<sup>41</sup>

In 1926, James E. Russell describes the difficulties encountered in determining the needs of educational administrators and having those translated into a constructive program of training as follows:

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<sup>40</sup>W. S. Deffenbaugh, "Some Developments in City School Administration During the Past Fifty Years," American School Board Journal, C (March, 1940), 39.

<sup>41</sup>Elwood P. Cubberly, Twenty-Five Years of American Education (New York, 1924), p. 177.



Twenty-eight years ago this month I proposed to Charles B. Gilbert, then superintendent of schools in Newark, N. J., that he give in Teachers College a graduate course in school administration. I told him that prospective school superintendents would be his students and that his task would be to help them anticipate the solution of the problems which would later confront them in practice. He asked me how much was wanted, and I replied that a course worthy of graduate credit would be at least two hours a week throughout the year, he exclaimed, "Why, man, I haven't enough to last six weeks!"<sup>42</sup>

Cubberly identified one of the limitations of early educational administration program development as a result of a lack of resources:

In this field, educational administration, there were almost no tools with which to work at the beginning of the period . . . . There was no text of any value for use with college students.<sup>43</sup>

Soon after the turn of the century results began to be recognized from the work that preceded. Several years had passed since the need for improved educational administration had been recognized, but at last colleges and universities were moving into the field of preparing administrators for the task at hand. Still plagued by inadequate tools, resources, and personnel, the progress was slow and results were not always discernible. Engelhardt, in his review of the changing educational world from 1905 to 1930, writes:

When the first courses in public school administration were offered, there was but a limited literature.

In 1909 the College of Education in the University of Minnesota offered three separate courses which at the time were planned specifically for administration and supervision, in addition to the courses outlined for the administration of certain special subject fields. The course offerings in education grew apace with those that other state universities provided. In 1929 there were thirty-three

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<sup>42</sup>James E. Russell, "The Scientific Movement in Education," Department of Superintendence (Official Report, 1926), p. 53.

<sup>43</sup>Cubberly, op. cit., p. 177.

different courses in the supervision and administration recorded in the College of Education Bulletin, as well as three six-credit graduate seminars organized primarily for advanced students in these same fields. All but three of the courses referred to above are offered in the Graduate School of the University.<sup>44</sup>

Although Cubberly wrote that the formative stage of educational administration lasted until 1908, the developmental stage really started several years earlier:

We note about 1904, the beginnings of a change from the successful-practitioner type of generalized administrative courses toward a more scientifically organized type of instruction, and also the beginnings of a specialization in the work of instruction in school administration.<sup>45</sup>

All through the years, progress has been marked with criticisms, which in turn have continued to result in progress. While one educator was recognizing progress in a particular area, others through impatience or disagreement with procedures criticized and disclaimed any progress. Either or both may have had valid reasons for their statements.

While Cubberly was praising the progress and recognizing the contributions made toward serving the needs of educational administration, Frank E. Spaulding was discussing the same period of time with critical impatience. Addressing the National Society of College Teachers of Education, 1910, he states:

Though I know not what system of impersonal universally valid, scientifically demonstrated principles form the framework of university courses already given in this subject, I have yet to find a school administrator, whether superintendent or school trustee, who is in possession of any such principles.<sup>46</sup>

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<sup>44</sup>Fred Engelhardt, The Changing Educational World 1905-1930, Minneapolis, Minn., 1934), pp. 279-280.

<sup>45</sup>Cubberly, op. cit., p. 177.

<sup>46</sup>Cubberly, op. cit., p. 178.

F. H. Ullrich describes the progress made by institutions of higher learning in a study of course offerings of thirty colleges from 1910 to 1931:

The total number of courses offered by the thirty institutions increased from 393 to 1,026. The 393 courses represent a range from 2 to 25 with an average of 7.86 and a median of 7. In contrast, the 1,026 courses for 1931-32 represent a range of 6 to 56. The average increased to 20.52 and the median increased to 17.5 courses per institution.<sup>47</sup>

In recognition of the increased responsibility of the high school principal and the corresponding professional growth, Moehlman explained that colleges and universities are now furnishing a steadily increasing amount of professional training for principals throughout the United States.<sup>48</sup>

A different view was found by E. A. Siefert in a study in the area of in-service training of high school principals. The study, secured from 193 principals, indicated that principals often had neither training nor experience in some of the important functions principals were called upon to perform until they found themselves in the principalship. The study reported that principals had not received training or previous experience for one-half of the duties they were called upon to perform.<sup>49</sup>

Diverging views were also expressed by Cocking and Williams in the report, of a study sponsored by the National Association of Colleges and Departments of Education of the American Council of Education:

After a half century of effort in the development of programs of school administration there are such extremes of practices that it is difficult to understand how such varying types of programs could possibly be maintained

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<sup>47</sup>F. H. Ullrich, "Colleges Make Big Strides in School Administration Training," *Nations Schools*, XII (April, 1933), 41-44.

<sup>48</sup>Moehlman, *op. cit.*, p. 152.

<sup>49</sup>Moehlman, *op. cit.*, p. 152.

in training for a given position. These programs range in length from one to three years; from programs in which practically all of the sequence of work is required to programs in which there are practically no requirements; from programs in which the student is confined to the field of education to programs in which the student may take as much as half of his work in areas other than education . . . . It seems that intensive study must be given to a determination of what constitutes a program of education in school administration.<sup>50</sup>

The belief that there is no blueprint for administrators to follow and, further, that a program of educational administration would follow the pattern of other forms of education through devious channels to an ultimately improved program of growth and development, is expressed by Hoehlinn, in discussing professional education for school administrators, as follows:

. . . A more reasonable conclusion is that no one really knows the way and that man must progress to his ultimate and far distant goal through the gradual process of slow, sometimes painful experimentation, building the road as he moves forward.<sup>51</sup>

Universities have broadened the scope of training and at the present time attempt to include aspects of training not known in earlier training programs. If the trends of the past continue, we can expect additional improvements to course offerings designed to serve the needs of administration better. Clyde M. Hill presents his interpretation of trends in the teaching of public school administration as follows:

One of the most significant trends in the teaching of school administration is decidedly in the direction of organization around large units of instruction which emphasize the integration of all phases of the educational program to which administration has functional relationship.<sup>52</sup>

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<sup>50</sup>Walter D. Cocking and Kenneth E. Williams, "The Education of School Administrators," American Council of Education, IV (1940), 140.

<sup>51</sup>Hoehlinn, op. cit., p. 51.

<sup>52</sup>Clyde M. Hill, "Trends in Teaching of School Administration," School and Society, XXXVIII (July, 1933), 33-39.

From the writings of those people who have made an extensive study of the training programs for educational administration, there is reason to believe that, although an enormous amount of work has been accomplished in the past sixty years, much remains to be done. In the light of their findings, there is reason to believe that the ever-changing American society will continue to impose demands on the training institutions as understandings of educational needs become better known. In support of this belief, looking forward with anticipation to what the future holds and foreseeing continuous and accelerated improvements in educational administration, Cooper writes:

At this stage it is impossible to present much more than a progress report on work relating to the preparation of school administrators, for intensive work is only beginning in the field.<sup>53</sup>

A careful study of the findings and research in the field of educational administration indicates the gradual evolution and development of training programs as they are known today. From a beginning of one or two courses in 1900, comprehensive programs have developed in the graduate schools of our universities, designed to train candidates in many phases of educational administration. In addition to the regularly scheduled courses, additional activities, experiences, and services have been developed to facilitate the training program. Among these could be listed in-service training, extension services, seminars, workshops, internships, and many others. The prospective school administrator can now obtain a vast array of courses designed to prepare him for successful experiences in educational administration.

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<sup>53</sup> Jan H. Cooper, "Preparation of School Administrators," Review of Educational Research, XIII (October, 1952), 338.

In 1940, in analyzing the frequency with which items in educational administration were taught in eighty-one institutions of higher learning, Clarence C. Moore found that seventy per cent of the schools responding to the questionnaire reported the following areas: federal relations to education, state support of education, county organization, local units of government, the district board of education, the superintendent of schools, educational organization, the teaching staff, the administration of pupil personnel, business administration of schools, the school building program, school supplies, school building insurance and school building standards, and transportation.<sup>54</sup> A significant result of Moore's study was the indication that there was a great deal of consistency among the different schools in what was being taught.

#### Development of Educational Administration at Oklahoma

##### Agricultural and Mechanical College

Although graduate work in educational administration at Oklahoma Agricultural and Mechanical College is of more recent origin than that of many of the institutions of the United States providing similar work, the pattern of development is much like that of other colleges and universities.

The variety of courses which is typical of colleges and universities throughout the United States is also characteristic of the training program at Oklahoma Agricultural and Mechanical College. The Education Bulletin for the college describes the graduate program for school administrators as follows:

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<sup>54</sup>Clarence C. Moore, "College Offerings in School Administration," Educational Administration and Supervision, XLVII (November, 1941), 617-22.

The School of Education offers a wellrounded graduate program which permits students to satisfy the requirements for the degree of Master of Science in Education and the requirements for the degree of Doctor of Education.

Professional training is offered at the graduate level for those who expect to fill such positions as superintendent of schools; assistant superintendent in charge of business management; personnel directors of junior colleges; elementary and secondary school principals; special and general supervisors and co-ordination of instruction; and counselors and guidance workers.<sup>55</sup>

The bulletin also lists courses primarily concerned with the following areas: educational administration, 44 hours; secondary education, 45 hours; elementary education, 50 hours; and general courses in education, 50 hours. Work is recommended and made available in the related areas of philosophy, psychology, economics, and sociology.

#### Summary

Since about 1890 the improving of training programs for school administration has been a continuing process. Courses have been added to the program of training and others have been revised to serve better the needs of administration. Various methods of teaching have been tried, qualification standards of teaching personnel have been upgraded, new aids to instruction have been developed, and institutional services to administrators have been expended. Studies have been made to ascertain how well administrators have applied the skills developed, how much research has been accomplished, and what new techniques and methods have been discovered by experimentation. A strong effort has been made to see that prospective school administrators upon graduation from the colleges and universities have basic understandings of the task, the

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<sup>55</sup>The Oklahoma Agricultural and Mechanical College, Bulletin, XXX (April 20, 1953), 15.

technical knowledge, and the proper tools and equipment to do the job of school administration. Although no attempt has been made in this chapter to determine if training programs have kept pace with the problems, responsibilities, and needs of educational administration, it has been evident that much progress has been made.

Simultaneously with advancements of the training program, school administrators were experiencing new demands and confronting problems not previously known. Institutional enrollments were increasing, curriculums were expanding, the scope and purposes of education were redefined, and problems of finance, building, personnel, and public relations assumed new dimensions. In general, the demands in knowledge, time, and responsibility were multiplied several times. The complexity of the situation demanded additional standards of professionalization and organizations were formed to upgrade the profession as a whole and to improve educational training requirements. New professional and ethical standards were developed as the American culture assumed new and different characteristics. A profession which had depended largely on trial-and-error procedures of administration began to take on a scientific and professional character. Standards of the educational levels attained by educational leaders increased rapidly and new safeguards were invented to protect society against the untrained and unqualified.

Certificates were issued to those with suitable standards of academic achievement, character, reputation, and experience. To insure that educational leaders were keeping pace with the ever expanding program of education, certification requirements were increased again and again. From a position requiring no particular skills, experience, or training in the beginning, administration has grown until most states require



considerable graduate training or the Master's degree and additional standards relating to experience, physical fitness, character, age, and residence. Educational administration has grown from a position of insignificance to a place of equality among other professions during the past half century.

To say that the improvements of the training programs were responsible for advancement in the other areas would be making an unproven assumption. Likewise, to state that advancement in responsibility, professionalism, and training requirements resulted in all the developments in training programs in educational administration would again be making an untested statement. It does seem feasible that the simultaneous advancements in the different areas indicate a definite interrelationship. It seems very unlikely that the accomplishments in training programs of educational administration would have or could have been possible without the corresponding growth of the other aspects of administration. There seems to be no logical reason for having the highly technical program of training for a non-professional group who has no functions or responsibilities where the training could be used. Neither does it seem likely that a group could be highly skilled and extremely professional in the absence of a training program to provide for their educational needs.

From this review of developments in educational administration, the conclusion may be drawn that since the needs of educational administration have influenced the training programs of colleges and universities, they will continue to do so. Furthermore, it seems not only possible but desirable that administrative problems be identified and an attempt be made to ascertain to what degree training programs are facilitating administrators in resolving these problems.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the data secured by means of the questionnaire with respect to problems experienced in the school and community. In addition, data are presented with respect to the degree of helpfulness in resolving these problems realized by school administrators as a result of their training in the Graduate School of Oklahoma Agricultural and Mechanical College. Consideration is given, also, to similarities of problems of principals and superintendents in the schools of different size and the similarities, or differences, with respect to the helpfulness of training, as indicated by the experienced judgment of these administrators.

#### Part I -- Problems and Training Relating to Business and Financial Management

This section treats of the frequency with which forty-one principals and forty superintendents involved in this study indicate they have experienced problems in business and financial management of schools and the similarities, or differences, indicated by these findings.

Problems Identified by Principals and Superintendents Relating to Business and Financial Management of Schools. Part I of the questionnaire was designed to establish the identity of problems experienced by school administrators. The respondents were requested to indicate whether or not they had experienced the problems listed on the questionnaire and to list additional problems encountered if any.

The data indicate that principals experience some problems to a different degree than do superintendents. Fifteen problems relating to business and financial management were identified as having been experienced by both principals and superintendents. Table 9, Appendix A, reveals that none of the fifteen problems were experienced by all principals responding. It is also worthy of note that less than fifty percent of the principals responding have had experiences in eight of the problems listed, and that from three to thirteen of the forty-one respondents indicated they had never experienced the remaining seven problems. Further examination of Table 9, Appendix A, shows that among the problems most frequently identified by principals were those concerned with proper office management, staff organization, administering school plants, and managing activity funds. Among problems less frequently experienced were those concerned with school finance, school law, and school building needs. With the exception of problems dealing with activity funds, no problems concerned with public school finance were identified as having been experienced by as many as half the principals responding.

Table V shows the problems which most principals reported as having actually experienced in their working situations.

It will be observed that administrative problems dealing with public school finance are those of the nature of administering activity funds, while the major portion of the respondents reported problems dealing with general organization and administration.

TABLE V

RESPONSES OF FORTY-ONE SCHOOL PRINCIPALS WITH RESPECT  
TO ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS  
AND FINANCIAL MANAGEMENT COMMONLY EXPERIENCED

ADMINISTRATIVE PROBLEMS	Have Experienced	Per Cent
Building effective internal and external organization	38	92.7
Directing proper office management	37	91.2
Administering school plants in relation to instructional program	36	87.2
Administering activity funds	35	85.4
Administering lunchrooms, transportation, and health services	32	78.0
Requisitioning, purchasing, and managing materials	31	75.6

Table VI shows the problems relating to public finance which were identified as having been experienced by less than fifty per cent of the principals involved.

An examination of Table VI shows that, although some principals have encountered all these problems, the incidence with which they report "no experience" indicates that in the majority of schools problems relating to public school finance are not generally experienced by the principal. In addition, problems dealing with "determining school building needs and preparing plans for new buildings" were identified as having been experienced by less than half the principals responding, while problems concerned with "operating the school through proper legal channels" received responses from thirteen or 31.7 per cent of the principals as "not having been experienced."

TABLE VI

RESPONSES OF FORTY-ONE SCHOOL PRINCIPALS WITH RESPECT  
TO PROBLEMS EXPERIENCED RELATING  
TO PUBLIC SCHOOL FINANCE

PROBLEMS RELATING TO SCHOOL FINANCE	Have Experienced	Per Cent
Recommending levies and tax assessments	6	14.6
Planning bond issues and selling bonds	6	14.6
Preparing, submitting, and managing the budget	7	17.1
Securing local, state, and national funds	8	20.5
Contracting and issuing work permits	11	26.8
Preparing payrolls and paying bills	15	36.6
Accounting, recording, auditing, and reporting of funds	20	48.8

Responses for the most part were uniformly consistent or so distributed as to indicate no significant difference with respect to the size of schools where principals work. The only exceptions were with problems dealing with administering school plants in relation to the instructional program, determining school building needs, and preparing plans for new buildings. In each of these specific problem areas, deviations from normal response patterns can be established.

Principals in schools with twenty or more teachers indicated they had encountered problems of administering the school plant in relation to the instructional program. Three of fourteen principals from schools with fewer than ten teachers and two of fifteen principals from schools with ten to nineteen teachers reported they had not encountered problems

of this nature. A reversal of the above tendency is indicated with respect to problems of determining school building needs and preparing plans for new buildings. In this instance, principals involved in this study in the smaller schools are more apt to encounter problems of this nature than are principals of the larger schools. The data reveal that five of fourteen principals from schools with fewer than ten teachers, nine of fifteen principals from schools with ten to nineteen teachers, three of seven principals from schools with twenty to twenty-nine teachers, and four of five principals from schools with thirty or more teachers encountered the problems of determining school building needs and preparing plans for new buildings.

The data indicate that ten of the fifteen problems identified were experienced by all forty superintendents responding. One problem of the fifteen—planning bond issues and selling bonds—was identified by six of the forty respondents as "not having been encountered." Three superintendents reported they had had no problems relating to securing local, state, and national funds for education. Only one superintendent reported "no experience" on each of three remaining problems on the list.

The data show that not one of the six who indicated they had never encountered problems relating to planning bond issues and selling bonds had served as superintendent more than three years. It is further noted that all six were superintendents of small schools, with three from schools with fewer than ten teachers and three from schools with ten to nineteen teachers. This would seem to indicate that, while fifteen per cent of the responding superintendents have not experienced problems of this nature, the factor of years of experience and size of the school probably contribute to this condition. No further indications relating

to size of school could be discerned.

Helpfulness of the Training Program in Resolving Problems Relating to Business and Financial Management. In order to determine the helpfulness of the training program of the Graduate School of Oklahoma Agricultural and Mechanical College, respondents were asked to indicate the degree of helpfulness they received from their training according to the following three choices: (1) little or no help, (2) some or average help, and (3) very helpful. It was believed that the experienced judgments of the respondents would provide a useful evaluation of the helpfulness of the training program in resolving each problem identified. To assist in analyzing and interpreting data, numerical values of one, two, and three were assigned to each of the three choices above, and the limitations of average index scores for the three choices were considered to be from 1.0 to 1.7, little or no help; from 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful. Table VII, page 78, shows the evaluation of principals and superintendents with respect to average index scores for each administrative problem identified.

The training program was evaluated by the forty-one responding principals as of "little or no help" for nine problems, of "some or average help" for six problems, and as "very helpful" for none of the fifteen problems. The average index scores ranged from 1.3 to 2.3, and the average of all index scores was 1.9. These data indicate that the responding principals believed the training program to be of "average help" for the general problem area of business and financial management, but of "little or no help" in several of the specific problem areas.

TABLE VII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE IN RESOLVING PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT OF SCHOOLS

ADMINISTRATIVE PROBLEMS	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
1. PREPARING, SUBMITTING, AND MANAGING THE BUDGET	1.0	1.3	1.5	1.7	2.3	1.8	1.0	1.7	1.7	1.6	1.6
2. ACCOUNTING, RECORDING, AUDITING, AND REPORTING OF FUNDS	1.7	1.4	1.5	1.7	2.2	1.5	1.7	1.6	1.7	1.5	1.6
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	2.0	1.3	1.0	1.5	1.0	1.3	1.0	1.8	1.5	1.5	1.5
4. PLANNING BOND ISSUES AND SELLING BONDS	2.5	1.2	1.0	1.7	1.5	1.0	1.0	2.0	1.7	1.5	1.6
5. SECURING LOCAL, STATE, AND NATIONAL FUNDS FOR EDUCATION	1.0	1.1	2.9	2.0	2.3	1.7	1.0	1.7	1.9	1.6	2.7
6. PREPARING PAYROLLS AND PAYING BILLS	1.6	1.4	1.2	1.7	2.3	1.3	1.0	1.4	1.6	1.2	1.5
7. ADMINISTERING ACTIVITY FUNDS	1.9	1.5	1.4	1.7	2.3	1.7	1.8	1.7	1.8	1.6	1.7
8. CONTRACTING AND ISSUING WORK PERMITS	1.3	1.2	1.2	1.6	1.5	1.3	1.0	1.0	1.3	1.3	1.3
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	1.9	2.0	2.3	2.4	2.7	2.7	3.0	2.7	2.2	2.4	2.3
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	2.4	2.5	1.8	2.3	2.7	2.8	2.8	2.4	2.3	2.4	2.4
11. ADMINISTERING LUNCH-ROOMS, TRANSPORTATION, AND HEALTH SERVICES	1.5	1.7	1.7	1.9	1.9	1.5	1.3	1.2	1.7	1.7	1.7
12. REQUISITIONING, PURCHASING, AND MANAGING MATERIALS	1.6	1.6	1.6	1.7	1.8	1.5	1.0	2.0	1.6	1.7	1.6
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	2.5	2.3	2.3	2.4	1.8	2.7	2.6	2.3	2.3	2.4	2.4
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	1.8	1.7	2.1	1.9	2.8	2.3	2.6	2.6	2.2	2.0	2.1
15. DIRECTING PROPER OFFICE MANAGEMENT	1.6	1.8	1.9	2.1	1.8	2.2	1.6	1.7	1.7	2.0	1.9
TOTAL	1.8	1.6	1.8	1.9	2.2	1.8	1.9	1.8	1.9	1.8	1.8

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*INDEX SCORES - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

The responses with respect to problems for which the training program was judged to be of "little or no help" by responding principals are shown in Table VIII and arranged in ascending order of the average index scores.



TABLE VIII

PROBLEMS CONCERNED WITH BUSINESS AND FINANCIAL MANAGEMENT  
FOR WHICH TRAINING WAS JUDGED BY FORTY-ONE PRINCIPALS  
AS OF LITTLE OR NO HELP AS INDICATED  
BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Contracting and issuing work permits	1.3
Recommending levies and tax assessments	1.5
Preparing payrolls and paying bills	1.6
Requisitioning, purchasing, and managing materials	1.6
Preparing, submitting, and managing the budget	1.7
Accounting, recording, auditing, and reporting of funds	1.7
Planning bond issues and selling bonds	1.7
Administering lunchrooms, transportation, and health services	1.7
Directing proper office management	1.7

Those problems for which training was judged to be of least help were, for the most part, the same problems which had been experienced by the fewest principals. Seven of the nine problems, for which training was judged as being of "little or no help," were reported as having been experienced by less than half the responding principals.

For the purpose of identifying similarities or differences of evaluations of principals of the different sizes of schools, it was deemed advisable to recognize extreme evaluations only. In this manner evaluations which have average index scores placing them within the upper or lower limitations as established for purposes of analysis have been considered as sufficiently important to warrant attention. No evaluations which have average index scores placing them only one category away from

other evaluations were considered sufficiently different to require special treatment. By directing attention to the extreme evaluations, it was believed that similarities and differences of evaluations by principals of the different sizes of schools were adequately recognized.

Evaluations were not found to be sufficiently different to require special attention for fourteen problem areas identified by principals, and for only one problem area--planning bond issues and selling bonds--were evaluations considered to be far enough apart to demand special analysis. For problems of this nature, judgments of helpfulness gave average index scores of 2.5, "very helpful," for principals from schools with fewer than ten teachers; 1.0, "little or no help," for principals from schools with ten to nineteen teachers; 1.5, "little or no help," for principals from schools with twenty to twenty-nine teachers; and 1.0, "little or no help," for principals from schools with thirty or more teachers. These data indicate that judgments of principals concerning the helpfulness of the training program of Oklahoma Agricultural and Mechanical College are uniformly consistent regardless of the size of the school where they work, with the exception of the one problem area mentioned above. Again the factor of the small number of principals who have encountered these problems should be recognized. It should be understood that these evaluations were made only by those principals who have actually experienced problems of this nature and not by all who are holding positions as school principal. No attempt was made in this study to determine the number of times those principals rendering judgments had experienced the particular problems.

The training program was evaluated by the forty responding superintendents as of "little or no help" for ten problem areas, of "some or

average help" for two problem areas, and as "very helpful" for three problem areas. The average index scores ranged from 1.2 to 2.4 and the average of all index scores was 1.8. These responses indicate that the superintendents included in this study believed the training program to be of "average help" for the general problem area of business and financial management, as "very helpful" for certain specific problem areas, but of "little or no help" for the majority of the specific problem areas identified. The three problems for which superintendents judged the program as being "very helpful" and principals as rendering "average help" were: administering the school plant in relation to the instructional program; determining school building needs and preparing plans for new buildings; and operating the school through proper legal channels. Eight of the problem areas for which principals judged the training program as being of "little or no help" were included in the list of problems for which superintendents gave the same evaluations. The two problems which superintendents placed in the category of "little or no help," and which principals judged as rendering "average help" were: securing local, state, and national funds for education; and administering activity funds. The particular problem which principals placed in the category of "little or no help," and superintendents judged as rendering "average help" was directing proper office management.

Those problems for which the training program was judged to be of "little or no help" by the forty responding superintendents are shown in Table IX and are arranged in ascending order of the average index scores.

The mean of the index scores derived from evaluations indicated by responding principals and superintendents needs no statistical treatment

TABLE IX

PROBLEMS CONCERNED WITH BUSINESS AND FINANCIAL MANAGEMENT FOR WHICH TRAINING WAS JUDGED BY FORTY SUPERINTENDENTS AS OF LITTLE OR NO HELP AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Preparing payrolls and paying bills	1.2
Contracting and issuing work permits	1.3
Accounting, recording, auditing, and reporting of funds	1.5
Recommending levies and tax assessments	1.5
Planning bond issues and selling bonds	1.5
Preparing, submitting, and managing the budget	1.6
Securing local, state, and national funds for education	1.6
Administering activity funds	1.6
Administering lunchrooms, transportation, and health services	1.7
Requisitioning, purchasing and managing materials	1.7

to establish their reliability since they are not means of population samples. They are thus true means and need only to be compared in order to determine the true differences between evaluations of the two groups. The significance of differences is believed to be best demonstrated by recognizing not only the central tendency as expressed by the mean index scores but also the degree of variability or dispersion of scores from the mean. To determine the variability or dispersion of scores from the mean, standard deviations were computed.

The average index score derived from the evaluations of the responding principals was found to be 1.9 and the degree of variability, or standard deviation, to be .79. The average index score derived from the

evaluations of the responding superintendents was found to be 1.8 and the standard deviation was .76. In view of the categories established earlier for interpretive purposes, it seems that principals and superintendents are agreed that the training program is of "some or average help" in resolving problems in this general problem area. The difference which was indicated by the standard deviations of the evaluations could not be demonstrated to represent a significant difference. The difference which is revealed by the data, however, does seem to indicate, that to a degree, superintendents are more closely agreed on the evaluation than are principals.

Evaluations of superintendents of the different sizes of schools were not found to be sufficiently different to require special attention for fourteen of the problem areas identified. For only one problem area--building effective internal and external organizations--were evaluation considered to be far enough apart to demand further analysis. For these problems, evaluations of helpfulness gave average index scores of 1.7, "little or no help," for eleven superintendents of schools with fewer than ten teachers; 1.9, "average help," for sixteen superintendents of schools with ten to nineteen teachers; 2.3, "average help," for six superintendents of schools with twenty-to twenty-nine teachers; and 2.6, "very helpful," for seven superintendents of schools with thirty or more teachers. These data suggest that the size of the school has very little to do with evaluations of superintendents with respect to the helpfulness realized from the training program. The only exception to this observation is in the problem area--building effective internal and external organizations--where the indication is distinctly in the direction of higher evaluations from superintendents of larger schools.

Training of Principals and Superintendents. The purpose of this section is to examine the frequency with which principals and superintendents report that they have had training in certain program areas listed on the questionnaire and described as aspects of the training program. In addition, this section purposes to ascertain if any basic pattern can be identified in the nature of the program areas experienced or if the training of principals and superintendents has been appreciably different.

The questionnaire was designed to establish the identity of certain areas of the program which respondents have experienced in their training at Oklahoma Agricultural and Mechanical College. After identifying an area of the program as such, respondents were requested to indicate the degree of helpfulness received as a result of the training program as they encountered problems in their work as school administrators. Respondents were asked to identify additional program areas which were not listed on the questionnaire.

Table 19, Appendix A, reveals that more than fifty-six per cent of the forty-one responding principals have experienced all program areas identified. The program areas which the greatest number of principals reported as "not having experienced" fall within two specific areas: namely, public school finance and public school law. Although no particular area of the program was listed as having been experienced by all principals, eight were listed as having been experienced by eighty per cent or more of all respondents. Table X shows the program areas identified as having been experienced by eighty per cent or more of all principals.

TABLE X

PROGRAM AREAS EXPERIENCED BY EIGHTY PER CENT OR MORE OF  
ALL THE FORTY-ONE PRINCIPALS RESPONDING

PROGRAM AREAS	Have Experienced	Per Cent
Evaluation of school plant and the new building program	32	80.0
Problems in school plant management	33	80.5
Organization and administration of audio-visual programs	33	80.5
Special services—health, library, and lunchroom	35	85.4
State, local, and federal administration	35	85.4
Teacher and pupil records	37	90.2
School plant administration as related to the instructional program	39	95.1
Organization and administration of instructional activities and routine duties	40	97.6

Table XI identifies those program areas least commonly experienced by forty-one responding principals included in this study. It should be noted that all the program areas listed are included in the content of two courses offered by the School of Education, and it can readily be seen that many of the responding principals have not taken those courses.

TABLE XI

PROGRAM AREAS LEAST COMMONLY EXPERIENCED BY FORTY-ONE  
PRINCIPALS INCLUDED IN THIS STUDY

PROGRAM AREAS	Have Experienced	Per Cent
Financing the physical education program	23	56.1
School bus transportation service and problems	24	58.5
School support and finance plans	25	61.0
Creation and alteration of school districts	26	63.4
The legal bases of education	27	65.8
Legal status and liability of local school boards	29	70.7
Organization for business management of plant and office	29	70.7
Historic development and trends in public spending in Oklahoma and the United States	30	73.2
Rights and liabilities of administrators, teachers, and other employees	31	75.6

Table 20, Appendix A, reveals that seventy-five per cent or more of the responding superintendents have had training in all program areas identified by the questionnaire. The only program area in which as many as ten superintendents reported they had had no training was that of "financing the physical education program." In view of these findings, it appears that all responding superintendents have had training in the majority of all program areas identified, with all reporting training in public school law.

As in the case of principals, superintendents of different sizes of schools indicated no particular differences of training in any of the



program areas identified.

Helpfulness of Program Areas as Assessed by Principals and Superintendents. The purpose of this section is to assess, on the basis of the experienced judgment of respondents, the helpfulness of the program areas experienced in the training program. The respondents were requested to indicate the degree of helpfulness they received from program areas according to three choices: (1) little or no help, (2) some or average help, (3) very helpful. Again index values were assigned to judgments rendered. The numerical values assigned were one, two, and three for the three choices above. The limitations of average index scores were considered to be from 1.0 to 1.7, little or no help; from 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful. Table XII, page 88, shows the evaluations of principals and superintendents according to the average of index scores.

The evaluations of responding principals gave average index scores of "little or no help" for two program areas--special services such as health, library, and lunchroom; and school bus transportation problems--; "some or average help" for fourteen program areas; and "very helpful" for one program area--organization of an audio-visual program.

Average index scores from the assessments of principals of the different sizes of schools were believed to be sufficiently different to justify additional study for three of the seventeen program areas but uniformly consistent for the remaining fourteen. Principals of schools with fewer than ten teachers and of schools with thirty or more teachers evaluated the program area of "legal status and liability of local school boards" as "very helpful" while principals of schools with twenty to twenty-nine teachers evaluated it as of "little or no help."

TABLE XII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF PROGRAM AREAS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE CONCERNED WITH BUSINESS AND FINANCIAL MANAGEMENT

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
ORGANIZATION AND ADMINISTRATION OF											
1. INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	2.3	2.1	2.3	2.4	2.1	2.5	2.6	2.9	2.3	2.4	2.4
SPECIAL SERVICES, HEALTH, LIBRARY,											
2. LUNCHROOM	1.9	1.3	1.6	1.6	2.0	1.7	1.4	2.1	1.7	1.6	1.7
STATE, LOCAL, AND FEDERAL											
3. ADMINISTRATION	1.7	2.0	2.0	1.6	1.8	1.8	2.0	2.0	1.9	2.1	2.0
4. THE LEGAL BASIS OF EDUCATION	2.1	2.3	1.8	2.5	2.0	2.7	2.6	2.9	2.1	2.5	2.3
LEGAL STATUS AND LIABILITY OF											
5. LOCAL SCHOOL BOARDS	2.5	2.7	2.1	2.4	1.7	2.3	2.8	2.9	2.3	2.5	2.4
CREATION AND ALTERATION OF											
6. SCHOOL DISTRICTS	1.9	2.4	1.9	2.2	2.0	2.0	2.6	2.1	2.0	2.2	2.1
7. SCHOOL SUPPORT AND FINANCE PLANS	2.1	2.3	2.4	2.2	1.7	2.2	2.4	2.4	2.2	2.3	2.2
RIGHTS AND LIABILITIES OF ADMINIS-											
TRATORS, TEACHERS, AND OTHER											
8. EMPLOYEES	2.2	2.6	2.2	2.6	2.0	2.5	2.4	2.9	2.2	2.6	2.4
HISTORIC DEVELOPMENT AND TRENDS											
IN PUBLIC SCHOOL SPENDING IN OKLA-											
9. HOHA AND THE UNITED STATES	1.5	2.1	2.0	1.9	2.0	1.7	2.0	2.0	1.8	2.0	1.9
ORGANIZATION FOR BUSINESS MANAGE-											
10. MENT OF PLANT AND OFFICE	1.9	2.0	2.0	2.1	2.3	2.3	2.5	2.0	2.1	2.1	2.1
11. TEACHER AND PUPIL RECORDS	1.7	2.1	2.3	2.1	2.0	1.7	2.2	2.2	2.1	2.1	2.1
SCHOOL PLANT ADMINISTRATION AS											
12. RELATED TO THE INSTRUCTIONAL PROGRAM	2.0	2.5	2.3	2.3	1.9	2.3	2.4	1.7	2.2	2.3	2.2
13. PROBLEMS IN SCHOOL PLANT MANAGEMENT	1.8	2.2	2.6	2.3	2.0	2.3	2.2	1.6	2.2	2.1	2.2
EVALUATION OF SCHOOL PLANT AND											
14. THE NEW BUILDING PROGRAM	1.9	2.1	2.0	2.3	2.0	2.5	2.0	2.3	2.0	2.3	2.1
SCHOOL BUS TRANSPORTATION											
15. SERVICE AND PROBLEMS	1.7	1.7	1.8	1.7	1.8	1.0	1.0	1.6	1.7	1.6	1.6
ORGANIZATION AND ADMINISTRATION											
16. OF AN AUDIO VISUAL PROGRAM	2.7	2.7	2.5	2.5	2.7	2.7	2.7	2.8	2.6	2.6	2.6
FINANCING THE PHYSICAL											
17. EDUCATION PROGRAM	1.9	1.4	2.4	1.9	1.5	1.3	2.5	1.7	1.9	1.7	1.8
TOTAL	2.0	2.1	2.1	2.2	2.0	2.1	2.2	2.5	2.1	2.2	2.1

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*INDEX SCORES - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

Principals of schools with ten to nineteen teachers and of schools with thirty or more teachers evaluated the program area of "school support and finance plan" and "financing the physical education program" as "very helpful," while principals of schools with twenty-to twenty-nine teachers evaluated these areas of the program as of "little or no help." Though these evaluations are extreme in nature, and principals of different sizes of schools rendered these judgments, evidence is not available to establish a pattern of responses which seems to be directly related to the size of the schools where principals work.

The average index scores of responding superintendents gave indications of "little or no help" for three program areas, "some or average help" for nine program areas, and "very helpful" for five program areas. The three program areas which were evaluated as of "little or no help" were special services--health, library, and lunchroom--, school bus transportation and problems, and financing the physical education program. The areas evaluated as "very helpful" were organization and administration of instructional activities and routine duties; the legal bases of education, legal status and liability of local school boards, and organization and administration of an audio-visual program. It is worthy of noting that two of the items checked by superintendents as of "little or no help" were checked similarly by principals, and the only program area checked as "very helpful" by principals was checked the same by superintendents.

The differences between evaluations indicated by responding principals and superintendents were identified by comparing the mean index scores of each group of respondents. Standard deviations were compared to determine if differences in variability of scores from the mean were

indicated.

The average index score derived from the evaluations of the responding principals was found to be 2.1 and the degree of variability, or standard deviation, was .78; the average index scores derived from the evaluations of the responding superintendents was found to be 2.2 and the standard deviation was .75. These data seem to indicate that there is general agreement between principals and superintendents concerning the helpfulness of the areas of the program relating to business and financial management which they have experienced.

Evaluations of superintendents for the program area of "school plant administration as related to the instructional program" were found to increase as the size of the schools decreased. Average index scores for all the other areas were constant from superintendents of all sizes of schools.

Differences between Evaluations of the Overall Training Program and Program Areas of the Training Program. Differences were determined between the mean index scores and standard deviations, which were derived from the evaluations of helpfulness to school administrators, of the specific areas of the training program and of the helpfulness of the overall training program in resolving the problems identified. The mean index score derived from the evaluations of helpfulness of the training program in resolving problems relating to business and financial management was found to be 1.8 and the standard deviation was .77. The mean index score derived from the evaluations of helpfulness of specific areas of the training program relating to business and financial management was found to be 2.1 and the standard deviation was .75. Even though the mean index scores indicate that both evaluations fall within the category

of "some or average help," there is a difference in the two evaluations. There seems to be no way to establish the degree of significance in the differences indicated; however, there is an indication that school administrators evaluate the specific areas relating to business and financial management as of more help than the training program in resolving problems relating to business and financial management. The standard deviations also indicate that there is a closer agreement among administrators with respect to the helpfulness of specific areas identified as opposed to the helpfulness of the training program in resolving specific problems.

Summary. This part of the chapter has had as its purpose the presentation of data concerning problems encountered by the school administrators involved in this study relating to business and financial management together with the evaluations of school administrators with respect to the helpfulness of their training experienced in resolving these problems. In addition, the chapter has been concerned with data relating to the specific areas of the program which administrators experienced in their graduate school training and their evaluations of the helpfulness received from the program in their work. Finally, statistical comparisons have been made between the evaluations mentioned to see if any significant differences exist. These data indicate several general tendencies and tentative conclusions.

The data revealed fifteen problems concerned with business and financial management. Many of the problems identified had not been encountered by some of the principals, but the majority was regularly experienced by superintendents. In the light of these findings, it seems that the work of the average school principal does not include a

large assortment of problems of this nature, and particularly with respect to problems concerned with public school finance and public school law. On the other hand, it seems that all superintendents regularly encounter most of these problems in their work.

An important finding of the investigation is the indication of the data that most administrators, both principals and superintendents, are recognizing little or no help from their training which can be used in resolving many problems relating to business and financial management. The data further reveal that no significant difference exists between evaluations of principals and superintendents with respect to the helpfulness of their training in resolving these problems.

A total of seventeen specific areas of the training program concerned with business and financial management were identified in the study. More than fifty per cent of the forty-one principals responding and more than seventy-five per cent of the forty superintendents have had training in each area identified. Even though most principals have had training in these areas, the training of superintendents has been more extensive and more specifically so in the areas concerned with public school finance and public school law.

A second important indication is that most administrators recognize almost all areas of the training program as being of average help to them in their work. Among the program areas which received greatest recognition for their helpfulness were those concerned with public school law and public school finance.

A third indication has been that the program areas which administrators have experienced in their training have been of average help, yet the same degree of help has not been recognized in resolving problems

relating to business and financial management. It is strongly indicated that, as though administrators believe the specific program areas they have experienced are helpful, the training program has not been expanded sufficiently to provide the necessary help to administrators in resolving their problems in business and financial management.

It should also be noted that only minor differences were found in the problems experienced and the evaluations given by administrators of the different sizes of schools.

#### Part II -- Problems and Training Concerned With Pupil Relations

The purpose of this part of the chapter is to treat the frequency with which administrators indicate they have experienced problems with respect to pupil relations and the similarities or differences indicated by these findings.

Problems Identified by Principals and Superintendents. Table 29, Appendix A, shows that five of the problems identified have been experienced by all forty-one principals responding. One problem--directing the publishing of school papers and annuals--was reported as not having been encountered by fourteen, or 34.1 per cent of the responding principals. Thirty-six or more of the forty-one principals reported they had experienced all remaining problems.

The problems which all of the forty-one principals indicated they had experienced were: establishing rapport between pupils and staff; identifying pupil interests and needs; dealing with pupil problems--attendance, dropouts, discipline; conducting individual and group guidance and counseling; and reporting, promoting and graduating. Forty of the forty-one principals reported they had encountered problems dealing with providing curricular offerings serving pupil interests and needs.

Thirty-seven reported encountering problems of supervising student clubs and class organizations, and thirty-six reported they had encountered problems of providing for student participation in school government and administering interscholastics.

The data reveal that fifty-four, or seventy-two per cent of the principals who reported they had not encountered specific problems concerned with pupil relations were from schools with fewer than ten teachers and ninety-seven per cent were from schools with fewer than twenty teachers. Eighteen responses of "no experience" were made by principals of schools with fewer than ten teachers, ten by principals of schools with ten to nineteen teachers, and only one principal from a school with thirty or more teachers. All the principals from schools with twenty to twenty-nine teachers reported they had encountered all problems identified. In the light of these findings, it seems that principals of the larger schools encounter many problems in pupil relations that principals of the smaller schools do not meet in their work.

Table 30, Appendix A, reveals that five of the problems identified have been experienced by all forty superintendents responding. Thirty-seven, or 92.5 per cent, of the forty superintendents responding indicated they had encountered problems dealing with directing the publishing of school papers and annuals, thirty-eight had experienced problems dealing with administering interscholastics, and thirty-nine, or 97.5 per cent, reported they had experienced each of the other three problems.

No appreciable difference could be discovered between frequencies with which problems were experienced by superintendents of different sizes of schools.



TABLE XIII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE IN RESOLVING PROBLEMS RELATING TO PUPIL RELATIONS

ADMINISTRATIVE PROBLEMS	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
ESTABLISHING RAPPORT BETWEEN											
16. PUPILS AND STAFF	2.4	2.2	2.7	2.2	2.6	2.8	2.8	2.6	2.6	2.3	2.5
IDENTIFYING PUPIL INTERESTS											
17. AND NEEDS	2.6	2.5	2.6	2.4	2.7	2.8	2.6	2.6	2.6	2.5	2.6
PROVIDING CURRICULAR OFFERINGS											
18. SERVING PUPIL INTERESTS AND NEEDS	2.5	2.5	2.5	2.4	2.9	2.7	2.6	2.4	2.5	2.5	2.5
SUPERVISING STUDENT CLUBS AND											
19. CLASS ORGANIZATIONS	1.5	1.5	2.1	1.7	2.3	1.7	1.4	2.0	1.9	1.7	1.8
DIRECTING THE PUBLISHING OF											
20. SCHOOL PAPER AND ANNUAL	1.0	1.1	1.1	1.3	1.9	1.2	1.0	1.0	1.3	1.2	1.2
DEALING WITH PUPIL PROBLEMS--											
21. ATTENDANCE, DROPOUTS, DISCIPLINE	2.4	2.5	2.5	2.2	2.4	2.5	2.4	3.0	2.5	2.4	2.4
CONDUCTING INDIVIDUAL AND GROUP											
22. GUIDANCE AND COUNSELING	2.4	2.5	2.7	2.3	3.0	2.7	3.0	2.7	2.7	2.5	2.6
PROVIDING FOR STUDENT PARTICI-											
23. PATION IN SCHOOL GOVERNMENT	2.4	1.9	2.3	1.7	1.9	2.2	2.4	2.4	2.2	2.0	2.1
REPORTING, PROMOTING, AND GRADUATING											
24.	2.4	1.9	2.1	2.0	2.3	2.2	2.4	2.3	2.3	2.0	2.2
ADMINISTERING INTERSCHOLASTICS											
25.	1.7	1.7	1.6	1.9	1.7	1.5	1.4	1.5	1.6	1.7	1.7
TOTAL	2.2	2.0	2.3	2.0	2.4	2.2	2.2	2.2	2.3	2.1	2.2

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORE - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

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Helpfulness of the Training Program in Resolving Problems Concerned with Pupil Relations. In order to determine the helpfulness of the training program in resolving problems of this nature, respondents were asked to indicate the degree of helpfulness they received from their training according to the three choices used in the preceding section of this study: (1) little or no help, (2) some or average help, and (3) very helpful. To assist in properly analyzing and interpreting data, numerical values of one, two, and three were assigned to each of the three choices above, and the limitations of average index scores for the three choices were again considered to be from 1.0 to 1.7, little or no help; from 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful.

Table XIII, page 95, shows the evaluations of principals and superintendents with respect to average index scores for each administrative problem identified.

The training program was evaluated by responding principals as "little or no help" for two problems—directing the publishing of school papers and annuals, and administering interscholastics; "some or average help" for three problems; and "very helpful" for five of the ten problems. The average index scores ranged from 1.3 to 2.7, and the average of all index scores was 2.3. The responses with respect to problems for which the training program was judged to be very helpful by responding principals are shown in Table XIV and arranged in ascending order of the average index scores.

Again it should be noted that the problems for which the training program was judged to be of "little or no help" are among those experienced by the fewest principals.

TABLE XIV

PROBLEMS CONCERNED WITH PUPIL RELATIONS FOR WHICH TRAINING  
WAS JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Providing curricular offerings serving pupil interests and needs	2.5
Dealing with pupil problems--attendance, dropouts, discipline	2.5
Establishing rapport between pupils and staff	2.6
Identifying pupil interests and needs	2.6
Conducting individual and group guidance and counseling	2.7

For the purpose of identifying similarities or differences of evaluations of principals of the different sizes of schools, it was considered advisable to recognize extreme evaluations only. The data reveal that no evaluations have average index scores that place them within both the upper and lower categories established for purposes of analysis. Evaluations were not found to be sufficiently different to require special attention for any of the ten problem areas identified by principals.

The training program was evaluated by responding superintendents as of "little or no help" for three problems, of "some or average help" for three problems, and as "very helpful" for four problems. The average index scores ranged from 1.2 to 2.5, and the average of all index scores was 2.1.

The problems for which the training program was judged to be "very helpful" by responding superintendents are shown in Table XV and are arranged in ascending order of the average index scores.

TABLE XV

PROBLEMS CONCERNED WITH PUPIL RELATIONS FOR WHICH TRAINING  
WAS JUDGED BY FORTY SUPERINTENDENTS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Dealing with pupil problems—attendance, dropouts, discipline	2.4
Identifying pupil interests and needs	2.5
Providing curricular offerings serving pupil interests and needs	2.5
Conducting individual and group guidance and counseling	2.5

The problems for which the training program was judged to be of "little or no help" by forty responding superintendents are shown in Table XVI and are arranged in ascending order of the average index scores.

TABLE XVI

PROBLEMS CONCERNED WITH PUPIL RELATIONS FOR WHICH TRAINING  
WAS JUDGED BY FORTY SUPERINTENDENTS AS OF LITTLE OR NO  
HELP AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Directing the publishing of school papers and annuals	1.2
Supervising student clubs and class organizations	1.7
Administering interscholastics	1.7

The significance of differences between evaluations of principals and superintendents was identified by comparing the average index scores and the standard deviations of scores from the means.

The average index score derived from the evaluations of the

responding principals was found to be 2.3 and the standard deviation was .76. The average index score derived from the evaluations of the responding superintendents was found to be 2.1 and the standard deviation was .74. These data indicate that both principals and superintendents evaluated the training program as of "some or average help," but principals gave evaluations which were slightly higher than superintendents. The standard deviations, however, seem to indicate a closer agreement among superintendents than was found to exist among principals.

Evaluations of superintendents of the different sizes of schools were believed to be sufficiently different to require special attention for only one of the ten problems identified--providing for student participation in school government. For problems dealing with providing for student participation in school government, evaluations of helpfulness gave average index scores of 1.9; "average help," for superintendents of schools with fewer than ten teachers; 1.7, "little or no help," for superintendents of schools with ten to nineteen teachers; 2.2, "average help" for superintendents of schools with twenty to twenty-nine teachers; and 2.4, "very helpful," for superintendents of schools with thirty or more teachers. Even though extreme evaluations were given by superintendents of different sizes of schools, it is difficult to establish a particular pattern which can be attributed to the size of the school where superintendents work.

Program Areas of the Training Program Experienced in the Training of Principals and Superintendents. The purpose of this section is to examine the frequency with which principals and superintendents report that they have had training in the specific areas of the training program which were concerned with pupil relations. In addition, this section

proposes to ascertain if any basic pattern can be identified in the nature and kind of training experienced or if the training of principals and superintendents has been appreciably different in the general program area.

The questionnaire was designed to establish the identity of specific areas of the program which respondents have experienced in their preparation at Oklahoma Agricultural and Mechanical College. Respondents were requested to identify additional areas of the program which were not listed on the questionnaire.

Seventeen program areas were identified by both principals and superintendents. Frequencies with which principals and superintendents reported encountering these program areas were recorded and relationships between these frequencies were identified.

All of the forty-one principals responding reported they had experienced the two program areas of "guidance as an integral part of education," and "studying and counseling the individual," in their preparation in the Graduate School. For only two of the program areas identified--administering intramural, extramural, and interscholastic programs -- and determining the effect of the needs of students on the language arts program -- did any sizable number of responding principals indicate they had had "no experience." Twenty-three principals or fifty-six per cent of all those responding had experienced all program areas identified. Fifteen of the seventeen program areas were experienced by ninety per cent or more of all respondents. Table XVII shows the program areas experienced by ninety per cent or more of all principals included in this study.

TABLE XVII

PROGRAM AREAS CONCERNED WITH PUPIL RELATIONS EXPERIENCED  
BY NINETY PER CENT OR MORE OF ALL THE  
FORTY-ONE PRINCIPALS RESPONDING

PROGRAM AREAS	Have Experienced	Per Cent
Guidance as an integral part of education	41	100
Studying and counseling the individual	41	100
Group guidance	40	97.6
Grouping pupils for optimum growth and development	40	97.6
Pupil personnel and adjustment services	40	97.6
The factors influencing human growth, development, motivation, learning, behavior, and personality	40	97.6
Who should be involved in developing the curriculum and by what process	40	97.6
The psychological and philosophical bases for guidance	39	95.1
Helping individuals to develop well integrated personalities	39	95.1
Policies of admission, promotion, and graduation in elementary schools	38	92.7
Appraising the status of, or change in, human behavior	38	92.7
Individual and group differences in terms of intelligence, special aptitudes, interests, and achievements	38	92.7
Group dynamics	37	90.2
Counseling from tests	37	90.2
Differences within the individual in terms of traits and abilities	37	90.2

These data indicate that principals have received extensive training in each of the specific problem areas of the training program identified. In addition, the responses indicate that very few gaps occur within the course areas designed to assist in pupil relations and that, while all principals have experienced training of this nature, all program areas identified have been experienced by the majority of all the principals responding.

The data revealed that, although principals of larger schools reported they had experienced more of these problem areas in their training than principals of smaller schools, the differences were not considered to be great enough to justify any specific treatment.

Table 40, Appendix A, reveals that twenty-four, or sixty per cent of all responding superintendents have had training in all program areas identified by the questionnaire. Three areas were experienced by all respondents, and fifteen of the seventeen problem areas were experienced by ninety per cent or more of all the forty responding superintendents. The three areas reportedly experienced by all superintendents were: the factors influencing human growth, development, motivation, learning, behavior, and personality; helping individuals develop well integrated personalities; and determining who should be involved in developing the curriculum and by what process. For only two of the program areas identified--the effect of the needs of students on the language arts program and administering intramural, extramural, and interscholastic programs--did any sizable number of respondents indicate they had had "no experience." Table XVIII shows the program areas reportedly experienced by ninety per cent or more of all forty superintendents responding.



TABLE XVIII

PROGRAM AREAS CONCERNED WITH PUPIL RELATIONS EXPERIENCED  
BY NINETY PER CENT OR MORE OF ALL THE  
FORTY SUPERINTENDENTS RESPONDING

PROGRAM AREAS	Have Experienced	Per Cent
The factors influencing human growth, development, motivation, learning, behavior, and personality	40	100
Helping individuals to develop well integrated personalities	40	100
Who should be involved in developing the curriculum and by what process	40	100
Guidance as an integral part of education	39	97.5
Studying and counseling the individual	39	97.5
The psychological and philosophical bases for guidance	39	97.5
Differences within the individual in terms of traits and abilities	39	97.5
Group guidance	38	95.0
Grouping pupils for optimum growth and development	38	95.0
Appraising the status of, or change in, human behavior	38	95.0
Individual and group differences in terms of intelligence, special aptitudes, interests and achievements	38	95.0
Group dynamics	36	90.0
Policies of admission, promotion, and graduation in the elementary schools	36	90.0
Pupil personnel and adjustment services	36	90.0
Counseling from tests	36	90.0

It should be observed that the fifteen problem areas in this general area which were experienced in the training of ninety per cent of all superintendents are the same fifteen problem areas experienced in the training of ninety per cent of all principals included in this study, and the only two areas not included in this list for superintendents were not included in the list for principals. In terms of these similarities, it seems that the training of principals and superintendents in the area of pupil relations is closely related.

No appreciable difference could be discerned between the problem areas of the training program experienced by superintendents of different sized schools.

Helpfulness of Program Areas as Assessed by Principals and Superintendents. The purpose of this section is to assess on the basis of the experienced judgment of respondents the helpfulness of program areas of the training program dealing with pupil relations which have been experienced by responding administrators. The respondents were requested to indicate the degree of helpfulness they received from program areas they had experienced according to three choices: (1) little or no help, (2) some or average help, and (3) very helpful. Again index values of one, two, and three were assigned for the three choices, and for purposes of analysis, numerical limitations of average index scores were considered to be from 1.0 to 1.7, little or no help; from 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful. Table XIX, page 105, shows the evaluations of principals and superintendents according to the average of index scores.

None of the seventeen program areas were evaluated by the forty-one responding principals as of "little or no help." Ten problem areas were

TABLE XIX

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF PROGRAM AREAS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE CONCERNED WITH PUPIL RELATIONS

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
GUIDANCE AS AN INTEGRAL PART											
1. OF EDUCATION	2.6	2.4	2.9	2.4	2.6	2.8	2.6	2.5	2.5	2.5	2.5
2. STUDYING AND COUNSELING THE INDIVIDUAL	2.3	2.2	2.7	2.2	2.3	2.7	2.0	2.7	2.5	2.4	2.4
3. THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR GUIDANCE	2.1	2.2	2.5	2.1	2.0	2.5	2.4	2.7	2.3	2.3	2.3
4. GROUP GUIDANCE	2.2	2.5	2.5	2.0	2.0	2.7	2.6	2.7	2.4	2.3	2.4
5. GROUP DYNAMICS	2.3	2.2	2.5	2.1	2.4	2.8	2.6	2.8	2.5	2.4	2.4
6. POLICIES OF ADMISSION, PROMOTION, AND GRADUATION IN ELEMENTARY SCHOOLS	2.2	1.6	2.1	1.7	2.3	2.3	1.8	2.7	2.1	1.9	2.0
7. GROUPING PUPILS FOR OPTIMUM GROWTH AND DEVELOPMENT	1.9	1.7	1.8	1.9	1.9	1.8	1.8	2.3	1.8	1.9	1.9
8. PUPIL PERSONNEL AND ADJUSTMENT SERVICES	2.2	1.6	2.0	1.7	1.9	2.2	2.0	2.0	2.0	1.8	1.9
9. COUNSELING FROM TESTS	2.2	2.0	2.2	1.9	2.0	2.3	2.6	2.3	2.2	2.0	2.1
10. APPRAISING THE STATUS OF, OR CHANGES IN, HUMAN BEHAVIOR	1.9	1.9	2.1	1.6	1.9	1.8	2.4	2.0	2.0	1.8	1.9
11. THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	2.1	1.7	2.1	2.2	2.0	2.0	2.6	2.3	2.2	2.0	2.1
12. HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES	2.4	2.1	2.6	2.1	2.0	2.5	2.2	2.0	2.4	2.1	2.3
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	2.7	2.3	2.5	2.5	2.4	2.8	2.4	2.5	2.5	2.5	2.5
14. THE EFFECT OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS PROGRAM	2.4	1.7	1.9	1.6	2.0	1.5	1.7	2.5	2.0	1.7	1.9
15. INTRAMURAL, EXTRAMURAL, AND INTERSCHOLASTIC PROGRAMS	2.4	2.0	2.3	2.2	1.9	2.0	1.7	2.0	2.2	2.1	2.1
16. INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE, SPECIAL ABILITIES, INTERESTS, AND ACHIEVEMENTS	2.3	2.3	2.2	2.1	1.6	1.8	2.8	2.5	2.2	2.2	2.2
17. DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND ABILITIES	2.4	2.2	2.6	2.1	1.8	2.3	2.4	2.3	2.4	2.4	2.3
TOTAL	2.3	2.0	2.3	2.0	2.1	2.3	2.4	2.3	2.3	2.1	2.2

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORE - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

evaluated as of "some or average help," and seven as "very helpful."

Table XX shows the program areas which the forty-one principals included in this study judged as "very helpful" to them in their work. They are arranged in ascending order of the average index scores.

TABLE XX

PROGRAM AREAS CONCERNED WITH PUPIL RELATIONS JUDGED  
BY FORTY-ONE PRINCIPALS AS VERY HELPFUL AS  
INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Group guidance	2.4
Helping individuals to develop well integrated personalities	2.4
Differences within the individual in terms of traits and abilities	2.4
Guidance as an integral part of education	2.5
Studying and counseling the individual	2.5
Group dynamics	2.5
Who should be involved in developing the curriculum and by what process	2.5

Average index scores derived from evaluations of responding principals ranged from 1.8 to 2.5, and the average of all index scores was 2.3.

Some differences in index scores can be observed with respect to the size of the school where principals work for three of the seventeen program areas. The remaining fourteen areas received uniformly consistent evaluations by principals of all sizes of schools. Further analysis of the evaluations for the three areas where differences were observed were noted. Evaluations were higher from principals of smaller schools for the two areas of "the effect of the need of students on the

language arts program," and "intramural, extramural, and interscholastic programs." Evaluations were higher from principals of the larger schools for the area of "individual and group differences in terms of intelligence, special aptitudes, interests, and achievements."

The average index scores derived from evaluations of superintendents indicated that they recognized "little or no help" from one problem area--the effect of the needs of students on the language arts program. At the same time, average index scores indicate "some or average help" for twelve areas, and "very helpful" for four areas. The responses with respect to the program areas judged by responding superintendents as "very helpful" are shown in Table XXI and arranged in ascending order of the average of index scores.

TABLE XXI

PROGRAM AREAS CONCERNED WITH PUPIL RELATIONS JUDGED  
BY FORTY SUPERINTENDENTS AS VERY HELPFUL AS  
INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Studying and counseling the individual	2.4
Group dynamics	2.4
Guidance as an integral part of education	2.5
Who should be involved in developing the curriculum and by what process	2.5

Average index scores ranged from 1.7 to 2.5, and the average of all index scores was 2.1. It should be noted that all the program areas judged as "very helpful" by superintendents received the same evaluation from responding principals.

Evaluations for two of the seventeen program areas--"policies of

admission, promotion, and graduation in the elementary schools," and "the effect of the needs of students on the language arts program," were considered sufficiently different by superintendents of the different sized schools to justify special recognition. Evaluations from superintendents of larger schools were observed to be higher than evaluations from superintendents of smaller schools for each of these two program areas. Evaluations for all remaining program areas were found to be consistent from superintendents of all sizes of schools.

The differences between evaluations indicated by forty-one responding principals and forty superintendents with respect to the helpfulness of program areas identified concerning pupil relations were recognized by comparing the mean index scores and standard deviations of each group of evaluations.

The average index score derived from the evaluations of the responding principals was found to be 2.3 and the standard deviation was .74. The average index score derived from the evaluations of the responding superintendents was found to be 2.1 and the standard deviation was .77. While the responding principals and superintendents indicate an evaluation of "some or average help," it also seems that principals received more help from the program areas concerned with pupil relations than did superintendents and at the same time were more closely agreed on the evaluations given.

Differences between Evaluations of the Overall Training Program and Program Areas of the Training Program. Differences were determined between the mean index scores and standard deviations of the evaluations of the program areas of the training program and of the entire training program in resolving problems concerned with pupil relations.

The mean index score derived from the evaluations of helpfulness of the training program in resolving problems concerned with pupil relations was found to be 2.2 and the standard deviation was .75. The mean index score derived from the evaluations of helpfulness of the program areas of the training program which were identified was found to be 2.2 and the standard deviation was .75. These data reveal no difference between evaluations of principals and superintendents of the helpfulness of the program areas of the training program and of the entire training program in resolving problems concerned with pupil relations. In each case, the average index scores indicated that administrators received "some or average help," and the standard deviations indicated equal agreement among all responding principals and superintendents on both evaluations.

Summary. This part of the chapter has involved the presentation of statistical findings with respect to problems concerned with pupil relations and the evaluations of principals and superintendents with respect to the helpfulness of their training in resolving these problems. Consideration has also been given to the program areas of the training program in this general area which principals and superintendents experienced in their graduate school training and the helpfulness of those program areas in actual working situations.

A total of ten problems and seventeen program areas of the training program concerned with pupil relations were identified in the study. Ninety per cent or more of the responding forty-one principals and forty superintendents had experienced fifteen of the seventeen program areas, and a majority of all respondents were found to have experienced all problems concerned with pupil relations.

An important finding of the investigation is the indication of the

administrators, both principals and superintendents, that the training program has been helpful in resolving most of the problems identified in pupil relations.

A second important finding is that most administrators recognize all program areas of the training program as being helpful to them in their work with respect to pupil relations, and several administrators indicated they have received much help.

A third finding of the study is that administrators indicate they have received approximately equal amounts of help from the total training program in resolving the problems identified and the program areas of the training program which were identified in the study.

Only minor differences were found to exist between the kinds of problems experienced by principals and superintendents which were concerned with pupil relations.

### Part III -- Problems and Training Relating to Personnel Administration

This part of Chapter IV proposes to ascertain the frequency with which principals and superintendents indicate they have experienced problems relating to personnel administration and to identify the problems encountered. The questionnaire was designed to identify problems relating to personnel administration with provisions for administrators to write in any problems not listed. Fifteen problems concerned with personnel administration were identified as having been experienced by both principals and superintendents.

Problems Identified by Principals and Superintendents. Table 49, Appendix A, reveals that four of the fifteen problems identified have been experienced by all principals responding. Eighty per cent or more



of the respondents indicated they have encountered each of ten of the fifteen problems while thirty-four per cent or more of the responding principals have not encountered the remaining five problems. The problems-- interviewing, recommending, and employing non-teaching personnel; and providing leadership for the growth and development of school board members-- were reported as never having been experienced by fifty per cent of the forty-one principals reporting. The problems which eighty per cent or more of the principals included in this study have experienced are listed in Table XXII. Three problems were reported to have been experienced by only a slight majority of the principals responding: namely, recruiting, interviewing, recommending, and employing teaching, supervisory, and administrative personnel; providing for teacher tenure, retirement, and welfare; and recommending or making transfers or dismissals.

TABLE XXII

RESPONSES OF FORTY-ONE SCHOOL PRINCIPALS WITH RESPECT  
TO ADMINISTRATIVE PROBLEMS COMMONLY EXPERIENCED  
RELATING TO PERSONNEL ADMINISTRATION

ADMINISTRATIVE PROBLEMS	Have Experienced	Per Cent
Providing for democratic participation for problem solving	41	100
Delegating authority	41	100
Holding individual or group conferences and faculty meetings	41	100
Providing for professional growth and professional ethics for self	41	100
Establishing rapport with personnel	40	97.6
Supervising instructional programs	40	97.6
Providing leadership for in-service training and professional growth	37	90.2
Evaluating teaching efficiency	37	90.2
Recommending for other jobs or promotions	35	85.4
Supervising non-teaching personnel	33	80.5

The data show that forty-nine per cent of the principals who reported they had not encountered some of the problems concerned with personnel administration were from schools with fewer than ten teachers and eighty-four per cent were from schools with fewer than twenty teachers. All principals from schools with thirty or more teachers reported they had experienced eight of the fifteen problems, and all principals from schools with twenty to twenty-nine teachers reported they had experienced ten problems. In connection with these observations it seems that problems relating to personnel administration are more frequently experienced by principals of the larger schools than they are by principals of smaller schools.

Table 50, Appendix A, reveals that eight of the problems identified have been experienced by all superintendents responding and ninety per cent or more of all respondents have encountered each of the fifteen problems. For the one problem which ten per cent of the respondents indicated they had no experience, it was observed that all respondents were from schools with fewer than twenty teachers. The data reveal that four superintendents reported they had not experienced problems dealing with providing for teacher tenure, retirement, and welfare.

Helpfulness of the Training Program in Resolving Problems Relating to Personnel Administration. Respondents were requested to indicate the degree of helpfulness they received from their training according to three choices: (1) little or no help, (2) some or average help, and (3) very helpful. Numerical values of one, two, and three were assigned each of the three choices to assist in interpreting data. Limitations were established to define average index scores in one of the categories listed above. The three categories were considered to be from 1.0 to

TABLE XXIII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE IN RESOLVING PROBLEMS RELATING TO PERSONNEL ADMINISTRATION

ADMINISTRATIVE PROBLEMS	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	2.3	2.2	1.9	2.1	2.3	2.5	1.7	2.3	2.1	2.2	2.2
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	1.5	1.4	1.7	1.7	2.1	2.0	1.8	1.9	1.7	1.7	1.7
28. ESTABLISHING RAPPORT WITH PERSONNEL	2.2	2.1	2.5	2.1	2.6	2.8	3.0	2.9	2.5	2.3	2.4
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	2.2	2.2	2.4	2.2	2.7	3.0	2.8	2.9	2.5	2.5	2.5
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	2.0	1.5	2.1	1.9	2.5	1.8	1.5	1.7	2.1	1.7	1.9
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	2.5	2.5	2.7	2.3	2.9	2.8	3.0	2.6	2.7	2.5	2.6
32. DELEGATING AUTHORITY	2.1	2.3	2.1	2.2	2.9	2.5	2.6	2.4	2.3	2.3	2.3
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	2.3	2.5	2.7	2.4	2.7	2.8	3.0	2.4	2.6	2.5	2.5
34. SUPERVISING INSTRUCTIONAL PROGRAM	2.2	2.2	2.3	2.3	2.9	2.5	2.4	2.4	2.4	2.3	2.4
35. EVALUATING TEACHING EFFICIENCY	2.2	2.5	2.3	2.2	2.7	2.5	2.2	2.1	2.3	2.3	2.3
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	1.6	1.6	1.5	1.8	1.8	1.8	1.0	1.6	1.5	1.7	1.6
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	1.2	1.5	1.7	1.7	1.8	2.0	1.7	1.8	1.6	1.7	1.7
38. SUPERVISING NON-TEACHING PERSONNEL	1.5	1.5	1.9	1.6	2.0	2.2	2.0	1.5	1.8	1.7	1.7
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	2.6	2.5	2.5	2.2	2.7	2.8	2.8	3.0	2.6	2.6	2.6
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	2.0	1.9	1.5	2.0	2.2	2.5	2.0	1.7	2.0	2.0	2.0
TOTAL	2.1	2.0	2.2	2.1	2.5	2.4	2.3	2.2	2.2	2.1	2.2

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORE - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

1.7, little or no help; from 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful.

In the problem area of personnel administration, the training program was evaluated by responding principals as of "little or no help" for three problems, of "some or average help" for six problems, and as "very helpful" for six problems. The average index scores ranged from 1.5 to 2.7, and the average of all index scores was 2.2. The responses with respect to problems for which the training program was judged to be very helpful are shown in Table XXIV and arranged in ascending order of the average index scores.

TABLE XXIV

PROBLEMS CONCERNED WITH PERSONNEL ADMINISTRATION FOR WHICH TRAINING WAS JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Supervising the instructional program	2.4
Establishing rapport with personnel	2.5
Providing leadership for in-service training and professional growth	2.5
Holding individual or group conferences and faculty meetings	2.6
Providing for professional growth and professional ethics for self	2.6
Providing for democratic participation for problem solving	2.7

The three problems for which the training program was judged to be of "little or no help" were: recommending or making transfers or dismissals; interviewing, recommending, and employing non-teaching personnel; and recommending for other jobs or promotions. Differences could

be observed in the evaluations of principals of large and small schools for only one of the fifteen problems--providing for teacher tenure, retirement, and welfare. For this problem, evaluations of the training program indicated principals of schools with fewer than twenty teachers received "some or average help," while principals of schools with twenty to twenty-nine teachers found the training to be "very helpful," and principals of schools with thirty or more teachers received "little or no help." This difference, though very wide, could not be shown to establish a pattern which could be traced through all sizes of schools.

The training program was evaluated by responding superintendents as of "little or no help" for five problems, of "some or average help" for six problems, and as "very helpful" for four problems. Average index scores ranged from 1.7 to 2.6, and the average of all index scores was 2.1. The problems for which superintendents judged the training program to be "very helpful" are shown in Table XIV and arranged according to ascending order of average index scores.

TABLE XIV

PROBLEMS CONCERNED WITH PERSONNEL ADMINISTRATION FOR WHICH TRAINING WAS JUDGED BY FOURTY SUPERINTENDENTS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Providing leadership for in-service training and professional growth	2.5
Providing for democratic participation for problem solving	2.5
Holding individual or group conferences and faculty meetings	2.5
Providing for professional growth and professional ethics for self	2.6

Those problems for which the training program was judged to be of "little or no help" by responding superintendents are shown in Table XXVI and arranged in ascending order of the average index scores.

TABLE XXVI

PROBLEMS CONCERNED WITH PERSONNEL ADMINISTRATION FOR WHICH TRAINING WAS JUDGED BY COUNTY SUPERINTENDENTS AS OF LITTLE OR NO HELP AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Recommending for other jobs or promotions	1.7
Providing for teacher tenure, retirement, and welfare	1.7
Recommending or making transfers or dismissals	1.7
Interviewing, recommending, and employing non-teaching personnel	1.7
Supervising non-teaching personnel	1.7

Attention is called to the four problems for which training was judged to be very helpful by superintendents and to the fact that principals judged the same four problems similarly. It should also be noted that for problems of supervising the instructional program and establishing rapport with personnel, average index scores for principals and superintendents were only .1 and .2 of an index score apart. In addition, the three problems for which principals indicated they had received "little or no help" were also given the same evaluations by superintendents.

The average index score derived from the evaluations of the responding principals was found to be 2.2 and the standard deviation was .74. The average index score derived from the evaluations of the responding

superintendents was found to be 2.1 and the standard deviation was .75. No significance could be attached to the differences between evaluations of principals other than an indication that principals evaluated the training program as slightly more helpful to them than did superintendents. At the same time, principals were slightly more agreed on the evaluations they gave than were superintendents. No differences which were considered to have significance could be demonstrated between evaluations of superintendents of the different sizes of schools.

Training of Principals and Superintendents. This section proposes to identify areas of the training program concerned with personnel administration which principals and superintendents have experienced and to ascertain the frequency with which they report they have experienced them. A secondary purpose of this section is to ascertain if any basic pattern can be identified in the nature and kind of training experienced or if the training of principals and superintendents has been appreciably different in the general program area of personnel administration.

The questionnaire identified program areas relating to personnel administration and requested respondents to identify those which they had encountered in their training in the Graduate School, and to supply others not listed on the questionnaire. Sixteen program areas were identified by both principals and superintendents.

All of the forty-one principals responding reported they had encountered one of the training aspects--democratic leadership--in their training. Seventy-five per cent or more of all responding principals reported they had encountered each of the sixteen training aspects identified. For only one of the program areas--salary schedules of teaching and non-teaching personnel--did as many as eleven of the forty-one

principals report they had had "no experience." The data indicate that principals have received extensive training in each of the program areas identified.

Sixteen or thirty-eight per cent of the principals who reported they had not encountered some of the training aspects identified were from schools with fewer than ten teachers and thirty-three, or eighty-one per cent were from schools with fewer than twenty teachers. All principals from schools with thirty or more teachers reported they had encountered all sixteen of the program areas in their preparation in the Graduate School. It seems, then, that the training of principals has encompassed most of the program areas identified and that the training of principals of the larger schools has been more extensive than has the training of principals of smaller schools.

Table 60, Appendix A, presents data which reveal that ninety per cent or more of all forty superintendents responding have encountered each of the sixteen program areas identified and that all superintendents have experienced a majority of the sixteen program areas in their preparation. No difference could be discerned in the program areas experienced by superintendents of large or small schools. These data indicate that the training of superintendents could be considered as generally conclusive in the program areas relating to personnel administration.

Helpfulness of Program Areas as Assessed by Principals and Superintendents. The purpose of this section is to assess, based on the experienced judgment of respondents, the helpfulness of the program areas experienced in the training program which deals with personnel administration. For interpretive purposes, three categories were established from average index scores with the limitations of categories considered



TABLE XXVII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF PROGRAM AREAS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE CONCERNED WITH PERSONNEL ADMINISTRATION

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
1. DEMOCRATIC LEADERSHIP	2.6	2.7	2.8	2.6	2.7	2.8	3.0	3.0	2.8	2.7	2.7
THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION											
2. ESSENTIAL IN TODAY'S WORLD	2.5	2.6	2.5	2.3	2.4	2.7	2.8	2.6	2.5	2.4	2.5
3. GROUP DYNAMICS	2.3	2.2	2.5	2.1	2.4	2.8	2.6	2.7	2.5	2.4	2.4
NATURE, SCOPE, AIMS, AND FUNCTION											
4. OF SUPERVISION	2.6	2.4	2.7	1.9	2.6	2.7	2.2	2.6	2.6	2.3	2.4
SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION											
5. THE RECRUITMENT, PREPARATION, AND	2.5	2.1	2.7	1.7	2.4	2.5	2.6	2.1	2.5	2.1	2.3
6. CERTIFICATION OF TEACHERS	2.2	2.1	1.8	2.0	2.1	1.7	1.8	2.2	2.0	2.0	2.0
TEACHER TENURE, RETIREMENT, HEALTH,											
7. LEAVES OF ABSENCE, AND WELFARE	1.9	1.8	2.2	1.9	2.1	1.8	2.2	2.3	2.1	1.9	2.0
8. MORALE OF TEACHING STAFF	2.5	2.5	2.8	2.2	2.1	2.3	3.0	2.7	2.6	2.4	2.5
SALARY SCHEDULES OF TEACHING											
9. AND NON-TEACHING PERSONNEL	1.6	2.1	2.7	2.2	2.0	1.8	2.2	1.3	2.1	1.9	2.0
PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS											
10. PARTICIPATION OF EMPLOYEES	2.2	2.4	2.4	2.1	2.2	2.5	3.8	2.1	2.3	2.2	2.3
11. IN POLICY FORMULATION	2.5	2.5	2.6	2.4	2.0	2.7	3.0	2.9	2.5	2.5	2.5
IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF											
12. ADMINISTRATION AND EVALUATION	2.6	2.1	2.7	2.3	2.6	3.0	2.8	2.7	2.4	2.4	2.4
13. OF TEACHING AND LEARNING	2.4	2.5	2.6	2.3	2.3	2.2	2.0	2.1	2.4	2.3	2.3
APPRAISAL OF THE INDIVIDUAL											
14. TEACHER'S COMPETENCY	2.2	2.5	2.1	1.8	1.8	2.5	2.8	2.4	2.2	2.2	2.2
WHO SHOULD BE INVOLVED IN DEVELOPING											
15. THE CURRICULUM AND BY WHAT PROCESS	2.7	2.9	2.5	2.5	2.4	2.7	2.4	2.7	2.5	2.5	2.5
PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL											
16. SHIP IN ELEMENTARY SCHOOL	2.2	2.1	2.3	1.9	2.0	2.2	2.4	2.2	2.2	2.1	2.2
TOTAL	2.4	2.3	2.5	2.1	2.3	2.4	2.5	2.5	2.4	2.3	2.4

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORE - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

to be 1.0 to 1.7, little or no help; 1.8 to 2.3, some or average help; and from 2.4 to 3.0, very helpful. Table XVII, page 119, shows the evaluations of principals and superintendents according to average index scores.

None of the sixteen program areas relating to personnel administration were evaluated by the forty-one responding principals as of "little or no help." Six program areas were evaluated as of "some or average help," and ten were judged as "very helpful."

Table XVIII shows the program areas experienced by principals which were judged to be "very helpful" to them in their work.

TABLE XVIII

PROGRAM AREAS CONCERNED WITH PERSONNEL ADMINISTRATION  
JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
In-service growth and development of staff	2.4
Administration and evaluation of teaching and learning	2.4
The kind of administrator needed for developing a program of education essential in today's world	2.5
Group dynamics	2.5
Supervision through skill in group processes, human relations, leadership, curriculum development, and evaluation	2.5
Participation of employees in policy formulation	2.5
Who should be involved in developing the curriculum	2.5
Nature, scope, aims, and function of supervision	2.6
Morale of teaching staff	2.6
Democratic leadership	2.8

Average index scores derived from evaluations of forty-one responding principals ranged from 2.0 to 2.8 and the average of all index scores was 2.4—"very helpful." No difference considered to be significant can be observed between the evaluations of principals of large and small schools.

The average index scores derived from evaluations of forty responding superintendents indicated superintendents recognized none of the sixteen program areas as of "little or no help" to them in their work. Nine of the sixteen program areas were evaluated as of "some or average help," and ten were judged to be "very helpful." The program areas judged by responding superintendents as "very helpful" are shown in Table XXIX and arranged in ascending order of average index scores.

TABLE XXIX

PROGRAM AREAS CONNECTED WITH PERSONNEL ADMINISTRATION  
JUDGED BY FORTY SUPERINTENDENTS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
The kind of administrator needed for developing a program of education essential in today's world	2.4
Group dynamics	2.4
Morale of teaching staff	2.4
In-service growth and development of staff	2.4
Participation of employees in policy formulation	2.5
Who should be involved in developing the curriculum	2.5
Democratic leadership	2.7

Average index scores derived from evaluations of the forty superintendents ranged from 1.9 to 2.7, and the average of all index scores was

2.3. No significant differences can be observed between evaluations of superintendents of large and small schools.

It should be observed that all of the seven program areas evaluated as "very helpful" by superintendents received similar evaluations from principals. It should also be observed that the program areas of "democratic leadership" headed the list for both groups.

Comparisons were made between the average index scores and standard deviations derived from the evaluations of principals and superintendents for the purpose of interpreting the differences between evaluations of the two groups. The average index score derived from the evaluations of the responding principals was found to be 2.4, and the standard deviation was .79. The average index score derived from the evaluations of the responding superintendents was found to be 2.3, and the standard deviation was .70. Although evaluations of principals and superintendents for interpretive purposes fall within different categories--principals' evaluations as "very helpful," and superintendents' evaluations of "average help"--the difference is not believed to be significant. The difference, however, did indicate a degree of value which was higher for principals than for superintendents. The standard deviations indicate complete uniformity of variability among respondents of the two groups.

Differences between Evaluations of the Overall Training Program and Program Areas of the Training Program. Differences were determined between the mean index scores and standard deviations, which were derived from the evaluations of helpfulness to school administrators, of the areas of the training program, and the mean index scores and standard deviations of the entire training program in resolving the

problems concerned with personnel administration which were identified. The mean index score derived from the evaluations of helpfulness of the overall training program was found to be 2.2, and the standard deviation was .74. The mean index score derived from the evaluations of helpfulness of the program areas of the training program which were identified was found to be 2.4, and the standard deviation was .70. These data reveal that administrators have found the program areas which they have experienced in their training to be "very helpful," but at the same time for many of the problems they have encountered in actual working situations, their training has been of only "average help." The data also reveal that administrators are more agreed among themselves on the evaluations given for the helpfulness of the program areas identified than they are for their evaluations of the helpfulness of the overall training program in resolving their problems relating to personnel administration.

Summary. This part of the chapter has involved the presentation of the data with respect to problems concerned with personnel administration, and the evaluations of principals and superintendents with respect to the helpfulness of their training in resolving those problems. Consideration has also been given to the program areas relating to personnel administration which principals and superintendents experienced in their graduate school training and to the helpfulness of those program areas in resolving problems in actual working situations.

Fifteen problems relating to personnel administration were identified by both principals and superintendents. A majority of the problems identified had been experienced by all principals and superintendents; however, it seems that superintendents regularly experience problems relating to personnel administration which many principals never

encounter. It is strongly indicated that principals of larger schools also regularly encounter the problems which principals of smaller schools do not experience. Among the problems least commonly experienced by principals, and especially by principals of small schools, are those concerned with employment, promotion, and dismissals of personnel.

An important finding of the investigation is the indication that principals and superintendents are receiving "average help" from their training in resolving problems relating to personnel administration.

A total of sixteen program areas relating to personnel administration were identified by principals and superintendents. The data indicate that principals and superintendents had received extensive training in all program areas identified, but that principals of smaller schools had not received such extensive training as had superintendents and principals of larger schools.

The study reveals that administrators have received considerable help from the program areas experienced, with principals indicating a slightly greater degree of help than superintendents.

Distinct differences were indicated in the evaluations of program areas experienced by administrators in their preparation and in the evaluations of the overall training program in resolving problems relating to personnel administration. These data indicate the program areas experienced in the training of administrators were "very helpful;" but for many problems relating to personnel administration which they encountered in their work, their overall training was of only "average help."

Part IV — Problems and Training Relating to  
School-Public Relations

This part of Chapter IV is concerned with identifying the problems relating to school-public relations which administrators have experienced in their actual working situations. Consideration is given, also, to determining the frequency with which administrators indicate they have experienced the problems of this nature and the similarities or differences between problems experienced by principals and the problems experienced by superintendents.

Problems Identified by Principals and Superintendents. Twelve problems relating to school-public relations were identified as having been experienced by both principals and superintendents. The data reveal that two of the problems identified have been experienced by all of the forty-one principals responding. Two problems—guiding board of education in policy making; and preparing and publishing annual statement—were reported to have been experienced by less than thirty-one per cent of the respondents. The remaining eight problems had been encountered by eighty-three per cent or more of the respondents. The two problems which all principals experienced were: developing sound teacher-pupil, teacher-teacher, and teacher-community relationships; and understanding of and concern for community problems and needs.

The data indicate a difference in the nature and kind of problems in school-public relations experienced by principals of schools of different sizes. Examination of the data concerning the differences indicated in the problems encountered by principals reveals that forty-six per cent of the principals who reported they had not encountered some of the problems were from schools with fewer than ten teachers and ninety-two per cent were from schools with fewer than twenty teachers.

TABLE XIX

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE IN RESOLVING PROBLEMS RELATION TO SCHOOL-PUBLIC RELATIONS

ADMINISTRATIVE PROBLEMS	NUMBER OF TEACHERS										TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		AVERAGE		
	P*   S**	P   S	P   S	P   S	P   S	P   S	P   S				
DEVELOPING PUBLIC UNDERSTANDING											
41. SCHOOL PROBLEMS AND NEEDS	2.4	2.6	2.4	2.3	2.7	2.5	2.8	2.4	2.5	2.4	2.5
DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC											
42. CLUBS, AND RELIGIOUS GROUPS	2.3	2.0	2.2	2.0	2.3	2.2	2.2	2.3	2.2	2.1	2.2
ESTABLISHING GOOD WORKING RELATIONS WITH P.T.A.											
43. TIONS WITH P.T.A.	1.7	1.8	2.3	1.8	2.4	2.2	2.6	2.3	2.1	2.0	2.1
DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-											
44. COMMUNITY RELATIONSHIPS	2.3	2.5	2.6	2.2	2.9	2.7	2.8	2.6	2.6	2.4	2.5
UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS											
45. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	2.5	2.5	2.4	2.2	2.7	2.5	2.8	2.7	2.5	2.4	2.5
46. GUIDING BOARD OF EDUCATION IN POLICY MAKING											
47. PREPARING AND PUBLISHING ANNUAL STATEMENT	1.0	1.9	1.4	2.0	2.0	1.7	2.0	1.6	1.5	1.8	1.7
INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT											
49. REPORTING TO PUBLIC	1.5	1.7	2.1	1.9	1.9	1.7	1.2	1.7	1.7	1.8	1.8
50. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC	1.5	1.9	2.1	2.1	2.8	2.3	1.6	2.1	2.0	2.1	2.1
51. CO-OPERATION AND UNDERSTANDING	2.2	2.5	2.4	2.3	2.6	2.5	2.8	2.6	2.4	2.4	2.4
52. SECURING AND INTRODUCING SPEAKERS	1.4	1.5	1.4	1.6	2.2	1.3	1.6	1.4	1.6	1.5	1.5
TOTAL	1.9	2.0	2.0	2.0	2.4	2.0	2.2	2.1	2.1	2.0	2.1

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORES - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.



Table 70, Appendix A, reveals that six of the problems identified have been experienced by all forty superintendents responding. Ninety-two per cent or more of all superintendents reported they had encountered each of the twelve problems identified. It appears, then, from these data that superintendents regularly experience most of the problems identified which are related to school-public relations.

Helpfulness of the Training Program in Resolving Problems Relating to School-Public Relations. Average index scores derived from the evaluations of principals and superintendents have been used in this section in order to determine the helpfulness assessed to the training program of Oklahoma Agricultural and Mechanical College in resolving problems concerned with school-public relations. Numerical values were assigned to the three categories as described in evaluations of previous sections of this chapter. Table XXX, page 126, identifies the evaluations of principals and superintendents with respect to average index scores derived from these evaluations.

Principals rendered evaluations of the training program in resolving problems concerned with school-public relations as "little or no help" for four problems; "average help" for four problems; and "very helpful" for four problems. Average index scores ranged from 1.5 to 2.6 and the average of all index scores was found to be 2.1. Problems listed in Table XXXI were indicated by responding principals as those for which training was "very helpful."

It should be noted that the problems for which the training program has proved to be "very helpful" for principals are the same problems which were experienced by the greatest number of principals.

TABLE XXXI

PROBLEMS CONCERNED WITH SCHOOL-PUBLIC RELATIONS FOR WHICH TRAINING WAS JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Providing leadership in curriculum study and revision with public cooperation and understanding	2.4
Developing public understanding of school problems and needs	2.5
Understanding of and concern for community problems and needs	2.5
Developing sound teacher-pupil, teacher-teacher, and teacher-community relationships	2.6

Problems listed in Table XXXII were those for which the training program was evaluated to be of "little or no help," by forty-one responding principals.

TABLE XXXII

PROBLEMS CONCERNED WITH SCHOOL-PUBLIC RELATIONS FOR WHICH TRAINING WAS JUDGED BY FORTY-ONE PRINCIPALS AS OF LITTLE OR NO HELP AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Preparing and publishing annual statement	1.5
Delivering speeches and writing articles for publication	1.6
Securing and introducing speakers	1.6
Interviewing patrons and local representatives of organizations and government	1.7

Problems for which the training program was evaluated as of "little or no help" were the same problems which the fewest principals had experienced. For three problems--establishing good working relations with

P.T.A., guiding board of education in policy making, and reporting to the public—considerable disagreement was observed in the evaluations of principals of large and small schools. For all these problems, principals of schools with fewer than ten teachers evaluated their training as of "little or no help," while principals of schools with twenty to twenty-nine teachers evaluated their training as "very helpful." All other principals judged their training to be of "average help" for all three problems. This seems to indicate that to some degree, principals of the very small schools have received less help from their training than did principals of larger schools.

Superintendents evaluated the training program with respect to helpfulness in resolving problems relating to school-public relations as of "little or no help" for two problems—delivering speeches and writing articles for publication, and securing and introducing speakers. They also evaluated the training program to be of "some or average help" for six problems and "very helpful" for four problems. For problems listed in Table XXXIII, the training program was evaluated by forty responding superintendents as being "very helpful."

TABLE XXXIII

PROBLEMS CONCERNED WITH SCHOOL-PUBLIC RELATIONS FOR WHICH TRAINING WAS JUDGED BY FORTY SUPERINTENDENTS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Developing public understanding of school problems and needs	2.4
Developing sound teacher-pupil, teacher-teacher, and teacher-community relationship	2.4
Understanding of, and concern for, community problems and needs	2.4
Providing leadership in curriculum study and revision with public cooperation and understanding	2.4

Average index scores derived from evaluations of superintendents ranged from 1.4 to 2.4, and the average of all index scores was 2.0. No appreciable difference could be observed between evaluations of superintendents of large schools and the evaluations of superintendents of small schools.

Recognition was given to differences between average index scores and standard deviations from the evaluations of helpfulness of the overall training program in resolving problems concerned with school-public relations as rendered by principals and superintendents. The average index score derived from the evaluations given by forty-one principals was observed to be 2.1, and the standard deviation was .79. The average index score derived from the evaluations given by forty superintendents was found to be 2.0, and the standard deviation was .76. In light of these findings, it appears that principals have realized a slightly greater amount of help from the training program than have superintendents; however, a comparison of the standard deviations reveals that superintendents are more closely agreed on the evaluations they gave than are principals.

Training of Principals and Superintendents. The purpose of this section is to examine the frequency with which principals and superintendents report that they have encountered the program areas relating to school-public relations which were identified by the questionnaire. In addition, this section proposes to ascertain if any basic pattern can be identified in the nature of the program areas experienced or if the training of principals and superintendents has been appreciably different.

All of the forty-one principals responding reported they had experienced one of the identified program areas--building school-community

relationships. Seventy-five per cent or more of all principals reported they had encountered each of the thirteen program areas included on the questionnaire. For only one program area--responsibility for participation in the school-community survey--did as many as ten principals report they had had "no experience." By analyzing the data with respect to the program areas of the training program experienced by principals of different sizes of schools, it was found that fifty-five per cent of the responses of "no experience" were made by principals from fewer than twenty teacher schools. From these findings it appears that principals of larger schools have had more extensive training in the general area of school-public relations than have principals of smaller schools.

Table 30, Appendix A, reveals that all of the forty superintendents responding had encountered four of the thirteen program areas identified. It is further revealed that ninety per cent or more of all responding superintendents have experienced each of the thirteen program areas. It appears from these figures that superintendents have had extensive preparation in program areas concerned with school-public relations. No difference could be observed between program areas experienced by superintendents of different sized schools.

Helpfulness of Program Areas as Assessed by Principals and Superintendents. To determine how helpful program areas of the training program dealing with school-public relations have been for school administrators, principals and superintendents were requested to indicate to the degree of helpfulness they received from the program areas they had experienced in their preparation as a school administrator. Numerical values were assigned to the choices they gave as in preceding sections. From these numerical values, average index scores were computed and

TABLE XXXIV

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF PROGRAM AREAS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE CONCERNED WITH SCHOOL-PUBLIC RELATIONS

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
ORGANIZATION AND ADMINISTRATION OF											
1. COMMUNITIES' DUTIES AND RELATIONSHIPS	2.2	2.1	2.1	2.1	2.4	2.3	2.2	2.6	2.2	2.2	2.2
BUILDING SCHOOL-COMMUNITY											
2. RELATIONSHIPS	2.2	2.5	2.5	2.3	2.7	2.7	2.4	2.7	2.4	2.5	2.4
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA											
3. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	2.3	2.2	1.9	2.1	2.2	2.3	1.7	2.0	1.9	2.2	2.1
MEANING OF SCHOOL-PUBLIC RELATIONS--											
4. PUBLIC UNDERSTANDING VS. PUBLICITY	1.8	1.8	2.0	2.2	2.2	2.5	2.3	2.9	2.0	2.3	2.1
ESTABLISHING PRIORITY IN SCHOOL-											
5. PUBLIC RELATIONS	2.2	2.3	2.4	2.5	2.7	2.8	2.4	2.7	2.4	2.5	2.5
IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CON-											
6. TRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	2.1	1.7	2.2	2.1	2.4	2.0	2.0	2.3	2.1	2.0	2.1
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC											
7. RELATIONS PROGRAM	2.1	2.2	2.6	2.4	2.6	2.5	2.2	2.7	2.4	2.4	2.4
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING											
8. LAYMEN IN CO-OPERATIVE WORK	1.7	2.0	2.4	2.4	2.6	2.3	2.6	2.4	2.3	2.3	2.3
BASES FOR PUBLIC THINKING AND											
9. UNDERSTANDING OF SCHOOL	2.2	2.2	2.3	2.3	2.5	2.7	2.4	2.4	2.3	2.3	2.3
THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN											
10. SCHOOLS	2.1	2.3	2.2	2.3	2.3	2.5	2.2	2.4	2.2	2.4	2.3
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND											
11. EFFECT ON PUBLIC UNDERSTANDING	2.4	2.0	2.7	2.3	2.7	2.8	2.2	2.8	2.5	2.4	2.5
WHO SHOULD BE INVOLVED IN DEVELOPING											
12. THE CURRICULUM AND BY WHAT PROCESS	2.7	2.3	2.5	2.4	2.4	2.8	2.4	2.7	2.5	2.5	2.5
TOTAL	2.1	2.1	2.3	2.3	2.5	2.5	2.2	2.4	2.3	2.3	2.3

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORES - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0 VERY HELPFUL.

categorized for interpretive purposes as 1.0 to 1.7, little or no help; 1.8 to 2.3, some or average help; and 2.4 to 3.0, very helpful. Table XXIV, page 132, shows the evaluations of principals and superintendents according to average index scores.

None of the thirteen program areas identified were evaluated by responding principals as of "little or no help." Eight program areas were evaluated as of "average help," and five as "very helpful." The program areas of the training program concerned with school-public relations which were evaluated by responding principals as "very helpful" are shown in Table XXV according to the average of index scores.

TABLE XXV

PROGRAM AREAS CONCERNED WITH SCHOOL-PUBLIC RELATIONS  
JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Building school-community relationships	2.4
Meaning of school-public relations-- public understanding vs. publicity	2.4
Relationship between school program (curriculum) and school-public relations program	2.4
Teacher-pupil, teacher-teacher, and teacher- layman relationship and effect on public understanding	2.5
Who should be involved in developing the curriculum	2.5

Average index scores derived from evaluations of responding principals ranged from 1.9 to 2.5, and the average of all index scores was 2.3. For one program area--ways and means of discovery of public interest and involving laymen in co-operative work--evaluations of principals

of different sized schools were considered to be far enough apart to warrant special attention. For this program area, principals of the very small schools rendered evaluations of "little or no help" while all other principals rendered judgments of "very helpful."

The average index scores derived from evaluations of forty responding superintendents indicated that they received "little or no help" from none of the thirteen program areas identified, "some or average help" from seven program areas, and "very helpful" from six program areas. Average index scores ranged from 2.0 to 2.5 and the average of all index scores was 2.3. The responses with respect to the program areas judged by responding superintendents as "very helpful" are shown in Table XXXVI and arranged in ascending order of the average index scores.

TABLE XXXVI

PROGRAM AREAS CONCERNED WITH SCHOOL-PUBLIC RELATIONS  
JUDGED BY FORTY SUPERINTENDENTS AS VERY HELPFUL  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Relationship between school program (curriculum) and school-public relations program	2.4
The effects of telling, selling, advertising, and pressuring in schools	2.4
Teacher-pupil, teacher-teacher, and teacher-laymen relationship and effect on public understanding	2.4
Building school-community relationships	2.5
Meaning of school-public relations--public understanding vs. publicity	2.5
Who should be involved in developing the curriculum	2.5



Differences in the evaluations of superintendents of different sized schools were not observed to be sufficient to justify special recognition.

The differences between evaluations indicated by responding principals and the evaluations indicated by responding superintendents with respect to the helpfulness of program areas concerning school-public relations were recognized by comparing the mean index scores and standard deviations of each group of evaluations. The average index score derived from the evaluations of the forty-one responding principals was found to be 2.3, and the standard deviation was .75. The average index score derived from the evaluations of the forty responding superintendents was found to be 2.3, and the standard deviation was .69. While responding principals and superintendents rendered equal evaluations, as indicated by the average index scores, there is reason to believe that superintendents are more closely agreed among themselves than are principals with respect to the evaluations rendered.

Differences between Evaluations of the Overall Training Program and Program Areas of the Training Program. Differences were identified between the mean index scores and standard deviations derived from the evaluations of helpfulness of the entire training program in resolving the problems concerned with school-public relations. The mean index score derived from the evaluations of helpfulness of the entire training program in resolving the problems which were identified concerning school-public relations was found to be 2.1 and the standard deviation was .77. The mean index score derived from the evaluations of helpfulness of the program areas of the training program which were identified was found to be 2.3, and the standard deviation was .73. These

differences in evaluations indicate that the eighty-one administrators included in this study are closely agreed as to the helpfulness of the program areas of the training program and the helpfulness of the overall program in resolving the problems identified. At the same time, there seems to be closer agreement among respondents with respect to the helpfulness of program areas concerned with school-public relations than there is with respect to the helpfulness of the overall training program in resolving the problems identified.

Summary. The analysis of the data in this part of the study suggests several findings and tentative conclusions. There appears to be a difference in the nature and kinds of problems experienced by principals of schools of different sizes. Principals of larger schools consistently report that they encounter more problems dealing with school-public relations than principals of smaller schools experience.

There seems to be a difference in the nature and kinds of problems experienced by superintendents of schools as opposed to those experienced by principals. Superintendents appear to encounter a larger variety of problems relating to school-public relations. No difference is apparent with respect to the kinds of problems experienced by superintendents of different sized schools.

The evaluations of helpfulness given by both principals and superintendents indicate that they have received average help from the overall training program in resolving their problems and that no difference of significance could be demonstrated in these evaluations. The evaluations did indicate, however, that the help received by principals was considerably more variable with more principals located on the upper and lower limitations of the evaluation scale than was found to be true of

superintendents.

The data in this part of the study indicate that experience in the program areas of the training program has been only slightly different for superintendents and principals, with superintendents and principals of larger schools holding a very slight advantage in the amount of training received.

It is indicated that the helpfulness of the program areas experienced by both principals and superintendents have been considered as of average help to slightly above average help and that principals and superintendents judged the helpfulness as equal. The evaluations of principals were more variable than were the evaluations of superintendents.

Another tentative conclusion seems to be that the help received from the program areas identified has been slightly greater than that received from the entire training program in resolving problems dealing with school-public relations.

#### Part V — Problems and Training Relating to Improving Instruction

The purpose of this part is to identify the problems relating to improving instruction and to treat of the frequency with which administrators indicate they have experienced each problem identified. The respondents were requested to indicate whether or not they had experienced the problems listed on the questionnaire and to list additional problems if any.

Problems Identified by Principals and Superintendents. Table 89, Appendix A, reveals that five of the twelve problems identified had been experienced by all forty-one principals responding and that eighty-eight

per cent or more of all responding principals had encountered each of the remaining seven problems. For one problem--keeping staff informed of educational advancements through research--five of the forty-one principals reported they had never had experience. All principals of schools with twenty or more teachers reported they had experienced all problems identified and fourteen of sixteen responses of "no experience" came from principals of schools with fewer than ten teachers.

Table 90, Appendix A, indicates that eight of the twelve problems identified had been experienced by all of the forty responding superintendents. It is further revealed that ninety-seven per cent of all superintendents had experienced each of the remaining four problems. These data indicate that the experiences of superintendents with respect to problems relating to improving instruction nearly approximates unanimity. In view of the small number of superintendents who indicated they have not encountered a problem of this nature, it is difficult to attach any significance to differences in experiences of superintendents of different sizes of schools.

Helpfulness of the Training Program in Resolving Problems Relating to Improving Instruction. In order to determine the helpfulness of the training program of the Graduate School, respondents were asked to indicate the degree of helpfulness they received from their training according to the three choices used in preceding sections of this study. To assist in properly interpreting data, numerical values of one, two, and three were again assigned to each of the three choices and in order to establish categories, limitations were considered to be from 1.0 to 1.7, little or no help; 1.8 to 2.3, some or average help; and 2.4 to 3.0, very helpful. Table XXXVII, page 139, shows the evaluations of principals

TABLE XXXVII

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE IN RESOLVING PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS

ADMINISTRATIVE PROBLEMS	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
53. IDENTIFYING INSTRUCTIONAL NEEDS	2.4	2.5	2.5	2.2	2.6	2.7	2.8	2.7	2.5	2.5	2.5
54. PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	2.2	2.6	2.2	2.3	2.4	2.3	2.6	2.6	2.3	2.5	2.4
55. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	2.2	1.9	2.3	2.1	2.6	2.2	2.6	2.4	2.4	2.1	2.2
56. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	2.7	2.7	2.6	2.5	3.0	2.8	3.0	2.7	2.7	2.7	2.7
57. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	2.4	2.7	2.6	2.4	3.0	2.0	2.6	2.7	2.5	2.5	2.5
58. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	2.2	2.4	2.6	2.1	2.6	2.0	2.6	2.6	2.4	2.3	2.4
59. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	2.3	1.7	2.0	1.9	2.0	2.2	2.4	2.4	2.1	2.1	2.1
60. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	2.2	2.2	1.9	2.4	2.4	2.5	2.4	2.4	2.1	2.4	2.2
61. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	2.2	2.1	2.3	2.1	2.3	2.0	2.4	2.4	2.3	2.1	2.1
62. DEVELOPING SOUND CONCEPTS, METHODS AND INTERPRETATIONS OF TESTING	1.7	1.7	1.9	1.8	2.0	1.7	2.2	2.3	1.9	1.9	1.9
63. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	2.1	2.5	2.2	2.2	2.7	2.5	2.6	2.3	2.3	2.4	2.4
64. EVALUATING SCHOOL PROGRESS	2.2	2.3	2.2	2.2	2.3	2.5	2.2	2.4	2.2	2.3	2.3
TOTAL	2.2	2.3	2.3	2.2	2.5	2.3	2.5	2.5	2.3	2.3	2.3

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORES - 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

and superintendents with respect to average index scores for each administrative problem identified.

The training program was evaluated by responding principals as of "little or no help" for none of the twelve problems; "some or average help" for seven problems; and "very helpful" for five problems. Average index scores ranged from 1.9 to 2.7, and the average of all index scores was 2.3. Problems for which the training program was considered as "very helpful" are shown in Table XXVIII.

TABLE XXVIII

PROBLEMS CONCERNED WITH SCHOOL-PUBLIC RELATIONS FOR WHICH TRAINING WAS JUDGED BY FORTY-ONE PRINCIPALS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Clarifying the ends and means of education in American society	2.4
Providing opportunities for experimentation in new methods of teaching	2.4
Identifying instructional needs	2.5
Identifying and developing clearly defined aims and purposes of education	2.5
Developing in the school a philosophy of education consistent with democratic ideals	2.7

Evaluations of principals of different sized schools were not found to be sufficiently different to require special attention for any of the twelve problems identified.

The training program was evaluated by the forty responding superintendents as "little or no help" for none of the twelve problems identified. Other evaluations were "some or average help" for six problems and "very helpful" for six problems. Those problems for which the

training program was judged to be "very helpful" by responding superintendents are shown in Table XXXIX and are arranged in ascending order of the average index scores.

TABLE XXXIX

PROBLEMS CONCERNED WITH SCHOOL-PUBLIC RELATIONS FOR WHICH TRAINING WAS JUDGED BY FORTY SUPERINTENDENTS AS VERY HELPFUL AS INDICATED BY AVERAGE INDEX SCORES

ADMINISTRATIVE PROBLEMS	Average Index Scores
Identifying subject matter areas of curriculum	2.4
Selecting and securing the best materials and aids for instruction	2.4
Identifying instructional needs	2.5
Providing leadership in analyzing and improving curriculum	2.5
Identifying and developing clearly defined aims and purposes of education	2.5
Developing in the school a philosophy of education consistent with democratic ideals	2.7

Average index scores ranged from 1.9 to 2.7, and the average of all index scores was found to be 2.3. No significance could be established in differences in evaluations of superintendents of different sizes of schools.

The significance of differences in evaluations of superintendents and principals is believed to be best demonstrated by recognizing the differences in average index scores and difference in variability of scores from the means as represented by the standard deviations of scores.

The average index score derived from the evaluations of the responding principals was computed and found to be 2.3, and the standard

deviation was .68. The average index score derived from the evaluations of responding superintendents was computed and found to be 2.3, and the standard deviation was .65. In view of the categories established earlier for purposes of interpreting evaluations, it appears that principals and superintendents have given like evaluations of helpfulness of the training program in resolving problems relating to improving instruction, with only a slight indication that superintendents were in closer accord on the evaluations they gave than were principals.

Training of Principals and Superintendents. The purpose of this section is to identify the program areas of the training program which have been experienced in the training of principals and superintendents responding and to examine the frequency with which they report they have encountered these areas. This section also proposes to ascertain if any basic pattern can be identified in the nature and kinds of program areas experienced or if the training of principals and superintendents has been appreciably different in the area of improving instruction.

After identifying a program area as having been experienced in their training, respondents were requested to indicate the degree of helpfulness received as a result of the program areas experienced as they encountered problems in their work as principal or superintendent. Additional space was provided for program areas which were not listed on the questionnaire. Sixty-three program areas relating directly or indirectly to improving instruction were identified by both principals and superintendents.

Table 99, Appendix A, reveals that none of the sixty-three program areas had been encountered by all forty-one principals responding. Forty-nine program areas were experienced by seventy-five per cent or



more of all principals. In only three program areas, all pertaining to the teaching of geography, did fewer than fifty per cent of the respondents indicate they had had experiences. Generally speaking, the program areas most commonly encountered by responding principals could be classified under seven general classifications, namely: aims and purposes of education; basic principles of administration; philosophy of education; research in education; evaluation; curriculum development; and theories of learning. Program areas least commonly experienced in the training program by principals could be classified under five general classifications, namely: teaching of geography; physical education in the school; language arts in education; developing the seminar problem; and the elementary school curriculum. It is conceivable that several principals might normally report "no experience" in the elementary school curriculum since approximately half the respondents were secondary school principals and not particularly interested in the elementary school program. No apparent difference could be observed in responses of principals of large schools as contrasted with responses of principals of small schools with respect to the program areas experienced in their preparation.

Table 100, Appendix A, is designed to show the frequency with which superintendents report they have experienced the program areas identified in their preparation. It is noteworthy to find that seven of the program areas identified, all pertaining to school administration and philosophy of education, have been encountered by fewer than fifty per cent of the respondents.

Program areas most commonly encountered in the preparation of superintendents could be classified under eleven general classifications:

namely, philosophy of education, basic principles of administration, curriculum development, aims and purposes of education, the school survey, evaluation, educational research, testing, and modern theories of learning. Program areas least commonly experienced could be classified under five general classifications: namely, teaching of geography, language arts in education, teaching of reading, developing the seminar problem, and psychology of individual differences. No appreciable difference could be observed between the program areas encountered by superintendents of different sized schools. It should be pointed out that all of the seven general program areas commonly experienced by most of the forty-one principals were among the eleven program areas commonly experienced by most of the forty superintendents. The remainder of the program areas were reported to have been experienced by approximately equal numbers of both principals and superintendents.

Helpfulness of Program Areas as Assessed by Principals and Superintendents. The helpfulness of program areas dealing with improving instruction was determined by the evaluations of principals and superintendents who have encountered them in their preparation. The respondents were requested to indicate the degree of helpfulness of the training program when confronted with problems in their working situations according to three choices of "little or no help," "some or average help", and "very helpful." Numerical values were assigned to these choices and limitations of three categories as determined by average index scores were established as in preceding sections of this chapter.

Table XL, page 145, shows the average index scores of forty-one principals and forty superintendents who responded to the questionnaire. The evaluations rendered by forty-one principals established average

TABLE XI

AVERAGE INDEX SCORES OF FORTY-ONE PRINCIPALS AND FORTY SUPERINTENDENTS OF DIFFERENT SIZE SCHOOLS WITH RESPECT TO THE HELPFULNESS OF PROGRAM AREAS OF THE TRAINING PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE CONCERNED WITH SCHOOL-PUBLIC RELATIONS

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
PURPOSES OF SECONDARY EDUCATION											
1. IN AMERICAN DEMOCRACY	2.4	2.2	2.4	2.2	2.4	2.5	2.2	2.7	2.4	2.3	2.3
AIMS AND PURPOSES OF EDUCATION											
2. IN THE ELEMENTARY SCHOOL	2.4	1.8	2.4	2.2	2.4	2.3	2.0	2.3	2.4	2.1	2.3
THE NEEDS AND FUNCTIONAL PURPOSE											
3. OF THE SCHOOL-COMMUNITY SURVEY	2.2	2.0	2.3	2.1	2.3	2.2	2.2	2.1	2.4	2.1	2.2
KINDS AND TYPES OF DATA CONTAINED IN											
4. A SURVEY AND WAYS OF SECURING THEM	2.1	2.2	2.2	2.1	2.0	2.3	2.0	2.1	2.1	2.1	2.1
SOURCES OF DATA FOR THE SURVEY											
5. ANALYZING, INTERPRETING, AND UTILIZ-	1.9	1.9	2.0	2.1	2.2	2.2	2.0	2.1	2.0	2.1	2.0
6. ING THE RESULTS OF SURVEY DATA	1.9	2.2	1.9	2.1	2.2	2.3	1.7	2.0	2.0	2.2	2.1
ADMINISTRATION IN RELATION TO											
7. VOCATIONAL EDUCATION	1.3	1.4	1.9	2.0	1.7	1.7	1.6	1.2	1.7	1.7	1.7
BASIC PRINCIPLES OF ADMINISTRA-											
8. TION AND THEIR MEANING	2.3	2.3	2.4	2.2	2.0	2.3	2.0	2.7	2.3	2.4	2.3
ADMINISTRATION IN RELATION TO											
9. THE INSTRUCTIONAL PROGRAM	2.3	2.3	2.6	2.2	2.4	2.5	2.6	2.6	2.5	2.3	2.4
CLARIFICATION OF THE ENDS AND MEANS											
10. OF EDUCATION IN AMERICAN SOCIETY	2.1	2.0	1.9	1.9	1.9	2.0	2.0	2.1	1.9	2.0	2.0
THE NATURE OF BASIC ISSUES IN CON-											
11. TEMPORARY EDUCATIONAL CONTROVERSY	2.1	2.0	1.9	1.9	1.7	1.5	2.3	1.4	2.0	1.8	1.9
DEVELOPING A PHILOSOPHY OF EDUCATION											
12. CHARACTER OF INSTITUTIONAL CHANGES	2.5	2.5	2.7	2.4	2.3	2.5	2.6	2.7	2.5	2.5	2.5
AND TRENDS IN EDUCATION											
13. CIRCUMSTANCES IN WHICH CHANGE HAS	2.1	1.9	2.5	2.1	2.0	1.7	2.0	2.4	2.2	2.0	2.1
14. OCCURRED IN EDUCATION	1.9	1.9	2.4	2.0	1.7	1.8	2.0	2.1	2.1	2.0	2.0
THE REPRESENTATIVE HISTORIC											
15. PHILOSOPHIES OF EDUCATION	1.6	1.8	1.8	1.8	1.8	1.8	2.0	1.6	1.7	1.8	1.8
IDENTIFYING, STATING, LIMITING, AND											
16. JUSTIFYING THE SEMINAR PROBLEM	2.0	1.7	2.1	1.9	1.7	1.8	1.0	2.5	2.0	2.0	2.0
RECOGNIZING AND STATING ASSUMPTIONS											
AND HYPOTHESIS AND PLANNING THE											
17. PROCEDURE FOR THE SEMINAR PROBLEM	2.0	1.8	2.0	1.8	1.7	2.0	1.0	2.3	1.9	2.0	2.0
DEVELOPING THE SEMINAR PROBLEM											
18. AND WRITING IT IN ACCEPTABLE FORM	2.0	1.8	1.9	1.8	1.7	2.0	1.0	2.0	1.9	1.9	1.9
SELECTION OF A PROBLEM IN RESEARCH											
19. THE SURVEY OF RELATED INFORMATION	1.9	1.9	1.8	1.7	1.8	1.7	1.4	2.5	1.8	1.9	1.8
LIBRARY READING AND NOTE-TAKING											
20. THE FORMULATION AND TESTING	2.1	1.9	1.8	1.9	1.8	1.7	1.5	2.3	1.9	1.9	1.9
21. OF HYPOTHESIS	2.2	1.9	1.8	1.9	1.7	2.0	2.0	2.3	2.0	2.0	2.0
22. OF HYPOTHESIS	1.8	1.7	2.0	1.7	1.4	1.7	1.4	2.0	1.7	1.7	1.7

(CONTINUED, NEXT PAGE)

TABLE XI -- CONTINUED

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	Ave.
	P <sup>a</sup>	S <sup>a</sup>	P	S	P	S	P	S	P	S	***
23. ANALYSIS AND INTERPRETATION OF DATA IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCA- TIONAL RESEARCH	1.9	1.9	2.1	1.8	1.2	2.0	1.8	2.3	1.9	2.0	1.9
24. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	1.8	1.8	2.1	1.6	1.8	1.7	1.4	2.3	1.9	1.8	1.9
25. PREPARATION OF THE RESEARCH REPORT	1.9	1.9	2.2	1.9	1.6	2.0	1.8	2.0	1.9	1.9	1.9
26. THE FREQUENCY DISTRIBUTION MEASURES OF CENTRAL TENDENCY, VARI- ABILITY, AND THE NORMAL PROBABILITY	1.9	1.7	1.9	1.7	1.8	1.7	1.4	2.2	1.8	1.8	1.8
27. CURVE AND APPLICATION	1.4	1.5	1.7	1.6	1.2	1.0	1.4	1.3	1.5	1.4	1.5
28. SAMPLING AND RELIABILITY CORRELATION METHODS (LINEAR, CURVI- LINEAR OR NON-LINEAR, PARTIAL AND MULTIPLE)	1.3	1.3	1.5	1.7	1.0	1.3	1.4	1.3	1.4	1.4	1.4
29. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	1.5	1.6	1.6	1.7	1.0	1.3	1.4	1.9	1.4	1.6	1.5
30. IMPORTANT TESTS AND METHODS SKILL IN EVALUATING TESTS	1.3	1.4	1.5	1.4	1.0	1.0	1.4	1.1	1.4	1.3	1.3
31. AND METHODS DEPENDABLE SOURCES OF INFORMA- TION ON EVALUATION	1.6	1.9	1.9	1.8	1.7	1.8	2.0	2.0	1.8	1.9	1.8
32. TEACHER-MADE EXAMINATIONS APPRAISING THE GENERAL EDUCATION PROGRAM	1.7	1.7	2.1	1.7	1.7	2.0	2.0	2.0	1.9	1.8	1.8
33. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	1.7	1.9	2.1	1.6	2.0	2.0	2.4	1.2	2.0	1.7	1.8
34. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	2.0	1.7	2.0	1.9	1.8	1.7	2.0	2.2	2.0	1.9	1.9
35. THE SECONDARY SCHOOL CURRICULUM HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	2.0	1.6	2.0	1.7	2.0	2.0	1.8	1.3	2.0	1.7	1.8
36. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	2.3	2.5	2.5	2.1	2.0	2.5	2.6	2.4	2.3	2.5	2.3
37. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	2.1	2.0	2.5	2.0	1.8	3.0	3.0	2.2	2.3	2.2	2.2
38. THE SECONDARY SCHOOL CURRICULUM HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	2.2	1.7	2.4	1.9	1.4	2.2	2.0	2.7	2.1	2.0	2.1
39. THE ELEMENTARY SCHOOL CURRICULUM PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	2.3	2.3	2.4	2.2	2.0	2.3	2.6	2.8	2.3	2.3	2.3
40. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	2.5	2.2	2.4	2.2	2.4	2.7	2.6	2.8	2.5	2.4	2.4
41. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	2.0	1.8	2.5	1.8	2.0	2.3	2.5	2.8	2.3	2.1	2.2
42. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	2.6	2.3	2.4	2.1	1.9	2.5	2.4	2.8	2.4	2.3	2.4
43. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	2.7	1.7	2.2	1.8	1.4	2.0	1.7	2.5	2.2	1.9	2.1
44. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	2.3	1.9	2.3	1.8	1.6	1.7	1.7	2.5	2.1	1.9	2.0
45. IN THE LANGUAGE PROGRAM	1.9	1.6	2.1	1.8	1.7	1.7	2.0	2.0	2.0	1.7	1.9

(CONTINUED, NEXT PAGE)

TABLE XI -- CONTINUED

TRAINING ASPECT	NUMBER OF TEACHERS								AVERAGE		TOTAL AVE. ***
	1 TO 9		10 TO 19		20 TO 29		30 UP		P	S	
	P*	S**	P	S	P	S	P	S			
FUNCTION OF LANGUAGE IN											
46. SOCIAL LIVING	2.0	1.6	2.0	1.7	2.0	1.6	2.0	2.2	2.0	1.7	1.9
47. APPROACH TO LANGUAGE ARTS	2.4	1.2	1.9	1.6	2.0	1.5	1.7	2.2	2.0	1.6	1.8
CONTRIBUTION OF THE ENGLISH TEACHER											
48. TO THE TOTAL SCHOOL PROGRAM	2.4	1.4	2.0	1.8	1.5	1.7	2.0	2.2	2.1	1.8	1.9
CONTRIBUTION OF RESEARCH TO THE											
49. TEACHING OF THE LANGUAGE ARTS	2.0	1.4	1.7	1.6	1.5	1.2	1.7	1.6	1.8	1.5	1.6
PLACE OF SOCIAL STUDIES IN A											
50. MODERN PROGRAM OF EDUCATION	2.4	1.7	2.1	2.1	2.0	2.0	2.5	2.5	2.3	2.2	2.3
CHANGES IN THE SOCIAL											
51. STUDIES CURRICULUM	2.5	1.9	2.2	2.0	2.0	2.0	2.2	2.7	2.3	2.1	2.2
USING MATERIALS, EQUIPMENT, AND											
52. RESOURCES IN TEACHING SOCIAL STUDIES	2.2	2.0	2.2	2.1	2.5	2.4	3.0	2.5	2.3	2.2	2.3
SELECTION, UTILIZATION, AND EVALUA-											
53. DIFFERENT TYPES OF EQUIPMENT IN											
THE CURRICULUM	2.6	2.7	2.4	2.4	2.4	2.8	2.6	2.8	2.5	2.6	2.6
AIMS AND PURPOSES OF GEOGRAPHY											
STUDY AND ITS PLACE AND FUNCTION											
54. IN THE CURRICULUM	2.0	1.2	2.1	1.6	1.7	1.7	2.0	1.7	2.0	1.5	1.8
RELATIONSHIP BETWEEN GEOGRAPHY											
55. AND CULTURAL AND NATURAL ITEMS	1.6	1.2	1.9	1.7	2.3	1.7	1.0	1.7	1.8	1.6	1.7
56. TEACHING AIDS IN GEOGRAPHY	2.0	1.7	1.6	1.8	2.3	2.0	1.0	2.0	1.9	1.8	1.9
PLACE OF PHYSICAL EDUCATION											
57. IN AMERICAN DEMOCRACY	2.2	2.1	2.0	2.1	1.8	2.0	2.0	2.0	2.0	2.1	2.1
PHYSICAL EDUCATION FOR ELEMENTARY											
58. AND SECONDARY SCHOOL CHILDREN	2.1	2.3	2.3	2.1	1.8	2.2	2.0	2.2	2.1	2.2	2.1
VALUE CONFLICTS AND THEIR INFLU-											
59. ENCES ON THE ELEMENTARY CURRICULUM	1.7	1.4	2.2	1.9	1.7	1.3	2.0	2.5	2.0	1.7	1.8
USE OF STATISTICAL TOOLS DEALING											
60. WITH INDIVIDUAL DIFFERENCES	1.4	1.5	1.9	1.5	1.0	1.4	1.6	1.9	1.6	1.5	1.6
THE EXPERIMENTAL STUDIES IN THE											
61. LITERATURE OF INDIVIDUAL DIFFERENCES	1.5	1.4	1.9	1.7	1.6	1.3	1.8	2.0	1.7	1.6	1.6
62. MODERN THEORIES OF LEARNING	2.1	2.3	2.5	2.1	2.0	2.7	2.4	2.2	2.3	2.3	2.3
EVALUATION OF THEORIES OF LEARNING											
AND THEIR RELATIONSHIP TO SCHOOL											
63. SITUATIONS	1.9	2.0	2.3	2.1	2.0	2.5	2.4	2.4	2.1	2.2	2.2
TOTAL	2.0	1.9	2.1	1.9	1.9	2.0	2.0	2.2	2.0	2.0	2.0

\*PRINCIPAL

\*\*SUPERINTENDENT

\*\*\*AVERAGE INDEX SCORES -- 1.0 TO 1.7, LITTLE OR NO HELP; 1.8 TO 2.3, AVERAGE HELP; 2.4 TO 3.0, VERY HELPFUL.

index scores of "little or no help" for nine of the sixty-three program areas identified, "some or average help" for forty-six program areas, and "very helpful" for eight program areas. Table XLI was prepared to show the program areas which principals judged to be "very helpful" in their working situations.

TABLE XLI

PROGRAM AREAS CONCERNED WITH IMPROVING INSTRUCTION JUDGED  
BY FORTY-ONE PRINCIPALS AS VERY HELPFUL AS  
INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Purposes of secondary education in American democracy	2.4
Aims and purposes of education in the elementary school	2.4
The needs and functional purpose of the school-community survey	2.4
Planning the curriculum; its makeup and content	2.4
Administration in relation to the instructional program	2.5
Developing a philosophy of education	2.5
How the curriculum of the secondary school should be developed	2.5
Selection, utilization, and evaluation of audio-visual materials and different types of equipment in the curriculum	2.5

Table XLII shows the program areas which principals judged to be of "little or no help" in problem solving situations.

Average index scores ranged from 1.4 to 2.5 and the average of all index scores was found to be 2.0. From these averages of index scores,

TABLE XLIII

PROGRAM AREAS CONCERNED WITH IMPROVING INSTRUCTION JUDGED  
BY FORTY-ONE PRINCIPALS AS OF LITTLE OR NO HELP  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Measures of central tendency, variability, and the normal curve	1.4
Sampling and reliability	1.4
Correlation methods	1.4
The frequency distribution	1.5
Use of statistical tools dealing with individual differences	1.6
Administration in relation to vocational education	1.7
The representative historic philosophies of education	1.7
The formulation and testing of hypothesis	1.7
The experimental studies in the literature of individual differences	1.7

it can be observed that a large majority of program areas experienced by principals were judged to be of "average help" and if plotted graphically would approximate a normal curve with equal frequencies of evaluations falling in the upper and lower extremities of the distribution. It seems significant that those program areas of the training program which received the highest evaluations were also experienced by the greatest number of principals while those program areas receiving the lowest evaluations were among those program areas experienced by only an average number of the respondents. Those program areas experienced by the fewest principals were, for the most part, included in the list of program areas judged to be of "average help."

Four of the sixty-three program areas received evaluations from principals of the different sizes of schools which indicated what was believed to be significant differences. The differences were judged empirically to be significant on the basis of average index scores falling in extreme categories. For the program area "circumstances in which change has occurred in education"; average index scores of 2.4, "very helpful" were given by principals of schools with ten to nineteen teachers, and average index scores of 1.7, "little or no help" were given by principals of schools with twenty to twenty-nine teachers. Since all other principals of schools gave evaluations of "average help," it is difficult to identify pattern which is consistent throughout schools with respect to the sizes of schools. For the program area, "skill in evaluating tests and methods critically," a tendency could be observed which indicated that principals of larger schools receive more help than do principals of smaller schools. For the two program areas, "approach to language arts" and "contribution of the English teacher to the total school program," a tendency could be observed which indicated that principals of smaller schools receive more help than do principals of larger schools. No attempt was made to determine the cause of these variations in average index scores since originally the study was delimited to exclude cause and effect relationships.

The evaluations by forty responding superintendents established average index scores of "little or no help" for seventeen of the sixty-three program areas identified, "some or average help" for forty-one program areas, and "very helpful" for four program areas. Table XLIII was prepared to show the program areas which superintendents judged to be "very helpful" to them in their working situations.



TABLE XLIII

PROGRAM AREAS CONCERNED WITH IMPROVING INSTRUCTION JUDGED  
BY FORTY SUPERINTENDENTS AS VERY HELPFUL AS  
INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Av Scores
Basic principles of administration and their meaning	2.4
How the curriculum of the secondary school should be developed	2.4
Developing a philosophy of education	2.5
Selection, utilization, and evaluation of audio-visual materials and different types of equipment in the curriculum	2.6

It should be observed that each of the four program areas identified by superintendents as "very helpful" could be classified under the general program areas experienced by the greatest number of superintendents.

Table XLIV was prepared to show the program areas which superintendents judged to be of "little or no help" to them in their working situations.

Average index scores ranged from 1.3 to 2.6, and the average of all index scores was found to be 2.0. It should be observed that a majority of the program areas identified were evaluated as of "average help," and if all index scores were plotted graphically a skewed distribution would result with the lower extremity of the curve containing a relatively larger portion of scores than would be contained by the upper extremity.

The variability of average index scores derived from evaluations of forty superintendents of different sized schools cannot be observed to be sufficiently varied to indicate a real difference in these evaluations. Extreme evaluations could not be found which placed average

TABLE XLIV

PROGRAM AREAS CONCERNED WITH IMPROVING INSTRUCTION JUDGED  
BY FORTY SUPERINTENDENTS AS OF LITTLE OR NO HELP  
AS INDICATED BY AVERAGE INDEX SCORES

PROGRAM AREAS	Average Index Scores
Correlation methods	1.3
The frequency distribution	1.4
Measures of central tendency, variability and the normal curve	1.4
Contribution of research to the teaching of the language arts	1.5
Aims and purposes of geography study and its place and function in the curriculum	1.5
Use of statistical tools dealing with individual differences	1.5
Sampling and reliability	1.6
Approach to language arts	1.6
Relationship between geography and cultural and natural items	1.6
The experimental studies in the literature of individual differences	1.6
Administration in relation to vocational education	1.7
The formulation and testing of hypotheses	1.7
Skill in evaluating tests and methods critically	1.7
Teacher-made examinations	1.7
Place and function of the school in the language program	1.7
Function of language in social living	1.7
Value conflicts and their influences on the elementary curriculum	1.7

index scores within the extremes of the categories established for purposes of interpreting the data of the study.

Comparisons were made between the average index scores and standard deviations derived from the evaluations of principals and the average index scores and standard deviations derived from the evaluations of

superintendents. The average index score derived from the evaluations of the forty-one responding principals was found to be 2.0, and the standard deviation was .79. The average index score derived from the evaluations of forty superintendents who responded was found to be 2.0 and the standard deviation was .72. Although the evaluations of principals and superintendents for the general area of improving instruction were found to be the same when all program areas were considered collectively, considerable differences could be observed in the evaluations of specific program areas. The difference between standard deviation scores of principals and superintendents is believed to be sufficient to indicate a significant difference with respect to the agreement among the respondents on evaluations rendered with superintendents being closer agreed among themselves on the evaluations rendered than were principals.

Differences between Evaluations of the Overall Training Program and Program Areas of the Training Program. Differences were determined between the mean index scores and standard deviations, which were derived from the evaluations of helpfulness to school administrators, of the program areas of the training program, and the helpfulness of the entire training program in resolving the problems identified. The mean index score derived from the evaluations of helpfulness of the entire training program in resolving problems relating to improving instruction was found to be 2.3, and the standard deviation was .66. The mean index score derived from the evaluations of helpfulness of specific program areas of the training program in improving instruction was found to be 2.0 and the standard deviation was .76. Even though the mean index scores indicate that both evaluations fall within the category of "some or average help," there is an observed difference. It seems that,

although administrators have found the overall training program to be "very helpful" or of "average help" in resolving many of the problems encountered in their working situations relating to improving instruction, at the same time they have found that many of the program areas of the training program relating to improving instruction were of only "average help" or of "little or no help." There seems to be a significant difference also between standard deviations of scores for each evaluation which indicates that administrators are more closely agreed among themselves on their evaluations of the helpfulness of the overall training program in resolving problems than they were of their evaluations of the helpfulness of the program areas which they have experienced.

Summary. This part of the chapter has involved the presentation of statistical findings concerning problems relating to improving instruction together with the evaluations of school administrators with respect to the helpfulness of their training in the Graduate School of Oklahoma Agricultural and Mechanical College in resolving these problems. In addition, this part of the chapter has been concerned with data relating to the program areas of the training program which administrators have experienced in their graduate school training and their evaluations of the helpfulness of these program areas in actual working situations. Finally, statistical comparisons were made between the evaluations mentioned to see if any significant differences existed. Several general tendencies and tentative conclusions seemed to evolve from the study.

The data reveal that eighty-eight per cent or more of all principals and superintendents included in the study have encountered the twelve problems in the area of improvement of instruction which were listed in the questionnaire. No additional problems were identified by

the respondents. The data also reveal that principals of small schools are less apt to encounter problems of this nature than principals of larger schools.

All the principals and superintendents indicated that their training in the Graduate School of Oklahoma Agricultural and Mechanical College has been either of "average help" or "very helpful." Principals and superintendents have received approximately equal help from their training in resolving the problems identified which were concerned with improving instruction.

Sixty-three program areas of the training program relating to improving instruction were identified as having been experienced in the training of both principals and superintendents. A majority of all program areas identified have been experienced in the training of all principals and superintendents included in this study. No appreciable difference can be observed in the nature and kinds of program areas experienced by principals and superintendents of large and small schools.

An important finding of this part of the study is the indication that although the overall training program has been "very helpful" in resolving a majority of the problems administrators encounter in improving instruction, several of the program areas of the training program have contributed "little or no help" to this helpfulness and were evaluated as of "little or no help" to administrators in resolving their problems.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes in this final chapter are (1) to summarize the study, (2) to state the conclusions evolved from the analyzation of the data, (3) to point out implications for the development of a more adequate program of training for school administrators at Oklahoma Agricultural and Mechanical College, and (4) to identify areas of the study believed to be worthy of further investigation.

#### Summary

The general purposes of this study were to identify the problems of school administrators who have completed training in educational administration at Oklahoma Agricultural and Mechanical College within the past three years, to analyze the evaluations of these administrators with respect to the helpfulness of their training in resolving their problems, and to recommend program modifications based on the study that should make their training more helpful. In addition, secondary purposes of the study included ascertaining which general and specific administrative problems are experienced more frequently, which areas of the training program were judged to be most helpful, and the affect of the size of the school and the nature of the administrative position on the kinds of problems encountered. The interview questionnaire was chosen as the appropriate means of collecting needed data. An instrument was devised and, after extensive revision and refinement resulting from trial runs, was believed to be adequate. Interviews were arranged with ninety-one

per cent of all principals and superintendents of the State of Oklahoma who met the training and experience requirements for the study. The data secured in Parts I and II of the instrument were tabulated, presented and analyzed.

Part III of the questionnaire was designed to secure judgments of respondents with respect to the relative helpfulness of three kinds of special services of the college. Upon examination of the data, it was believed that information was insufficient to assess the relativity of helpfulness of the special services because only a small number of respondents had shared in the pre-service training provided by the college.

The general conclusions of the study, based upon the data presented in the foregoing pages, the implications and recommendations for improvement of the training program for school administrators at Oklahoma Agricultural and Mechanical College, and the suggested areas of further research are discussed in the following paragraphs.

### Conclusions

Based upon this study, with the limitations previously stated, the following conclusions have evolved from this study:

1. This study supports the findings of other investigations with respect to the similarity of the problems encountered by principals and superintendents of schools. One major difference in the problems experienced by principals and superintendents in this study is in the general area of problems relating to business and financial management of the schools. In this general area the problems experienced by the superintendents included in the study pertain to the specific areas of school finance, school house construction,

and legal aspects of education. These problems are experienced infrequently, if at all, by principals involved in the investigation.

2. The superintendents of schools of Oklahoma included in this study regularly encounter many problems in each of the five general areas studied in this investigation-- business and financial management, pupil relations, personnel administration, school-public relations, and improving instruction.
3. The principals of schools of Oklahoma included in this investigation regularly encounter a majority of the problems concerned with pupil relations, personnel administration, school-public relations, and improving instruction while relatively few principals encounter problems concerned with business and financial management of schools.

Conclusions concerned with the helpfulness of the over-all training program and the specific aspects or program areas of the training program which have evolved from the study are as follows:

1. The principals and superintendents involved in the study indicate that little or no help has been recognized from the over-all training program in resolving many of the specific problems relating to business and financial management which school administrators are encountering in their working situations.
2. The specific program areas in the training program relating to business and financial management of



schools, which were experienced by the respondents in the study, were judged to be very helpful in resolving the problems encountered in the school-community.

3. The data support the conclusion that the over-all training program has been very helpful in resolving the problems relating to the general area of improving instruction.
4. A majority of the specific program areas in the training program relating to the improvement of instruction, which were experienced by the respondents included in this study, were judged to be of little or no help in resolving the problems encountered in the school-community.
5. The principals and superintendents in this study judged the over-all training program to be of average help to very helpful in resolving problems they have encountered which were concerned with pupil relations.
6. Administrators involved in this study indicate that specific program areas of the training program concerned with pupil relations which they have experienced are of average help to very helpful in resolving problems of this nature.
7. The data support the conclusion that the over-all training program has been of average help in resolving a majority of the problems concerned with personnel administration which school ad-

ministrators included in the study have encountered in the school-community.

8. The specific program areas of the training program concerned with personnel administration were judged by a majority of all administrators included in the study to be very helpful.

The training program at Oklahoma Agricultural and Mechanical College was judged to be very helpful in preparing administrators to resolve problems in each of the following specific problem areas:

1. Business and financial management
  - (a) School building needs (superintendents only)
  - (b) Legal aspects of education (superintendents only)
2. Pupil relations
  - (a) Serving the needs and interests of pupils
  - (b) Dealing with pupil problems
  - (c) Conducting individual and group guidance and counseling
3. Personnel administration
  - (a) Supervision
  - (b) Leadership in in-service training
  - (c) Democratic leadership
  - (d) Professional growth and professional ethics
4. School-public relations
  - (a) Involving the public for curriculum development
  - (b) Developing public understanding of school problems
  - (c) Developing an understanding of community problems

(d) Developing co-operative working relationship with public

5. Improving instruction

(a) Developing a philosophy of education

(b) Identifying aims and purposes of education

(c) Providing opportunities for experimentation in new methods of teaching

(d) Developing a functional curriculum

The training program at Oklahoma Agricultural and Mechanical College was judged to be of little or no help in preparing administrators to resolve problems in each of the following specific problem areas:

1. Business and financial management

(a) Problems relating to school finance

(b) Problems relating to lunchrooms, transportation and health services

(c) Directing proper office management (principals only)

2. Pupil relations

(a) Directing the publishing of school papers and annuals

(b) Supervising student clubs and class organizations (superintendents only)

(c) Administering interscholastics

3. Personnel administration

(a) Interviewing and employing non-teaching personnel

(b) Recommending personnel for transfers or dismissals

(c) Recommending personnel for other jobs

(d) Providing for teacher tenure, retirement, and welfare (superintendents only)

#### 4. School-public relations

- (a) Preparing and publishing annual statements (principals only)
- (b) Delivering speeches and writing articles for publication
- (c) Interviewing patrons
- (d) Securing and introducing speakers

As was pointed out earlier in the study, the helpfulness of the training program in resolving problems in the program area of improvement of instruction was judged to be very helpful and, therefore, is not treated in the above.

#### Recommendations

On the basis of this study, certain recommendations with respect to planning and implementing training programs for principals and superintendents at Oklahoma Agricultural and Mechanical College seem appropriate. These include:

1. The training program of the Graduate School of Oklahoma Agricultural and Mechanical College should be continually re-evaluated and revised in terms of problems experienced and needs felt by practicing school administrators who have completed the program.
2. Consideration should be given to the need for enrichment and expansion of the training program in business and financial management of the schools for both principals and superintendents.
3. Attention should be given to making certain specific areas of the training program for school administrators concerned with improving instruction more functional in solving problems encountered by administrators in their school-community situations.

4. Personnel in the Graduate School who have responsibility for advisement of graduate students should become cognizant of the implications of the helpfulness of certain areas of the training program in resolving problems which administrators encounter in the school-community situation.

This study has suggested further investigation into various aspects of related research concerned with training programs for school administrators. These include:

1. The cause and effect relationships between problems of school administrators and the helpfulness of the training program in preparing them to resolve those problems.
2. Case studies of certain group or co-operative activities involving principals and superintendents to determine factors contributing to the effectiveness of the training program.

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APPENDIX A

TABLE I (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT.  
(SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	13	52.9	1	07.1	0	0	0	0	1	1.0
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	7	50.0	4	28.6	1	07.1	2	14.3	7	1.7
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	11	78.6	1	07.1	1	07.1	1	07.1	3	2.0
4. PLANNING BOND ISSUES AND SELLING BONDS	12	85.7	0	0	1	07.1	1	07.1	2	2.5
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	13	92.9	1	07.1	0	0	0	0	1	1.0
6. PREPARING PAYROLLS AND PAYING BILLS	7	50.0	4	28.6	2	14.3	1	07.1	7	1.6
7. ADMINISTERING ACTIVITY FUNDS	4	28.6	3	21.4	5	35.7	2	14.3	10	1.9
8. CONTRACTING AND ISSUING WORK PERMITS	11	78.6	2	14.3	1	07.1	0	0	3	1.3
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	5	35.7	3	21.4	4	28.6	2	14.3	9	1.9
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	3	21.4	0	0	7	50.0	4	28.6	11	2.4
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	4	28.6	5	35.7	5	35.7	0	0	10	1.5
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	3	21.4	4	28.6	7	50.0	0	0	11	1.6
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	3	21.4	1	07.1	4	28.6	6	42.9	11	2.5
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	1	07.1	4	28.6	7	50.0	2	14.3	13	1.5
15. DIRECTING PROPER OFFICE MANAGEMENT	1	07.1	4	28.6	7	50.0	2	14.3	13	1.8
TOTALS	99	47.1	38	18.1	52	24.8	21	10.0	117	1.8

TABLE 2 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	0	0	8	72.7	3	27.3	0	0	11	1.3
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	0	0	8	72.7	2	18.2	1	09.1	11	1.4
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	0	0	8	72.7	3	27.3	0	0	11	1.5
4. PLANNING BOND ISSUES AND SELLING BONDS	3	27.3	6	54.5	2	18.2	0	0	8	1.2
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	1	09.1	9	81.8	1	09.1	0	0	10	1.1
6. PREPARING PAYROLLS AND PAYING BILLS	0	0	7	63.6	4	36.4	0	0	11	1.4
7. ADMINISTERING ACTIVITY FUNDS	0	0	6	54.5	5	45.5	0	0	11	1.5
8. CONTRACTING AND ISSUING WORK PERMITS	0	0	10	90.9	0	0	1	09.1	11	1.2
9. DETERMINING SCHOOL BUILDINGS NEEDS AND PREPARING PLANS	0	0	4	36.4	3	27.3	4	36.4	11	2.0
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	0	0	1	09.1	4	36.4	6	54.5	11	2.5
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	0	0	5	45.5	4	36.4	2	18.2	11	1.7
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	0	0	4	36.4	7	63.6	0	0	11	1.6
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	0	0	1	09.1	8	72.7	4	36.4	11	2.3
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	0	0	5	45.5	4	36.4	2	18.2	11	1.7
15. DIRECTING PROPER OFFICE MANAGEMENT	0	0	4	36.4	5	45.5	2	18.2	11	1.8
TOTAL	4	02.4	86	77.6	53	47.7	22	19.8	161	1.6

TABLE 3 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	13	86.7	1	6.7	1	6.7	0	0	2	1.5
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	9	60.0	4	26.7	2	13.3	0	0	6	1.5
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	14	93.3	1	6.7	0	0	0	0	1	1.0
4. PLANNING BOND ISSUES AND SELLING BONDS	14	93.3	1	6.7	0	0	0	0	1	1.0
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	12	80.0	1	6.7	1	6.7	1	6.7	3	2.0
6. PREPARING PAYROLLS AND PAYING BILLS	11	73.3	3	20.0	1	6.7	0	0	2	1.2
7. ADMINISTERING ACTIVITY FUNDS	1	6.7	8	53.3	6	40.0	0	0	14	1.4
8. CONTRACTING AND ISSUING WORK PERMITS	10	66.7	4	26.7	1	6.7	0	0	5	1.2
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	9	60.0	0	0	4	26.7	2	13.3	6	2.5
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	2	13.3	5	33.3	4	26.7	4	26.7	13	1.8
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	3	20.0	5	33.3	5	33.3	2	13.3	12	1.7
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	4	26.7	5	33.3	5	33.3	1	6.7	11	1.6
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	8	53.3	1	6.7	3	20.0	3	20.0	7	2.3
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	1	6.7	4	26.7	5	33.3	5	33.3	14	2.1
15. DIRECTING PROPER OFFICE MANAGEMENT	1	6.7	7	46.7	2	13.3	5	33.3	14	1.9
TOTAL	112	49.8	50	22.2	40	17.8	23	10.2	113	1.8

TABLE 4 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PREPARING, SUBMITTING AND										
1. MANAGING THE BUDGET	0	0	7	43.8	6	37.5	3	18.7	16	1.7
ACCOUNTING, RECORDING, AUDIT-										
2. ING AND REPORTING OF FUNDS	0	0	8	50.0	5	31.2	3	18.7	16	1.7
RECOMMENDING LEVIES AND TAX										
3. ASSESSMENTS	0	0	9	56.2	6	37.5	1	6.3	16	1.5
PLANNING BOND ISSUES AND										
4. SELLING BONDS	3	18.7	7	43.8	3	18.7	3	18.7	15	1.7
SECURING LOCAL, STATE AND										
5. NATIONAL FUNDS FOR EDUCATION	1	6.3	5	31.2	5	31.2	5	31.2	15	2.0
PREPARING PAYROLLS AND										
6. PAYING BILLS	0	0	9	56.2	3	18.7	4	25.0	15	1.7
ADMINISTERING ACTIVITY FUNDS										
7. CONTRACTING AND ISSUING	0	0	7	43.8	7	43.8	2	12.5	16	1.7
8. WORK PERMITS	0	0	9	56.2	5	31.2	2	12.5	16	1.6
DETERMINING SCHOOL BUILDING										
9. NEEDS AND PREPARING PLANS	0	0	3	18.7	4	25.0	9	56.2	16	2.4
ADMINISTERING SCHOOL PLANT IN										
10. RELATION TO INSTRUCTIONAL	0	0	2	12.5	7	43.8	7	43.8	16	2.3
PROGRAM										
ADMINISTERING LUNCHROOMS,										
11. TRANSPORTATION AND HEALTH	0	0	5	31.2	7	43.8	4	25.0	15	1.9
SERVICES										
12. REQUISITIONING, PURCHASING	0	0	7	43.8	7	43.8	2	12.5	16	1.7
AND MANAGING MATERIALS										
13. OPERATING SCHOOL THROUGH	0	0	2	12.5	5	31.2	9	56.2	15	2.4
PROPER LEGAL CHANNELS										
14. BUILDING EFFECTIVE INTERNAL	0	0	6	37.5	6	37.5	4	25.0	16	1.9
AND EXTERNAL ORGANIZATIONS										
15. DIRECTING PROPER OFFICE	0	0	2	12.5	10	62.5	4	25.0	15	2.1
MANAGEMENT										
TOTAL	4	25.0	68	55.7	36	35.0	62	28.8	216	1.7

TABLE 5 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PREPARING, SUBMITTING AND										
1. MANAGING THE BUDGET	4	57.1	1	14.3	0	0	2	28.6	3	2.3
ACCOUNTING, RECORDING, AUDIT-										
2. ING AND REPORTING OF FUNDS	3	42.9	1	14.3	1	14.3	2	28.6	4	2.2
RECOMMENDING LEVIES AND										
3. TAX ASSESSMENTS	6	85.7	1	14.3	0	0	0	0	1	1.0
PLANNING BOND ISSUES AND										
4. SELLING BONDS	5	71.4	1	14.3	1	14.3	0	0	2	1.5
SECURING LOCAL, STATE AND										
5. NATIONAL FUNDS FOR EDUCATION	4	57.1	1	14.3	0	0	2	28.6	3	2.3
PREPARING PAYROLLS AND										
6. PAYING BILLS	4	57.1	1	14.3	0	0	2	28.6	3	2.3
ADMINISTERING ACTIVITY FUNDS										
7. CONTRACTING AND ISSUING	1	14.3	2	28.6	0	0	4	57.1	6	2.3
8. WORK PERMITS	5	71.4	1	14.3	1	14.3	0	0	2	1.5
DETERMINING SCHOOL BUILDING										
9. NEEDS AND PREPARING PLANS	3	42.9	0	0	1	14.3	3	42.9	4	2.7
ADMINISTERING SCHOOL PLANT										
10. IN RELATION TO INSTRUCTIONAL PROGRAM	0	0	0	0	2	28.6	5	71.4	7	2.7
ADMINISTERING LUNCHROOMS,										
11. TRANSPORTATION AND HEALTH SERVICES	0	0	3	42.9	2	28.6	2	28.6	7	1.9
REQUISITIONING, PURCHASING										
12. AND MANAGING MATERIALS	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
OPERATING SCHOOL THROUGH										
13. PROPER LEGAL CHANNELS	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
BUILDING EFFECTIVE INTERNAL										
14. AND EXTERNAL ORGANIZATIONS	1	14.3	0	0	1	14.3	5	71.4	6	2.8
DIRECTING PROPER OFFICE										
15. MANAGEMENT	1	14.3	2	28.6	3	42.9	1	14.3	6	1.8
TOTAL	41	39.0	18	17.1	16	15.2	30	28.7	64	2.2

TABLE 6 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PREPARING, SUBMITTING AND 1. MANAGING THE BUDGET	0	0	2	33.3	3	50.0	1	16.7	6	1.8
ACCOUNTING, RECORDING, AUDIT- 2. ING AND REPORTING OF FUNDS	0	0	3	50.0	3	50.0	0	0	6	1.5
RECOMMENDING LEVIES AND 3. TAX ASSESSMENTS	0	0	4	66.7	2	33.3	0	0	6	1.3
PLANNING BOND ISSUES AND 4. SELLING BONDS	0	0	6	100	0	0	0	0	6	1.0
SECURING LOCAL, STATE AND 5. NATIONAL FUNDS FOR EDUCATION	0	0	2	33.3	4	66.7	0	0	6	1.7
PREPARING PAYROLLS AND 6. PAYING BILLS	0	0	4	66.7	2	33.3	0	0	6	1.3
7. ADMINISTERING ACTIVITY FUNDS	0	0	2	33.3	4	66.7	0	0	6	1.7
CONTRACTING AND ISSUING 8. WORK PERMITS	0	0	4	66.7	2	33.3	0	0	6	1.3
DETERMINING SCHOOL BUILDING 9. NEEDS AND PREPARING PLANS	0	0	0	0	2	33.3	4	66.7	6	2.7
ADMINISTERING SCHOOL PLANT IN 10. RELATION TO INSTRUCTIONAL PROGRAM	0	0	0	0	1	16.7	5	83.3	6	2.8
ADMINISTERING LUNCHROOMS, 11. TRANSPORTATION AND HEALTH SERVICES	0	0	3	50.0	3	50.0	0	0	6	1.5
REQUISITIONING, PURCHASING 12. AND MANAGING MATERIALS	0	0	3	50.0	3	50.0	0	0	6	1.5
OPERATING SCHOOL THROUGH 13. PROPER LEGAL CHANNELS	0	0	0	0	2	33.3	4	66.7	6	2.7
BUILDING EFFECTIVE INTERNAL 14. AND EXTERNAL ORGANIZATIONS	0	0	0	0	4	66.7	2	33.3	6	2.3
DIRECTING PROPER OFFICE 15. MANAGEMENT	0	0	0	0	5	83.3	1	16.7	6	2.2
TOTAL	0	0	33	36.7	40	44.4	17	18.9	90	1.8



TABLE 7 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	4	80.0	1	20.0	0	0	0	0	3	1.0
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	2	40.0	1	20.0	2	40.0	0	0	3	1.7
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	4	80.0	1	20.0	0	0	0	0	1	1.0
4. PLANNING BOND ISSUES AND SELLING BONDS	4	80.0	1	20.0	0	0	0	0	1	1.0
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	4	80.0	1	20.0	0	0	0	0	1	1.0
6. PREPARING PAYROLLS AND PAYING BILLS	4	80.0	1	20.0	0	0	0	0	1	1.0
7. ADMINISTERING ACTIVITY FUNDS	0	0	1	20.0	4	80.0	0	0	5	1.8
8. CONTRACTING AND ISSUING WORK ORDERS	4	80.0	1	20.0	0	0	0	0	1	1.0
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	4	80.0	0	0	0	0	1	20.0	1	3.0
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	0	0	0	0	2	40.0	3	60.0	5	2.8
11. ADMINISTERING LUNCHROOM, TRANSPORTATION AND HEALTH SERVICES	2	40.0	2	40.0	1	20.0	0	0	3	1.3
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	1	20.0	4	80.0	0	0	0	0	4	1.0
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	0	0	1	20.0	0	0	5	80.0	5	2.6
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	0	0	1	20.0	0	0	4	80.0	5	2.6
15. DIRECTING PROPER OFFICE MANAGEMENT	0	0	2	40.0	3	60.0	0	0	5	1.6
TOTAL	71	44.0	18	24.0	12	16.0	12	16.0	42	1.9

TABLE 8 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	0	0	3	42.8	3	42.8	1	14.3	7	1.7
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	0	0	4	57.1	2	28.6	1	14.3	7	1.6
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	1	14.3	2	28.6	3	42.8	1	14.3	6	1.8
4. PLANNING BOND ISSUES AND SELLING BONDS	0	0	1	14.3	5	71.4	1	14.3	7	2.0
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	1	14.3	2	28.6	4	57.1	0	0	6	1.7
6. PREPARING PAYROLLS AND PAYING BILLS	0	0	5	71.4	1	14.3	1	14.3	7	1.4
7. ADMINISTERING ACTIVITY FUNDS	1	14.3	3	42.8	2	28.6	1	14.3	6	1.7
8. CONTRACTING AND ISSUING WORK PERMITS	0	0	7	100	0	0	0	0	7	1.0
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	0	0	0	0	2	28.6	5	71.4	7	2.7
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	0	0	0	0	4	57.1	3	42.8	7	2.4
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	1	14.3	5	71.4	1	14.3	0	0	6	1.2
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	0	0	1	14.3	5	71.4	1	14.3	7	2.0
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	0	0	2	28.6	1	14.3	4	57.1	7	2.3
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	0	0	0	0	3	42.8	4	57.1	7	2.6
15. DIRECTING PROPER OFFICE MANAGEMENT	0	0	2	28.6	5	71.4	0	0	7	1.7
TOTAL	4	57.1	37	55.2	41	62.1	23	34.9	108	1.8

TABLE 9 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	24	82.9	4	09.8	1	02.4	2	04.9	7	1.7
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	21	51.2	10	24.4	6	14.6	4	09.8	20	1.7
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	35	85.4	4	09.8	1	02.4	1	02.4	6	1.5
4. PLANNING BOND ISSUES AND SELLING BONDS	35	85.4	3	07.3	2	04.9	1	02.4	6	1.7
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	33	80.5	4	09.8	1	02.4	3	07.3	8	1.9
6. PREPARING PAYROLLS AND PAYING BILLS	26	63.4	9	22.0	3	07.3	3	07.3	15	1.6
7. ADMINISTERING ACTIVITY FUNDS	6	14.6	14	34.2	15	36.6	6	14.6	35	1.8
8. CONTRACTING AND ISSUING WORK PERMITS	30	73.2	8	19.5	3	07.3	0	0	11	1.3
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	21	51.2	3	07.3	9	22.0	8	19.5	20	2.2
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	5	12.2	5	12.2	15	36.6	16	39.0	36	2.3
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	9	22.0	15	36.6	13	31.7	4	09.8	32	1.7
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	10	24.4	15	36.6	14	34.2	2	04.9	31	1.6
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	13	31.7	5	12.2	9	22.0	14	34.2	28	2.3
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	3	07.3	9	22.0	13	31.7	16	39.0	38	2.2
15. DIRECTING PROPER OFFICE MANAGEMENT	4	09.8	16	39.0	15	36.6	6	14.6	37	1.7
TOTAL	285	46.3	126	20.2	120	19.5	86	14.0	330	1.9

TABLE 10 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. PREPARING, SUBMITTING AND MANAGING THE BUDGET	0	0	20	50.0	15	37.5	5	12.5	40	1.6
2. ACCOUNTING, RECORDING, AUDITING AND REPORTING OF FUNDS	0	0	23	57.5	12	30.0	5	12.5	40	1.5
3. RECOMMENDING LEVIES AND TAX ASSESSMENTS	1	02.5	23	57.5	14	35.0	2	05.0	39	1.5
4. PLACING BOND ISSUES AND SELLING BONDS	5	12.5	20	50.0	10	25.0	4	10.0	34	1.5
5. SECURING LOCAL, STATE AND NATIONAL FUNDS FOR EDUCATION	3	07.5	18	45.0	14	35.0	5	12.5	37	1.6
6. PREPARING PAYROLLS AND PAYING BILLS	0	0	25	62.5	10	25.0	5	12.5	40	1.2
7. ADMINISTERING ACTIVITY FUNDS	1	02.5	18	45.0	18	45.0	3	07.5	39	1.6
8. CONTRACTING AND ISSUING WORK PERMITS	0	0	30	75.0	7	17.5	3	07.5	40	1.3
9. DETERMINING SCHOOL BUILDING NEEDS AND PREPARING PLANS	0	0	7	17.5	11	27.5	22	55.0	40	2.4
10. ADMINISTERING SCHOOL PLANT IN RELATION TO INSTRUCTIONAL PROGRAM	0	0	3	07.5	16	40.0	21	52.5	40	2.4
11. ADMINISTERING LUNCHROOMS, TRANSPORTATION AND HEALTH SERVICES	1	02.5	18	45.0	15	37.5	6	15.0	39	1.7
12. REQUISITIONING, PURCHASING AND MANAGING MATERIALS	0	0	15	37.5	22	55.0	3	07.5	40	1.7
13. OPERATING SCHOOL THROUGH PROPER LEGAL CHANNELS	0	0	5	12.5	14	35.0	21	52.5	40	2.4
14. BUILDING EFFECTIVE INTERNAL AND EXTERNAL ORGANIZATIONS	0	0	11	27.5	17	42.5	12	30.0	40	2.0
15. DIRECTING PROPER OFFICE MANAGEMENT	0	0	8	20.0	25	62.5	7	17.5	40	2.0
TOTAL	12	02.0	244	40.7	220	36.7	124	20.6	580	1.8

TABLE II (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES										
1. TIES AND ROUTINE DUTIES	1	07.1	0	0	9	64.3	4	28.6	13	2.3
SPECIAL SERVICES, HEALTH, LIBRARY, LUNCHROOM										
2. LIBRARY, LUNCHROOM	4	28.6	4	28.6	3	21.4	3	21.4	10	1.9
STATE, LOCAL AND FEDERAL ADMINISTRATION										
3. ADMINISTRATION	2	14.3	5	35.7	5	35.7	2	14.3	12	1.7
4. THE LEGAL BASIS OF EDUCATION	5	35.7	2	14.3	4	28.6	3	21.4	9	2.1
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS										
5. LOCAL SCHOOL BOARDS	3	21.4	2	14.3	3	21.4	6	42.9	11	2.5
CREATION AND ALTERATION OF SCHOOL DISTRICTS										
6. SCHOOL DISTRICTS	7	50.0	3	21.4	2	14.3	2	14.3	7	1.9
SCHOOL SUPPORT AND FINANCE PLANS										
7. FINANCE PLANS	6	42.9	2	14.3	2	14.3	4	28.6	8	2.1
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES										
8. OTHER EMPLOYEES	4	28.6	1	07.1	6	42.9	3	21.4	10	2.2
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES										
9. SPENDING IN OKLAHOMA AND THE UNITED STATES	4	28.6	6	42.9	3	21.4	1	07.1	10	1.5
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE										
10. AGENCY OF PLANT AND OFFICE	4	28.6	2	14.3	7	50.0	1	07.1	10	1.9
TEACHER AND PUPIL RECORDS	2	14.3	3	21.4	9	64.3	0	0	12	1.7
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM										
12. PROGRAM	2	14.3	3	21.4	6	42.9	3	21.4	12	2.0
PROBLEMS IN SCHOOL PLANT MANAGEMENT										
13. MANAGEMENT	5	35.7	3	21.4	5	35.7	1	07.1	9	1.8
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM										
14. THE NEW BUILDING PROGRAM	3	21.4	4	28.6	4	28.6	3	21.4	11	1.9
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS										
15. SERVICE AND PROBLEMS	8	57.1	3	21.4	2	14.3	1	07.1	6	1.7
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM										
16. PROGRAM	5	35.7	0	0	3	21.4	6	42.9	9	2.7
FINANCING THE PHYSICAL EDUCATION PROGRAM										
17. EDUCATION PROGRAM	4	26.4	5	45.5	1	09.1	1	09.1	7	1.4
TOTAL	19	10.2	35	18.7	73	39.0	60	32.1	168	2.1

TABLE 12 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	1	9.1	1	9.1	7	63.6	2	18.2	10	2.1
SPECIAL SERVICES, HEALTH, LIBRARY, LUNCHROOM	2	18.2	6	54.5	3	27.3	0	0	9	1.3
STATE, LOCAL AND FEDERAL ADMINISTRATION	0	0	2	18.2	7	63.6	2	18.2	11	2.0
THE LEGAL BASIS OF EDUCATION	0	0	1	9.1	6	54.5	4	36.4	11	2.2
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	0	0	1	9.1	3	27.3	7	63.6	11	2.7
CREATION AND ALTERATION OF SCHOOL DISTRICTS	1	9.1	1	9.1	4	36.4	5	45.5	10	2.4
SCHOOL SUPPORT AND FINANCE PLANS	2	18.2	1	9.1	4	36.4	4	36.4	9	2.3
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	0	0	1	9.1	4	36.4	6	54.5	11	2.6
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	1	9.1	3	27.3	3	27.3	4	36.4	10	2.1
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	2	18.2	2	18.2	5	45.5	2	18.2	9	2.0
TEACHER AND PUPIL RECORDS	0	0	2	18.2	6	54.5	3	27.3	11	2.1
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	1	9.1	0	0	5	45.5	5	45.5	10	2.5
PROBLEMS IN SCHOOL PLANT MANAGEMENT	1	9.1	2	18.2	4	36.4	4	36.4	10	2.3
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	1	9.1	3	27.3	3	27.3	4	36.4	10	2.1
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	1	9.1	4	36.4	5	45.5	1	9.1	10	1.7
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	2	18.2	0	0	3	27.3	6	54.5	9	2.7
FINANCING THE PHYSICAL EDUCATION PROGRAM	4	36.4	5	45.5	1	9.1	1	9.1	7	1.4
TOTAL	17	15.3	35	31.8	73	66.0	60	54.5	169	2.1

TABLE 13 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 16 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	3	20.0	4	26.7	8	53.3	15	2.3
SPECIAL SERVICES, HEALTH, LIBRARY, LUNCHEON	1	6.7	7	46.7	5	33.3	2	13.3	14	1.6
STATE, LOCAL AND FEDERAL ADMINISTRATION	3	20.0	4	26.7	4	26.7	4	26.7	12	2.0
THE LEGAL BASIS OF EDUCATION	5	33.3	4	26.7	4	26.7	2	13.3	10	1.8
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	5	33.3	3	20.0	3	20.0	4	26.7	10	2.1
CREATION AND ALTERATION OF SCHOOL DISTRICTS	6	40.0	4	26.7	2	13.3	3	20.0	7	1.9
SCHOOL SUPPORT AND FINANCE PLANS	7	46.7	2	13.3	1	6.7	5	33.3	8	2.4
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	3	20.0	1	6.7	7	46.7	4	26.7	12	2.2
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	5	33.3	2	13.3	6	40.0	2	13.3	10	2.0
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	3	20.0	3	20.0	8	40.0	3	20.0	12	2.0
TEACHER AND PUPIL RECORDS	1	6.7	3	20.0	4	26.7	7	46.7	14	2.3
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	0	0	3	20.0	4	26.7	8	53.3	15	2.3
PROBLEMS IN SCHOOL PLANT MANAGEMENT	2	13.3	1	6.7	3	20.0	9	60.0	13	2.6
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	4	26.7	4	26.7	3	20.0	4	26.7	11	2.0
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	5	33.3	5	33.3	2	13.3	3	20.0	10	1.8
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	1	6.7	2	13.3	3	20.0	9	60.0	14	2.5
FINANCING THE PHYSICAL EDUCATION PROGRAM	7	46.7	1	6.7	3	20.0	4	26.7	8	2.4
TOTAL	58	22.7	52	20.4	64	25.1	81	31.0	127	2.1

TABLE 14 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE  
 HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM  
 RELATING TO BUSINESS AND FINANCIAL MANAGEMENT  
 (SCHOOLS WITH 13 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	1	06.3	8	50.0	7	43.8	16	2.4
SPECIAL SERVICES--HEALTH, 2. LITERARY, LUNCHROOM STATE, LOCAL AND FEDERAL	1	06.3	7	43.8	7	43.8	1	06.3	15	1.6
3. ADMINISTRATION	0	0	1	06.3	10	62.5	5	31.2	16	2.2
4. THE LEGAL BASIS OF EDUCATION LEGAL STATUS AND LIABILITY	0	0	2	12.5	4	25.0	10	62.5	16	2.5
5. OF LOCAL SCHOOL BOARDS CREATION AND ALTERATION OF	0	0	2	12.5	5	31.2	9	56.2	16	2.4
6. SCHOOL DISTRICTS SCHOOL SUPPORT AID	1	06.3	2	12.5	8	50.0	5	31.2	15	2.2
7. FINANCE PLANS RIGHTS AND LIABILITIES OF	0	0	2	12.5	9	56.2	5	31.2	16	2.2
8. OTHER EMPLOYEES HISTORIC DEVELOPMENT AND	0	0	1	06.3	5	31.2	10	62.5	16	2.6
9. TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	1	06.3	4	25.0	8	50.0	3	18.7	15	1.9
10. ORGANIZATION FOR BUSINESS MAN- AGEMENT OF PLANT AND OFFICE	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
11. TEACHER AND PUPIL RECORDS SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL	1	06.3	5	31.2	8	50.0	4	25.0	15	2.1
12. PROGRAM PROBLEMS IN SCHOOL PLANT	1	06.3	2	12.5	6	37.5	7	43.8	15	2.3
13. MANAGEMENT EVALUATION OF SCHOOL PLANT	3	18.7	1	06.3	7	43.8	5	31.2	16	2.3
14. AND THE NEW BUILDING PROGRAM SCHOOL BUS TRANSPORTATION	2	12.5	3	18.7	9	56.2	6	37.5	14	2.3
15. SERVICE AND PROBLEMS ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL	1	06.3	6	37.5	7	43.8	2	12.5	15	1.7
16. PROGRAM FINANCING THE PHYSICAL	1	06.3	9	56.2	2	12.5	10	62.5	15	2.5
17. EDUCATION PROGRAM	2	12.5	4	25.0	7	43.8	3	18.7	14	1.9
TOTAL	16	06.3	46	28.1	113	70.6	98	61.3	257	2.2



TABLE 15 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	1	14.3	4	57.1	2	28.6	7	2.1
SPECIAL SERVICES—HEALTH, LIBRARY, LUNCHROOM	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
STATE, LOCAL AND FEDERAL ADMINISTRATION	1	14.3	1	14.3	5	71.4	0	0	6	1.8
4. THE LEGAL BASIS OF EDUCATION	4	57.1	0	0	3	42.8	0	0	3	2.0
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	4	57.1	1	14.3	2	28.6	0	0	3	1.7
CREATION AND ALTERATION OF SCHOOL DISTRICTS	2	28.6	1	14.3	3	42.8	1	14.3	5	2.0
SCHOOL REPORT AND FINANCE PLANS	3	42.8	1	14.3	3	42.8	0	0	4	1.7
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	3	42.8	1	14.3	2	28.6	1	14.3	4	2.0
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	1	14.3	2	28.6	2	28.6	2	28.6	6	2.0
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	4	57.1	0	0	2	28.6	1	14.3	3	2.3
11. TEACHER AND PUPIL RECORDS	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	0	0	1	14.3	6	85.7	0	0	7	1.9
PROBLEMS IN SCHOOL PLANT MANAGEMENT	0	0	1	14.3	5	71.4	1	14.3	7	2.0
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	0	0	1	14.3	5	71.4	1	14.3	7	2.0
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	1	14.3	0	0	2	28.6	4	57.1	6	2.7
FINANCING THE PHYSICAL EDUCATION PROGRAM	3	42.8	2	28.6	2	28.6	0	0	4	1.5
TOTAL	30	25.2	17	14.3	56	47.1	16	12.4	87	2.0

TABLE 16 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	1	16.7	2	33.3	3	50.0	6	2.5
SPECIAL SERVICES--HEALTH, LIBRARY, LUNCHROOM	0	0	3	50.0	2	33.3	1	16.7	6	1.7
STATE, LOCAL AND FEDERAL ADMINISTRATION	0	0	1	16.7	5	83.3	0	0	6	1.8
THE LEGAL BASIS OF EDUCATION	0	0	0	0	2	33.3	4	66.7	6	2.7
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	0	0	0	0	4	66.7	2	33.3	6	2.3
CREATION AND ALTERATION OF SCHOOL DISTRICTS	0	0	1	16.7	4	66.7	1	16.7	6	2.0
SCHOOL SUPPORT AND FINANCE PLANS	0	0	1	16.7	3	50.0	2	33.3	6	2.2
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	0	0	0	0	3	50.0	3	50.0	6	2.5
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	0	0	2	33.3	3	50.0	1	16.7	6	1.7
ORGANIZATION AND BUSINESS MANAGEMENT OF PLANT AND OFFICE	0	0	0	0	4	66.7	2	33.3	6	2.3
TEACHER AND PUPIL RECORDS	0	0	2	33.3	3	50.0	1	16.7	6	1.7
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	0	0	0	0	4	66.7	2	33.3	6	2.3
PROBLEM IN SCHOOL PLANT MANAGEMENT	0	0	0	0	4	66.7	2	33.3	6	2.3
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	0	0	1	16.7	2	33.3	3	50.0	6	2.5
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	0	0	6	100	0	0	0	0	6	1.0
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	0	0	1	16.7	0	0	5	83.3	6	2.7
FINANCING THE PHYSICAL EDUCATION PROGRAM	0	0	4	66.7	2	33.3	0	0	6	1.3
TOTAL	0	0	23	22.5	47	46.1	32	31.4	102	2.1

TABLE 17 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	0	0	2	40.0	3	60.0	5	2.6
SPECIAL SERVICES--HEALTH, LIBRARY, LUNCHROOM	0	0	4	80.0	0	0	1	20.0	5	1.4
STATE, LOCAL AND FEDERAL ADMINISTRATION	0	0	2	40.0	1	20.0	2	40.0	5	2.0
THE LEGAL BASIS OF EDUCATION	0	0	0	0	2	40.0	3	60.0	5	2.6
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	0	0	0	0	1	20.0	4	80.0	5	2.8
CREATION AND ALTERATION OF SCHOOL DISTRICTS	0	0	1	20.0	0	0	4	80.0	5	2.6
SCHOOL SUPPORT AND FINANCE PLANS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	0	0	0	0	3	60.0	2	40.0	5	2.5
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	1	20.0	0	0	2	40.0	2	40.0	4	2.5
TEACHER AND PUPIL RECORDS	0	0	0	0	4	80.0	1	20.0	5	2.2
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	0	0	1	20.0	1	20.0	3	60.0	5	2.4
PROBLEMS IN SCHOOL PLANT MANAGEMENT	1	20.0	1	20.0	1	20.0	2	40.0	4	2.2
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	2	40.0	1	20.0	0	0	2	40.0	3	2.0
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	2	40.0	3	60.0	0	0	0	0	3	1.0
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	1	20.0	0	0	1	20.0	3	60.0	4	2.7
FINANCING THE PHYSICAL EDUCATION PROGRAM	1	20.0	3	60.0	0	0	1	20.0	4	2.5
TOTAL	9	10.6	18	21.2	21	24.7	37	43.5	76	2.2

TABLE 18 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	0	0	0	0	1	14.3	6	85.7	7	2.9
SPECIAL SERVICES--HEALTH, LIBRARY, LUNCH-ROOM	0	0	2	28.6	2	28.6	3	42.8	7	2.1
STATE, LOCAL AND FEDERAL ADMINISTRATION	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
THE LEGAL BASIS OF EDUCATION	0	0	0	0	1	14.3	6	85.7	7	2.9
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	0	0	0	0	1	14.3	6	85.7	7	2.9
CREATION AND ALTERATION OF SCHOOL DISTRICTS	0	0	2	28.6	2	28.6	3	42.8	7	2.1
SCHOOL SUPPORT AND FINANCE PLANS	0	0	1	14.3	3	42.8	3	42.8	7	2.4
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	0	0	0	0	1	14.3	6	85.7	7	2.9
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	2	28.6	2	28.6	1	14.3	2	28.6	5	2.0
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	2	28.6	2	28.6	1	14.3	2	28.6	5	2.0
TEACHER AND PUPIL RECORDS	1	14.3	0	0	5	71.4	1	14.3	6	2.2
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	0	0	3	42.8	3	42.8	1	14.3	7	1.7
PROBLEMS IN SCHOOL PLANT MANAGEMENT	0	0	4	57.1	2	28.6	1	14.3	7	1.6
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	1	14.3	1	14.3	2	28.6	3	42.8	6	2.3
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	2	28.6	3	42.8	1	14.3	1	14.3	5	1.6
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	1	14.3	0	0	1	14.3	5	71.4	6	2.8
FINANCING THE PHYSICAL EDUCATION PROGRAM	4	57.1	2	28.6	0	0	1	14.3	3	1.7
TOTAL	14	11.7	23	19.3	31	26.1	51	42.9	105	2.5

TABLE 19 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	1	02.4	4	09.8	19	46.3	17	41.5	40	2.3
SPECIAL SERVICES--HEALTH, LIBRARY, LUNCHROOM	6	14.6	16	39.0	12	29.3	7	17.1	35	1.7
STATE, LOCAL AND FEDERAL ADMINISTRATION	6	14.6	12	29.3	15	36.6	8	19.5	35	1.9
THE LEGAL BASIS OF EDUCATION	14	34.2	6	14.6	13	31.7	8	19.5	27	2.1
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	12	29.3	6	14.6	9	22.0	14	34.2	29	2.3
CREATION AND ALTERATION OF SCHOOL DISTRICTS	15	36.6	9	22.0	7	17.1	10	24.4	26	2.0
SCHOOL SUPPORT AND FINANCE PLANS	16	39.0	6	14.6	7	17.1	12	29.3	25	2.2
RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	10	24.4	3	07.3	18	43.9	10	24.4	31	2.2
HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	11	26.8	11	26.8	13	31.7	6	14.6	30	1.8
ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	12	29.3	5	12.2	17	41.5	7	17.1	29	2.1
TEACHER AND PUPIL RECORDS	4	09.8	7	17.1	21	51.2	9	22.0	37	2.1
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	2	04.9	8	19.5	17	41.5	14	34.2	39	2.2
PROBLEMS IN SCHOOL PLANT MANAGEMENT	8	19.5	6	14.6	14	34.2	13	31.7	33	2.2
EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	9	22.0	10	24.4	12	29.3	10	24.4	32	2.0
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	17	41.5	13	31.7	6	14.6	5	12.2	24	1.7
ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	8	19.5	2	04.9	9	22.0	22	53.7	33	2.6
FINANCING THE PHYSICAL EDUCATION PROGRAM	18	43.9	8	19.5	9	22.0	6	14.6	23	1.9
TOTAL	169	24.2	132	18.9	218	31.3	178	25.6	528	2.1

TABLE 20 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO BUSINESS AND FINANCIAL MANAGEMENT

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
ORGANIZATION AND ADMINISTRATION OF INSTRUCTIONAL ACTIVITIES AND ROUTINE DUTIES	1	02.5	3	07.5	18	45.0	18	45.0	39	2.4
SPECIAL SERVICES--HEALTH, LIBRARY, LUNCHROOM	3	07.5	18	45.0	14	35.0	5	12.5	37	1.6
STATE, LOCAL AND FEDERAL ADMINISTRATION	1	02.5	5	12.5	26	65.0	8	20.0	39	2.1
4. THE LEGAL BASIS OF EDUCATION	0	0	3	07.5	13	32.5	24	60.0	40	2.5
LEGAL STATUS AND LIABILITY OF LOCAL SCHOOL BOARDS	0	0	3	07.5	13	32.5	24	60.0	40	2.5
6. CREATION AND ALTERATION OF SCHOOL DISTRICTS	2	05.0	6	15.0	18	45.0	14	35.0	38	2.2
SCHOOL SUPPORT AND FINANCE PLANS	2	05.0	5	12.5	19	47.5	14	35.0	38	2.3
8. RIGHTS AND LIABILITIES OF ADMINISTRATORS, TEACHERS AND OTHER EMPLOYEES	0	0	2	05.0	13	32.5	25	62.5	40	2.6
9. HISTORIC DEVELOPMENT AND TRENDS IN PUBLIC SCHOOL SPENDING IN OKLAHOMA AND THE UNITED STATES	4	10.0	11	27.5	15	37.5	10	25.0	36	2.0
10. ORGANIZATION FOR BUSINESS MANAGEMENT OF PLANT AND OFFICE	5	12.5	6	15.0	19	47.5	10	25.0	35	2.1
11. TEACHER AND PUPIL RECORDS	2	05.0	7	17.5	22	55.0	9	22.5	38	2.1
SCHOOL PLANT ADMINISTRATION AS RELATED TO THE INSTRUCTIONAL PROGRAM	2	05.0	5	12.5	18	45.0	15	37.5	38	2.3
13. PROBLEMS IN SCHOOL PLANT MANAGEMENT	4	10.0	7	17.5	17	42.5	12	30.0	36	2.1
14. EVALUATION OF SCHOOL PLANT AND THE NEW BUILDING PROGRAM	4	10.0	8	20.0	10	25.0	18	45.0	36	2.3
SCHOOL BUS TRANSPORTATION SERVICE AND PROBLEMS	4	10.0	19	47.5	13	32.5	4	10.0	36	1.6
16. ORGANIZATION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	4	10.0	4	10.0	6	15.0	26	65.0	36	2.6
17. FINANCING THE PHYSICAL EDUCATION PROGRAM	10	25.0	15	37.5	10	25.0	5	12.5	30	1.7
TOTAL	48	07.1	127	18.7	264	38.8	241	35.4	632	2.2

TABLE 21 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATIVE TO PUPIL RELATIONS (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	1	07.1	6	42.9	7	50.0	14	2.4
IDENTIFYING PUPIL INTERESTS AND NEEDS	0	0	1	07.1	4	28.6	9	64.3	14	2.6
PROVIDING CURRICULAR OFFER- INGS SERVING PUPIL INTERESTS AND NEEDS	1	07.1	0	0	7	50.0	6	42.9	13	2.5
SUPERVISING STUDENT CLUBS AND CLASS ORGANIZATIONS	3	21.4	6	42.9	4	28.6	1	07.1	11	1.5
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	8	57.1	6	42.9	0	0	0	0	6	1.0
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	1	07.1	7	50.0	6	42.9	14	2.4
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	2	14.3	2	14.3	5	35.7	7	50.0	14	2.4
PROVIDING FOR STUDENT PARTIC- 23. IPATION IN SCHOOL GOVERNMENT	3	21.4	2	14.3	3	21.4	6	42.9	11	2.4
REPORTING, PROMOTING AND 24. GRADUATING	0	0	2	14.3	5	35.7	7	50.0	14	2.4
ADMINISTERING INTER- 25. SCHOLASTICS	3	21.4	4	28.6	6	42.9	1	07.1	11	1.7
TOTAL	18	12.9	25	17.9	47	33.5	50	35.7	122	2.2

TABLE 22 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH FEWER THAN 30 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
ESTABLISHING RAPPORT BETWEEN PUPILS AND STAFF	0	0	1	09.1	7	63.6	3	27.5	11	2.2
IDENTIFYING PUPIL INTERESTS AND NEEDS	0	0	0	0	6	54.5	5	45.5	11	2.5
PROVIDING CURRICULAR OFFERINGS SERVING PUPIL INTERESTS AND NEEDS	0	0	1	09.1	3	27.3	7	63.6	11	2.5
SUPERVISING STUDENT CLUBS AND CLASS ORGANIZATIONS	0	0	5	45.5	6	54.5	0	0	11	1.5
DIRECTING THE PUBLISHING OF SCHOOL PAPER AND ANNUAL	1	09.1	2	18.2	1	09.1	0	0	10	1.1
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, DISCIPLINE	0	0	0	0	5	45.5	6	54.5	11	2.5
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND COUNSELING	0	0	1	09.1	4	36.4	6	54.5	11	2.5
PROVIDING FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT	1	09.1	3	27.3	5	45.5	2	18.2	10	1.9
REPORTING, PROMOTING AND GRADUATING	0	0	3	27.3	6	54.5	2	18.2	11	1.9
ADMINISTERING INTRASCHOOL SCHOLASTICS	0	0	5	45.5	4	36.4	2	18.2	11	1.7
TOTAL	2	01.8	28	25.5	47	42.7	33	30.0	108	2.0



TABLE 29 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 10 TO 13 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	6	0	4	26.7	11	73.3	15	2.7
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	0	0	6	40.0	9	60.0	15	2.6
PROVIDING CURRICULAR OFFER- INGS SERVING PUPIL INTERESTS 18. AND NEEDS	0	0	1	6.7	6	40.0	8	53.3	15	2.5
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	1	6.7	2	13.3	8	53.3	4	26.7	14	2.1
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	5	33.3	9	60.0	1	6.7	0	0	10	1.1
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	0	0	7	46.7	8	53.3	15	2.5
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	0	0	0	0	4	26.7	11	73.3	15	2.7
PROVIDING FOR STUDENT PARTICI- 23. PATION IN SCHOOL GOVERNMENT	2	13.3	2	13.3	5	33.3	6	40.0	15	2.3
REPORTING, PROMOTING AND 24. GRADUATING	0	0	4	26.7	5	33.3	6	40.0	15	2.1
ADMINISTERING INTER- 25. SCHOLASTICS	2	13.3	7	46.7	4	26.7	2	13.3	15	1.6
TOTAL	10	66.7	25	166.7	50	333.3	65	433.3	140	2.3

TABLE 24 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	1	06.3	11	68.7	4	25.0	16	2.2
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	1	06.3	7	43.8	8	50.0	16	2.4
PROVIDING CURRICULAR OFFER- INGS SERVING PUPIL INTERESTS 18. AND NEEDS	0	0	0	0	9	56.2	7	43.8	16	2.4
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	0	0	7	43.8	8	50.0	1	06.3	16	1.7
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	1	06.3	12	75.0	1	06.3	2	12.5	15	1.3
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	2	12.5	9	56.2	5	31.2	16	2.2
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	0	0	2	12.5	7	43.8	7	43.8	16	2.3
PROVIDING FOR STUDENT PARTIC- 23. IPATION IN SCHOOL GOVERNMENT	0	0	7	43.8	6	37.5	3	18.7	16	1.7
REPORTING, PROMOTING AND 24. GRADUATING	0	0	2	12.5	12	75.0	2	12.5	16	2.0
ADMINISTERING INTER- 25. SCHOLASTICS	1	06.3	2	12.5	12	75.0	1	06.3	15	1.9
TOTAL	2	01.2	36	22.5	82	51.3	40	25.0	158	2.0

TABLE 25 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	6	0	3	42.9	4	57.1	7	2.6
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	0	0	2	28.6	5	71.4	7	2.7
PROVIDING CURRICULAR OFFERINGS SERVING PUPIL INTERESTS 18. AND NEEDS	0	0	0	0	1	14.3	6	85.7	7	2.9
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	0	0	1	14.3	2	42.9	3	42.8	7	2.3
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	0	0	2	42.2	2	28.6	2	28.5	7	1.9
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	1	14.3	2	28.6	4	57.1	7	2.4
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	0	0	0	0	0	0	7	100	7	3.0
PROVIDING FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT 23. REPORTING, PROMOTING AND	0	0	3	42.3	2	28.6	2	28.5	7	1.9
24. GRADUATING	0	0	1	14.3	3	42.9	3	42.8	7	2.5
ADMINISTERING INTER-SCHOLASTICS 25.	0	0	2	28.6	5	71.4	0	0	7	1.7
TOTAL	0	0	11	15.7	23	32.9	36	51.4	70	2.4

TABLE 26 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	0	0	1	16.7	5	83.3	6	2.3
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	0	0	1	16.7	5	83.3	6	2.8
PROVIDING CURRICULAR OFFER- INGS AND SERVING PUPIL 18. INTERESTS AND NEEDS	0	0	0	0	2	33.3	4	66.7	6	2.7
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	0	0	2	33.3	4	66.7	0	0	6	1.7
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	0	0	5	83.3	1	16.7	0	0	6	1.2
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	0	0	3	50.0	3	50.0	6	2.5
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	0	0	0	0	2	33.3	4	66.7	6	2.7
PROVIDING FOR STUDENT PARTICI- 23. PATION IN SCHOOL GOVERNMENT	0	0	2	33.3	1	16.7	3	50.0	6	2.2
REPORTING, PROMOTING AND 24. GRADUATING	0	0	0	0	5	83.3	1	16.7	6	2.2
ADMINISTERING INTER- 25. SCHOLASTICS	0	0	3	50.0	3	50.0	0	0	6	1.5
TOTAL	0	0	12	20.0	23	38.3	25	41.7	60	2.2

TABLE 27 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN PUPILS AND STAFF	0	0	0	0	1	20.0	4	80.0	5	2.8
IDENTIFYING PUPIL INTERESTS AND NEEDS	0	0	0	0	2	40.0	3	60.0	5	2.6
PROVIDING CURRICULAR OFFERINGS SERVING PUPIL INTERESTS AND NEEDS	0	0	0	0	2	40.0	3	60.0	5	2.6
SUPERVISING STUDENT CLUBS AND CLASS ORGANIZATIONS	0	0	4	80.0	0	0	1	20.0	5	1.4
DIRECTING THE PUBLISHING OF SCHOOL PAPER AND ANNUAL	1	20.0	4	80.0	0	0	0	0	4	1.0
DEALING WITH PUPIL PROBLEMS--ATTENDANCE, DROPOUTS, DISCIPLINE	0	0	1	20.0	1	20.0	3	60.0	5	2.4
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND COUNSELING	0	0	0	0	0	0	5	100	5	3.0
PROVIDING FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT	0	0	0	0	3	60.0	2	40.0	5	2.4
REPORTING, PROMOTING AND GRADUATING	0	0	0	0	3	60.0	2	40.0	5	2.4
ADMINISTERING INTER-SCHOOLASTICS	0	0	4	80.0	0	0	1	20.0	5	1.4
TOTAL	1	02.0	13	26.0	12	24.0	24	48.0	49	2.2

TABLE 28 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	0	0	3	42.8	4	57.1	7	2.6
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	0	0	3	42.8	4	57.1	7	2.6
PROVIDING CURRICULAR OFFERINGS SERVING PUPIL INTERESTS 18. AND NEEDS	0	0	0	0	4	57.1	3	42.8	7	2.4
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	1	14.3	6	85.7	0	0	0	0	6	1.0
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	1	14.3	0	0	6	85.7	7	3.0
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	1	14.3	0	0	2	28.6	4	57.1	6	2.7
PROVIDING FOR STUDENT PARTIC- 23. IPATION IN SCHOOL GOVERNMENT	0	0	0	0	4	57.1	3	42.8	7	2.4
REPORTING, PROMOTING AND 24. GRADUATING	0	0	2	28.6	1	14.3	4	57.1	7	2.3
ADMINISTERING INTER- 25. SCHOLASTICS	1	14.3	4	57.1	1	14.3	1	14.3	6	1.5
TOTAL	4	05.7	14	20.0	22	31.4	30	42.9	66	2.2

TABLE 29 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	1	02.4	14	34.2	26	63.4	41	2.6
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	1	02.4	14	34.2	26	63.4	41	2.6
PROVIDING PARTICULAR OFFER- INGS SERVING PUPIL INTERESTS 18. AND NEEDS	1	02.4	1	02.4	16	39.0	23	56.1	40	2.5
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	4	09.8	13	31.7	15	36.6	9	22.0	37	1.9
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	14	34.2	22	53.7	3	07.5	2	04.9	27	1.3
DEALING WITH PUPIL PROBLEMS-- ATTENDANCE, DROPOUTS, 21. DISCIPLINE	0	0	3	07.3	17	41.5	21	51.2	41	2.5
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	0	0	2	04.9	9	22.0	30	73.2	41	2.7
PROVIDING FOR STUDENT PARTIC- 23. IPATION IN SCHOOL GOVERNMENT	5	12.2	7	17.1	13	31.7	16	39.0	36	2.2
REPORTING, PROMOTING AND 24. GRADUATING	0	0	7	17.1	16	39.0	18	43.9	41	2.3
ADMINISTERING INTER- 25. SCHOLASTICS	5	12.2	17	41.5	15	36.6	4	09.8	36	1.6
TOTAL	29	07.0	74	18.1	132	32.2	175	42.7	381	2.3

TABLE 30 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PUPIL RELATIONS

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
ESTABLISHING RAPPORT BETWEEN 16. PUPILS AND STAFF	0	0	2	05.0	22	55.0	16	40.0	40	2.3
IDENTIFYING PUPIL INTERESTS 17. AND NEEDS	0	0	1	02.5	17	42.5	22	55.0	40	2.5
PROVIDING CURRICULAR OFFER- INGS SERVING PUPIL INTERESTS 18. AND NEEDS	0	0	1	02.5	18	45.0	21	52.5	40	2.5
SUPERVISING STUDENT CLUBS 19. AND CLASS ORGANIZATIONS	1	02.5	15	37.5	22	55.0	2	05.0	39	1.7
DIRECTING THE PUBLISHING OF 20. SCHOOL PAPER AND ANNUAL	3	07.5	32	80.0	3	07.5	2	05.0	37	1.2
DEALING WITH PUPIL PROBLEMS-- 21. ATTENDANCE, DROPOUTS, DISCIPLINE	0	0	3	07.5	17	42.5	20	50.0	40	2.4
CONDUCTING INDIVIDUAL AND GROUP GUIDANCE AND 22. COUNSELING	1	02.5	3	07.5	15	37.5	21	52.5	39	2.5
PROVIDING FOR STUDENT PARTIC- 23. IPATION IN SCHOOL GOVERNMENT	1	02.5	12	30.0	16	40.0	11	27.5	39	2.0
REPORTING, PROMOTING AND 24. GRADUATING	0	0	7	17.5	24	60.0	9	22.5	40	2.0
ADMINISTERING INTER- 25. SCHOLASTICS	2	05.0	14	35.0	20	50.0	4	10.0	38	1.7
TOTAL	8	02.0	30	22.5	174	43.5	128	32.0	392	2.1



TABLE 31 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	2	14.3	2	14.3	10	71.4	14	2.6
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	2	14.3	6	42.9	6	42.9	14	2.3
THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR GUIDANCE										
3.	0	0	3	21.4	7	50.0	4	28.6	14	2.1
4. GROUP GUIDANCE	0	0	4	28.6	3	21.4	7	50.0	14	2.2
5. GROUP DYNAMICS	2	14.3	2	14.3	4	28.6	6	42.9	12	2.3
POLICIES OF ADMISSION, PROMOTION AND GRADUATION IN										
6. ELEMENTARY SCHOOLS	2	14.3	2	14.3	6	42.9	4	28.6	12	2.2
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	1	07.1	4	28.6	6	42.9	3	21.4	13	1.9
PUPIL PERSONNEL AND ADJUSTMENT SERVICES										
8.	1	07.1	4	28.6	3	21.4	6	42.9	13	2.2
9. COUNSELING FROM TESTS	1	07.1	4	28.6	3	21.4	6	42.9	13	2.2
APPRAISING THE STATUS OF, OR										
10. CHANGE IN, HUMAN BEHAVIOR	2	14.3	4	28.6	5	35.7	3	21.4	12	1.9
THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY										
11.	0	0	4	28.6	4	28.6	6	42.9	14	2.1
HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES										
12.	1	07.1	1	07.1	6	42.9	6	42.9	13	2.4
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND										
13. BY WHAT PROCESS	1	07.1	0	0	4	28.6	9	64.3	13	2.7
THE EFFECT OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS										
14. PROGRAM	6	42.9	1	07.1	3	21.4	4	28.6	8	2.4
INTRAMURAL, EXTRAMURAL, AND										
15. INTERSCHOLASTIC PROGRAMS	6	42.9	0	0	5	35.7	3	21.4	8	2.4
INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE										
16. SPECIAL APTITUDES, INTERESTS, AND ACHIEVEMENTS	1	07.1	2	14.3	5	35.7	6	42.9	13	2.3
DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND										
17. ABILITIES	2	14.3	2	14.3	3	21.4	7	50.0	12	2.4
TOTAL	26	10.9	41	17.2	75	31.5	96	40.4	212	2.3

TABLE 32 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	0	0	6	63.6	4	36.4	11	2.4
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	2	18.2	5	45.5	4	36.4	11	2.2
THE PSYCHOLOGICAL AND PHILO-										
3. SOPHICAL BASES FOR GUIDANCE	0	0	1	09.1	7	63.6	3	27.3	11	2.2
4. GROUP GUIDANCE	1	09.1	0	0	5	45.5	5	45.5	10	2.5
5. GROUP DYNAMICS	2	18.2	2	18.2	3	27.3	4	36.4	4	2.2
POLICIES OF ADMISSION, PROMO-										
TION AND GRADUATION IN										
6. ELEMENTARY SCHOOLS	2	18.2	4	36.4	5	45.5	0	0	9	1.6
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	0	0	4	36.4	6	54.5	1	09.1	11	1.7
PUPIL PERSONNEL AND ADJUST-										
8. MENT SERVICES	2	18.2	5	45.5	3	27.3	1	09.1	9	1.6
9. COUNSELING FROM TESTS	1	09.1	3	27.3	4	36.4	3	27.3	10	2.0
APPRAISING THE STATUS OF, OR										
10. CHANGE IN, HUMAN BEHAVIOR	1	09.1	2	18.2	7	63.6	1	09.1	10	1.9
THE FACTORS INFLUENCING HUMAN										
GROWTH, DEVELOPMENT, MOTIVA-										
11. TION, LEARNING, BEHAVIOR, AND PERSONALITY	0	0	5	45.5	4	36.4	2	18.2	11	1.7
HELPING INDIVIDUALS TO DEVELOP										
12. WELL INTEGRATED PERSONALITIES	0	0	3	27.3	4	36.4	4	36.4	11	2.1
WHO SHOULD BE INVOLVED IN										
DEVELOPING THE CURRICULUM AND										
13. BY WHAT PROCESS	0	0	2	18.2	4	36.4	5	45.5	11.	2.3
THE EFFECT OF THE NEEDS OF										
STUDENTS ON THE LANGUAGE ARTS										
14. PROGRAM	5	45.5	3	27.3	2	18.2	1	09.1	6	1.7
INTRAMURAL, EXTRAMURAL AND										
15. INTERSCHOLASTIC PROGRAMS	3	27.3	2	18.2	4	36.4	2	18.2	8	2.0
INDIVIDUAL AND GROUP DIFFER-										
ENCES IN TERMS OF INTELLIGENCE,										
16. SPECIAL APTITUDES, INTERESTS, AND ACHIEVEMENTS	1	09.1	0	0	7	63.6	3	27.3	10	2.5
DIFFERENCES WITHIN THE INDIV-										
17. IDUAL IN TERMS OF TRAITS AND ABILITIES	1	09.1	0	0	8	72.7	2	18.2	10	2.2
TOTAL	19	10.2	38	20.3	85	45.5	45	24.1	168	2.0

TABLE 33 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. GUIDANCE AS AN INTEGRAL PART OF EDUCATION	0	0	0	0	2	13.3	13	86.7	15	2.9
2. STUDYING AND COUNSELING THE INDIVIDUAL	0	0	0	0	4	26.7	11	73.3	15	2.7
3. THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR GUIDANCE	0	0	1	6.7	5	33.3	9	60.0	15	2.5
4. GROUP GUIDANCE	0	0	2	13.3	3	20.0	10	66.7	15	2.5
5. GROUP DYNAMICS	0	0	2	13.3	3	20.0	10	66.7	15	2.5
6. POLICIES OF ADMISSION, PROMOTION AND GRADUATION IN ELEMENTARY SCHOOLS	0	0	3	20.0	7	46.7	5	33.3	15	2.1
7. GROUPING PUPILS FOR OPTIMUM GROWTH AND DEVELOPMENT	0	0	7	46.7	4	26.7	4	26.7	15	1.8
8. PUPIL PERSONNEL AND ADJUSTMENT SERVICES	0	0	6	40.0	3	20.0	6	40.0	15	2.0
9. COUNSELING FROM TESTS	1	6.7	2	13.3	7	46.7	5	33.3	14	2.2
10. APPRAISING THE STATUS OF, OR CHANGE IN, HUMAN BEHAVIOR	0	0	5	33.3	6	40.0	4	26.7	15	2.1
11. THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR AND PERSONALITY	1	6.7	3	20.0	6	40.0	5	33.3	14	2.1
12. HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES	1	6.7	1	6.7	3	20.0	10	66.7	14	2.6
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	2	13.3	3	20.0	10	66.7	15	2.5
14. THE EFFECT OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS PROGRAM	5	33.3	4	26.7	3	20.0	3	20.0	10	1.9
15. INTRAMURAL, EXTRAMURAL AND INTERSCHOLASTIC PROGRAMS	3	20.0	2	13.3	4	26.7	6	40.0	12	2.3
16. INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE, SPECIAL APTITUDES, INTERESTS, AND ACHIEVEMENT	0	0	2	13.3	8	53.5	5	33.3	15	2.2
17. DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND ABILITIES	0	0	0	0	6	40.0	9	60.0	15	2.6
TOTAL	11	73.3	42	280.0	77	511.7	125	833.3	244	163.3

TABLE 34 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	1	06.3	7	43.8	8	50.0	16	2.4
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	2	12.5	8	50.0	6	37.5	16	2.2
THE PSYCHOLOGICAL AND PHILO-										
3. SOPHICAL BASES FOR GUIDANCE	0	0	3	18.7	9	56.2	4	25.0	16	2.1
4. GROUP GUIDANCE	0	0	4	25.0	8	50.0	4	25.0	16	2.0
5. GROUP DYNAMICS	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
POLICIES OF ADMISSION, PRO-										
6. MOTION AND GRADUATION IN										
ELEMENTARY SCHOOLS	1	06.3	5	31.2	9	56.2	1	06.3	15	1.7
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	1	06.3	4	25.0	8	50.0	3	18.7	15	1.9
PUPIL PERSONNEL AND ADJUST-										
8. MENT SERVICES	1	06.3	6	37.5	8	50.0	1	06.3	15	1.7
9. COUNSELING FROM TESTS	2	12.5	3	18.7	9	56.2	2	12.5	14	1.9
APPRAISING THE STATUS OF, OR										
10. CHANGES IN, HUMAN BEHAVIOR	0	0	6	37.5	10	62.5	0	0	16	1.6
THE FACTORS INFLUENCING HUMAN										
11. GROWTH, DEVELOPMENT, MOTIVATION,										
LEARNING, BEHAVIOR, AND										
PERSONALITY	0	0	2	12.5	9	56.2	5	31.2	16	2.2
HELPING INDIVIDUALS TO DEVELOP										
12. WELL INTEGRATED PERSONALITIES	0	0	2	12.5	11	68.7	3	18.7	16	2.1
WHO SHOULD BE INVOLVED IN										
13. DEVELOPING THE CURRICULUM AND										
BY WHAT PROCESS	0	0	2	12.5	4	25.0	10	62.5	16	2.5
THE EFFECT OF THE NEEDS OF										
14. STUDENTS ON THE LANGUAGE ARTS										
PROGRAM	6	37.5	5	31.2	4	25.0	1	06.3	10	1.6
INTRAMURAL, EXTRAMURAL AND										
15. INTERSCHOLASTIC PROGRAMS	1	06.3	2	12.5	8	50.0	5	31.2	15	2.2
INDIVIDUAL AND GROUP DIFFER-										
16. ENCES IN TERMS OF INTELLIGENCE,										
SPECIAL APTITUDES, INTERESTS,										
AND ACHIEVEMENTS	0	0	1	06.3	12	75.0	3	18.7	16	2.1
DIFFERENCES WITHIN THE INDIV-										
17. IDUAL IN TERMS OF TRAITS AND										
ABILITIES	0	0	2	12.5	11	68.7	3	18.7	16	2.1
TOTAL	15	04.8	52	19.1	144	52.9	61	23.2	259	2.0

TABLE 35 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	0	0	3	42.9	4	57.1	7	2.6
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	0	0	5	71.4	2	28.6	7	2.3
THE PSYCHOLOGICAL AND PHILO-										
3. SOPHICAL BASES FOR GUIDANCE	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
4. GROUP GUIDANCE	1	14.3	0	0	6	85.7	0	0	6	2.0
5. GROUP DYNAMICS	2	28.6	0	0	3	42.9	2	28.6	5	2.4
POLICIES OF ADMISSION, PRO-										
6. MOTION AND GRADUATION IN ELEMENTARY SCHOOLS	1	14.3	0	0	4	57.1	2	28.6	6	2.3
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	0	0	3	42.9	2	28.6	2	28.6	7	1.9
PUPIL PERSONNEL AND ADJUST-										
8. MENT SERVICES	0	0	1	14.3	6	85.7	0	0	7	1.9
9. COUNSELING FROM TESTS	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
APPRAISING THE STATUS OF, OR										
10. CHANGE IN, HUMAN BEHAVIOR	1	14.3	2	28.6	3	42.9	1	14.3	6	1.9
THE FACTORS INFLUENCING HUMAN										
11. GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	0	0	1	14.3	3	42.9	3	42.9	7	2.3
HELPING INDIVIDUALS TO DEVELOP										
12. WELL INTEGRATED PERSONALITIES	0	0	1	14.3	5	71.4	1	14.3	7	2.0
WHO SHOULD BE INVOLVED IN										
13. DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	0	0	4	57.1	3	42.9	7	2.4
THE EFFECT OF THE NEEDS OF										
14. STUDENTS ON THE LANGUAGE ARTS PROGRAM	5	71.4	0	0	2	28.6	0	0	2	2.0
INTRAMURAL, EXTRAMURAL, AND										
15. INTERSCHOLASTIC PROGRAMS	1	14.3	2	28.6	3	42.9	1	14.3	6	1.9
INDIVIDUAL AND GROUP DIFFER-										
16. ENCES IN TERMS OF INTELLIGENCE, SPECIAL APTITUDES, INTERESTS, AND ACHIEVEMENTS	2	28.6	2	28.6	3	42.9	0	0	5	1.6
DIFFERENCES WITHIN THE INDIV-										
17. IDUAL IN TERMS OF TRAITS AND ABILITIES	2	28.6	1	14.3	4	57.1	0	0	5	1.8
TOTAL	19	16.0	15	12.6	62	52.1	23	19.3	100	2.1

TABLE 36 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	0	0	1	16.7	5	83.3	6	2.8
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	1	16.7	0	0	5	83.3	6	2.7
THE PSYCHOLOGICAL AND PHILO-										
3. SOPHICAL BASES FOR GUIDANCE	0	0	1	16.7	1	16.7	4	66.7	6	2.5
4. GROUP GUIDANCE	0	0	1	16.7	0	0	5	83.3	6	2.7
5. GROUP DYNAMICS	0	0	0	0	1	16.7	5	83.3	6	2.8
POLICIES OF ADMISSION, PRO-										
6. MOTION, AND GRADUATION IN ELEMENTARY SCHOOLS	0	0	1	16.7	2	33.3	3	50.0	6	2.3
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	0	0	2	33.3	3	50.0	1	16.7	6	1.8
PUPIL PERSONNEL AND ADJUST-										
8. MENT SERVICES	0	0	0	0	5	83.3	1	16.7	6	2.2
9. COUNSELING FROM TESTS	0	0	0	0	4	66.7	2	33.3	6	2.3
APPRAISING THE STATUS OF, OR										
10. CHANGES IN, HUMAN BEHAVIOR	0	0	1	16.7	5	83.3	0	0	6	1.8
THE FACTORS INFLUENCING HUMAN										
11. GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	0	0	2	33.3	2	33.3	2	33.3	6	2.0
HELPING INDIVIDUALS TO DEVELOP										
12. WELL INTEGRATED PERSONALITIES	0	0	0	0	3	50.0	3	50.0	6	2.5
WHO SHOULD BE INVOLVED IN										
13. DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	0	0	1	16.7	5	83.3	6	2.8
THE EFFECT OF THE NEEDS OF										
14. THE STUDENTS ON THE LANGUAGE ARTS PROGRAM	2	33.3	2	33.3	2	33.3	0	0	4	1.5
INTRAMURAL, EXTRAMURAL AND										
15. INTERSCHOLASTIC PROGRAMS	0	0	0	0	6	100	0	0	6	2.0
INDIVIDUAL AND GROUP DIFFER-										
16. ENCES IN TERMS OF INTELLIGENCE, SPECIAL APTITUDES, INTERESTS, AND ACHIEVEMENTS	0	0	1	16.7	5	83.3	0	0	6	1.8
DIFFERENCES WITHIN THE INDIV-										
17. IDUAL IN TERMS OF TRAITS AND ABILITIES	0	0	0	0	4	66.7	2	33.3	6	2.3
TOTAL	2	02.0	12	11.8	45	44.1	43	42.1	102	2.3

TABLE 37 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	1	20.0	0	0	4	80.0	5	2.6
STUDYING AND COUNSELING THE										
2. INDIVIDUAL	0	0	0	0	0	0	5	100	5	3.0
THE PSYCHOLOGICAL AND PHILO-										
3. SOPHICAL BASES FOR EDUCATION	0	0	1	20.0	1	20.0	3	60.0	5	2.4
4. GROUP GUIDANCE	0	0	0	0	1	20.0	4	80.0	5	2.6
5. GROUP DYNAMICS	0	0	0	0	2	40.0	3	60.0	5	2.6
POLICIES OF ADMISSION, PRO-										
6. MOTION AND GRADUATION IN										
ELEMENTARY SCHOOLS	0	0	2	40.0	2	40.0	1	20.0	5	1.8
GROUPING PUPILS FOR OPTIMUM										
7. GROWTH AND DEVELOPMENT	0	0	2	40.0	2	40.0	1	20.0	5	1.8
PUPIL PERSONNEL AND ADJUST-										
8. MENT SERVICES	0	0	1	20.0	3	60.0	1	20.0	5	2.0
9. COUNSELING FROM TESTS	0	0	0	0	1	20.0	4	80.0	5	2.6
APPRAISING THE STATUS OF, OR										
10. CHANGE IN, HUMAN BEHAVIOR	0	0	0	0	3	60.0	2	40.0	5	2.4
THE FACTORS INFLUENCING HUMAN										
GROWTH, DEVELOPMENT, MOTIVA-										
11. TION, LEARNING, BEHAVIOR, AND										
PERSONALITY	0	0	0	0	2	40.0	3	60.0	5	2.6
HELPING INDIVIDUALS TO DEVELOP										
12. WELL INTEGRATED PERSONALITIES	0	0	0	0	4	80.0	1	20.0	5	2.2
WHO SHOULD BE INVOLVED IN										
DEVELOPING THE CURRICULUM AND										
13. BY WHAT PROCESS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
THE EFFECT OF THE NEEDS OF										
STUDENTS ON THE LANGUAGE ARTS										
14. PROGRAM	2	40.0	2	40.0	0	0	1	20.0	3	1.7
INTRAMURAL, EXTRAMURAL, AND										
15. INTERSCHOLASTIC PROGRAMS	1	20.0	2	40.0	1	20.0	1	20.0	4	1.7
INDIVIDUAL AND GROUP DIFFER-										
ENCES IN TERMS OF INTELLIGENCE,										
16. SPECIAL APTITUDES, INTERESTS,										
AND ACHIEVEMENTS	0	0	0	0	1	20.0	4	80.0	5	2.8
DIFFERENCES WITHIN THE INDIV-										
17. IDUAL IN TERMS OF TRAITS AND										
ABILITIES	0	0	1	20.0	1	20.0	3	60.0	5	2.4
TOTAL	3	03.5	13	15.3	25	29.4	44	51.8	82	2.4

TABLE 33 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
GUIDANCE AS AN INTEGRAL PART OF EDUCATION	1	14.3	1	14.3	1	14.3	4	57.1	6	2.5
STUDYING AND COUNSELING THE INDIVIDUAL	1	14.3	0	0	2	28.6	4	57.1	6	2.7
THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR EDUCATION	1	14.3	0	0	2	28.6	4	57.1	6	2.7
GROUP GUIDANCE	1	14.3	1	14.3	0	0	5	71.4	6	2.7
GROUP DYNAMICS	1	14.3	0	0	1	14.3	5	71.4	6	2.0
POLICIES OF ADMISSION, PROMOTION AND GRADUATION IN ELEMENTARY SCHOOLS	1	14.3	0	0	2	28.6	4	57.1	6	2.7
GROUPING PUPILS FOR OPTIMUM GROWTH AND DEVELOPMENT	1	14.3	0	0	4	57.1	2	28.6	6	2.3
PUPIL PERSONNEL AND ADJUSTMENT SERVICES	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
COUNSELING FROM TESTS	1	14.3	3	42.8	1	14.3	2	28.6	6	1.8
APPRAISING THE STATUS OF, OR CHANGES IN, HUMAN BEHAVIOR	1	14.3	2	28.6	2	28.6	2	28.6	6	2.0
THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	0	0	1	14.3	3	42.8	3	42.8	7	2.3
HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES	0	0	2	28.6	3	42.8	2	28.6	7	2.0
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	1	14.3	0	0	6	85.7	7	2.7
THE EFFECT OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS PROGRAM	3	42.8	1	14.3	0	0	3	42.8	4	2.5
INTRASCHOOL, EXTRASCHOOL, AND INTERSCHOOLASTIC PROGRAMS	3	42.8	1	14.3	2	28.6	1	14.3	4	2.0
INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE, SPECIAL APTITUDES, INTERESTS AND ACHIEVEMENTS	1	14.3	0	0	3	42.8	3	42.8	6	2.5
DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND ABILITIES	0	0	1	14.3	3	42.8	3	42.8	7	2.3
TOTAL	17	14.3	15	12.6	33	27.7	54	45.4	102	2.3



TABLE 39 (APPENDIX A). JUDGMENTS OF FORTY-FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PUPIL RELATIONS

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART										
1. OF EDUCATION	0	0	3	07.0	7	17.1	31	75.6	41	2.5
2. INDIVIDUAL	0	0	2	04.7	15	35.6	24	58.5	41	2.5
3. THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR GUIDANCE	2	04.7	6	14.6	16	37.0	17	41.5	39	2.3
4. GROUP GUIDANCE	1	02.4	5	14.6	12	31.7	21	51.2	40	2.4
5. GROUP DYNAMICS	4	09.8	4	09.8	12	29.3	21	51.2	37	2.5
6. POLICIES OF ADMISSION, PROMOTION AND GRADUATION IN ELEMENTARY SCHOOLS	3	07.3	7	17.1	19	45.3	12	29.3	38	2.1
7. GROUPING PUPILS FOR OPTIMUM GROWTH AND DEVELOPMENT	1	02.4	16	39.0	14	34.2	10	24.4	40	1.8
8. PUPIL PERSONNEL AND ADJUSTMENT SERVICES	1	02.4	12	29.3	15	36.6	13	31.7	40	2.0
9. COUNSELING FROM TESTS	4	09.8	7	17.1	14	34.2	16	39.0	37	2.2
10. APPRAISING THE STATUS OF, OR CHANGES IN, HUMAN BEHAVIOR	3	07.3	11	26.2	17	41.5	10	24.4	38	2.0
11. THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	1	02.4	6	19.5	15	36.6	17	41.5	40	2.2
12. HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES	2	04.7	3	07.3	13	33.3	10	26.9	39	2.4
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	1	02.4	3	07.3	12	29.3	25	61.0	40	2.5
14. THE EFFECTS OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS PROGRAM	13	33.9	7	17.1	8	19.5	9	22.5	33	2.0
15. INTRASCHOOL, EXTRASCHOOL, AND INTERSCHOOL PROGRAMS	11	26.9	6	14.6	13	31.7	11	26.9	30	2.2
16. INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE, SPECIAL ABILITIES, INTERESTS, AND ACHIEVEMENTS	3	07.3	6	14.6	17	41.5	15	36.6	36	2.2
17. DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND ABILITIES	4	09.8	4	09.8	14	34.2	19	46.3	37	2.4
TOTAL	59	28.5	111	15.9	239	34.5	203	41.3	638	2.3

TABLE 40 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAMS RELATING TO PUPIL RELATIONS

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
GUIDANCE AS AN INTEGRAL PART OF EDUCATION	1	02.5	2	05.0	16	40.0	21	52.5	32	2.5
STUDYING AND COUNSELING THE INDIVIDUAL	1	02.5	5	12.5	15	37.5	19	47.5	33	2.4
THE PSYCHOLOGICAL AND PHILOSOPHICAL BASES FOR GUIDANCE	1	02.5	5	12.5	19	47.5	15	37.5	32	2.3
GROUP GUIDANCE	2	05.0	6	15.0	13	32.5	19	47.5	38	2.3
GROUP DYNAMICS	4	10.0	4	10.0	14	35.0	18	45.0	36	2.4
POLICIES OF ADMISSION, PROMOTION AND GRADUATION IN ELEMENTARY SCHOOLS	4	10.0	10	25.0	18	45.0	8	20.0	36	1.9
GROUPING PUPILS FOR OPTIMUM GROWTH AND DEVELOPMENT	2	05.0	10	25.0	21	52.5	7	17.5	38	1.9
PUPIL PERSONNEL AND ADJUSTMENT SERVICES	4	10.0	12	30.0	20	50.0	4	10.0	36	1.8
COUNSELING FROM TESTS	4	10.0	9	22.5	18	45.0	9	22.5	36	2.0
APPRAISING THE STATUS OF, OR CHANGES IN, HUMAN BEHAVIOR	2	05.0	11	27.5	24	60.0	3	07.5	38	1.8
THE FACTORS INFLUENCING HUMAN GROWTH, DEVELOPMENT, MOTIVATION, LEARNING, BEHAVIOR, AND PERSONALITY	0	0	10	25.0	18	45.0	12	30.0	46	2.0
HELPING INDIVIDUALS TO DEVELOP WELL INTEGRATED PERSONALITIES	0	0	7	17.5	21	52.5	12	30.0	40	2.1
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	5	12.5	9	22.5	26	65.0	40	2.5
THE EFFECT OF THE NEEDS OF STUDENTS ON THE LANGUAGE ARTS PROGRAM	16	40.0	11	27.5	8	20.0	5	12.5	34	1.7
INTRASCHOOL, EXTRASCHOOL, AND INTERSCHOOL PROGRAMS	7	17.5	5	12.5	20	50.0	8	20.0	33	2.1
INDIVIDUAL AND GROUP DIFFERENCES IN TERMS OF INTELLIGENCE, SPECIAL ABILITIES, INTERESTS, AND ACHIEVEMENTS	2	05.0	2	05.0	27	67.5	9	22.5	38	2.2
DIFFERENCES WITHIN THE INDIVIDUAL IN TERMS OF TRAITS AND ABILITIES	1	02.5	3	07.5	26	65.0	10	25.0	33	2.3
TOTAL	51	07.5	117	17.2	307	45.2	205	30.1	522	2.1

TABLE 41 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	8	57.1	0	0	4	28.6	2	14.3	6	2.3
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	6	42.9	4	28.6	4	28.6	0	0	8	1.5
28. ESTABLISHING RAPPORT WITH PERSONNEL	1	07.1	2	14.3	6	42.9	5	35.7	13	2.2
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	3	21.4	1	07.1	7	50.0	3	21.4	11	2.2
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	8	57.1	2	14.3	2	14.3	2	14.3	6	2.0
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	0	0	7	50.0	7	50.0	14	2.5
32. DELEGATING AUTHORITY	0	0	2	14.3	8	57.1	4	28.6	14	2.1
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	1	07.1	3	21.4	5	35.7	14	2.3
34. SUPERVISING INSTRUCTIONAL PROGRAM	1	07.1	3	21.4	4	28.6	6	42.9	13	2.2
35. EVALUATING TEACHING EFFICIENCY	2	14.3	1	07.1	8	57.1	3	21.4	12	2.2
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	7	50.0	4	28.6	2	14.3	1	07.1	7	1.6
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	10	71.4	3	21.4	1	07.1	0	0	4	1.2
38. SUPERVISING NON-TEACHING PERSONNEL	5	35.7	5	35.7	3	21.4	1	07.1	9	1.5
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	0	0	5	35.7	9	64.3	14	2.6
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	7	50.0	1	07.1	5	35.7	1	07.1	7	2.0
TOTAL	58	27.6	22	13.0	74	35.3	49	23.3	152	2.1

TABLE 42 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING										
26. TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	0	0	2	18.2	5	45.5	4	36.4	11	2.2
RECOMMENDING FOR OTHER JOBS										
27. OR PROMOTIONS	1	09.1	6	54.5	4	36.4	0	0	10	1.4
ESTABLISHING RAPPORT WITH										
28. PERSONNEL	0	0	3	27.5	4	36.4	4	36.4	11	2.1
PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PRO-										
29. FESSIONAL GROWTH	1	09.1	2	18.2	4	36.4	4	36.4	10	2.2
PROVIDING FOR TEACHER TENURE,										
30. RETIREMENT, AND WELFARE	1	09.1	5	45.5	5	45.5	0	0	10	1.5
PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM										
31. SOLVING	0	0	0	0	5	45.5	6	54.5	11	2.5
DELEGATING AUTHORITY										
32. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY	0	0	1	09.1	6	54.5	4	36.4	11	2.3
33. MEETINGS	0	0	0	0	6	54.5	5	45.5	11	2.5
SUPERVISING INSTRUCTIONAL										
34. PROGRAM	0	0	1	09.1	7	63.6	3	27.3	11	2.2
EVALUATING TEACHER EFFICIENCY										
35. RECOMMENDING OR MAKING TRANS-	0	0	0	0	6	54.5	5	45.5	11	2.5
36. FERS OR DISMISSALS	0	0	5	45.5	5	45.5	1	09.1	11	1.6
INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHER										
37. PERSONNEL	2	18.2	4	36.4	5	45.5	0	0	9	1.5
SUPERVISING NON-TEACHING										
38. PERSONNEL	0	0	5	45.5	6	54.5	0	0	11	1.5
PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS										
39. FOR SELF	0	0	0	0	5	45.5	6	54.5	11	2.5
PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF										
40. SCHOOL BOARD MEMBERS	0	0	4	36.4	4	36.4	3	27.3	11	1.9
TOTAL	5	03.0	39	23.0	77	46.7	45	27.3	160	2.0

TABLE 43 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	7	46.7	3	20.0	3	20.0	2	13.3	8	1.9
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	7	46.7	6	40.0	2	13.3	15	1.7
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	0	0	8	53.3	7	46.7	15	2.5
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	1	6.7	0	0	8	53.3	6	40.0	14	2.4
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	7	46.7	2	13.3	3	20.0	3	20.0	8	2.1
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	1	6.7	2	13.3	12	80.0	15	2.7
32. DELEGATING AUTHORITY	0	0	3	20.0	7	46.7	5	33.3	15	2.1
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	1	6.7	3	20.0	11	73.3	15	2.7
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	10	66.7	5	33.3	15	2.3
35. EVALUATING TEACHING EFFICIENCY	1	6.7	3	20.0	4	26.7	7	46.7	14	2.3
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	2	13.3	8	53.3	3	20.0	2	13.3	13	1.5
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	9	60.0	4	26.7	0	0	2	13.3	6	1.7
38. SUPERVISING NON-TEACHING PERSONNEL	2	13.3	4	26.7	6	40.0	3	20.0	13	1.9
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	1	6.7	5	33.3	9	60.0	15	2.5
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	13	86.7	1	6.7	1	6.7	0	0	2	1.5
TOTAL	42	18.7	38	16.9	69	30.7	76	33.7	183	2.2

TABLE 44 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 10 TO 17 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	0	0	3	18.7	9	56.2	4	25.0	16	2.1
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	8	50.0	5	31.2	3	18.7	16	1.7
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	5	31.2	5	31.2	6	37.5	16	2.1
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	0	0	2	12.5	6	37.5	8	50.0	16	2.2
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	3	18.7	3	18.7	8	50.0	2	12.5	13	1.9
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	3	18.7	5	31.2	8	50.0	16	2.3
32. DELEGATING AUTHORITY	0	0	3	18.7	7	43.8	6	37.5	16	2.2
33. HOLDING INDIVIDUAL AND GROUP CONFERENCES AND FACULTY MEETINGS	0	0	2	12.5	5	31.2	9	56.2	16	2.4
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	11	68.7	5	31.2	16	2.3
35. EVALUATING TEACHING EFFICIENCY	0	0	1	6.3	10	62.5	5	31.2	16	2.2
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	0	0	6	37.5	7	43.8	3	18.7	16	1.8
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	0	0	6	37.5	9	56.2	1	6.3	16	1.7
38. SUPERVISING NON-TEACHING PERSONNEL	0	0	9	56.2	4	25.0	3	18.7	16	1.6
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	1	6.3	8	50.0	7	43.8	18	2.2
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	0	0	5	31.2	6	37.5	5	31.2	16	2.0
TOTAL	3	61.3	57	23.7	105	43.7	75	31.3	237	2.1

TABLE 45 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEMS	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	1	14.3	1	14.3	2	28.6	3	42.8	6	2.3
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	2	28.6	2	28.6	3	42.8	7	2.1
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	0	0	3	42.8	4	57.2	7	2.6
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	0	0	1	14.3	0	0	6	85.7	7	2.7
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	1	14.3	0	0	3	42.8	3	42.8	6	2.5
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	0	0	1	14.3	6	85.7	7	2.3
32. DELEGATING AUTHORITY	0	0	0	0	1	14.3	6	85.7	7	2.3
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	0	0	2	28.6	5	71.4	7	2.7
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	1	14.3	6	85.7	7	2.3
35. EVALUATING TEACHING EFFICIENCY	0	0	0	0	2	28.6	5	71.4	7	2.7
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	3	42.9	2	28.6	1	14.3	1	14.3	4	1.8
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	1	14.3	2	28.6	2	28.6	1	14.3	6	1.8
38. SUPERVISING NON-TEACHING PERSONNEL	0	0	2	28.6	3	42.9	2	28.6	7	2.0
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	0	0	2	28.6	5	71.4	7	2.7
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
TOTAL	3	37.6	11	10.5	28	26.7	58	55.2	37	2.5

TABLE 46 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	0	0	0	0	3	50.0	3	50.0	6	2.5
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	2	33.3	2	33.3	2	33.3	6	2.0
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	0	0	1	16.7	5	83.3	6	2.8
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	0	0	0	0	0	0	6	100	6	3.0
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	0	0	2	33.3	3	50.0	1	16.7	6	1.8
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	0	0	1	16.7	5	83.3	6	2.8
32. DELEGATING AUTHORITY	0	0	0	0	3	50.0	3	50.0	6	2.5
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	0	0	1	16.7	5	83.3	6	2.8
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	3	50.0	3	50.0	6	2.5
35. EVALUATING TEACHING EFFICIENCY	0	0	0	0	3	50.0	3	50.0	6	2.5
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	0	0	2	33.3	3	50.0	1	16.7	6	1.8
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	0	0	1	16.7	4	66.7	1	16.7	6	2.0
38. SUPERVISING NON-TEACHING PERSONNEL	0	0	0	0	5	83.3	1	16.7	6	2.2
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	0	0	1	16.7	5	83.3	6	2.8
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	0	0	0	0	3	50.0	3	50.0	6	2.5
TOTAL	0	0	7	67.8	36	40.0	47	52.2	90	2.4



TABLE 47 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	2	40.0	1	20.0	2	40.0	0	0	3	1.7
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	2	40.0	2	40.0	1	20.0	5	1.8
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	0	0	0	0	5	100	5	3.0
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	0	0	0	0	1	20.0	4	80.0	5	2.8
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	1	20.0	3	60.0	0	0	1	20.0	4	1.5
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	0	0	0	0	5	100	5	3.0
32. DELEGATING AUTHORITY	0	0	0	0	2	40.0	3	60.0	5	2.6
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	0	0	0	0	5	100	5	3.0
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	3	60.0	2	40.0	5	2.4
35. EVALUATING TEACHING EFFICIENCY	1	20.0	0	0	3	60.0	1	20.0	4	2.2
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	2	40.0	3	60.0	0	0	0	0	3	1.0
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	1	20.0	1	20.0	3	60.0	0	0	4	1.7
38. SUPERVISING NON-TEACHING PERSONNEL	1	20.0	0	0	4	80.0	0	0	4	2.0
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	0	0	1	20.0	4	80.0	5	2.8
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	3	60.0	1	20.0	0	0	1	20.0	2	2.0
TOTAL	11	14.7	11	14.7	21	28.0	32	42.6	64	2.3

TABLE 4B (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	0	0	0	0	5	71.4	2	28.6	7	2.3
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	0	0	3	42.8	2	28.6	2	28.6	7	1.9
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	0	0	1	14.3	6	85.7	7	2.9
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	0	0	0	0	1	14.3	6	85.7	7	2.9
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	0	0	3	42.8	3	42.8	1	14.3	7	1.7
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	1	14.3	1	14.3	5	71.4	7	2.6
32. DELEGATING AUTHORITY	0	0	1	14.3	3	42.8	3	42.8	7	2.4
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	1	14.3	2	28.6	4	57.1	7	2.4
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	0	0	4	57.1	3	42.8	7	2.4
35. EVALUATING TEACHING EFFICIENCY	0	0	2	28.6	2	28.6	3	42.8	7	2.1
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	0	0	4	57.1	2	28.6	1	14.3	7	1.6
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	1	14.3	2	28.6	3	42.8	1	14.3	6	1.8
38. SUPERVISING NON-TEACHING PERSONNEL	1	14.3	4	57.1	1	14.3	1	14.3	6	1.5
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	0	0	0	0	7	100	7	3.0
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	1	14.3	3	42.8	2	28.6	1	14.3	6	1.7
TOTAL	3	02.9	24	22.8	32	90.5	46	43.8	162	2.2

TABLE 49 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS		
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX	
RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING											
26. TEACHING, SUPERVISORY, AND ADMINISTRATIVE PERSONNEL	18	43.9	5	12.2	11	26.8	7	17.1	23	2.1	
RECOMMENDING FOR OTHER JOBS											
27. OR PROMOTIONS	6	14.6	15	36.6	14	34.2	6	14.6	35	1.7	
ESTABLISHING RAPPORT WITH											
28. PERSONNEL	1	02.4	2	04.9	17	41.5	21	51.2	40	2.5	
PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFES-											
29. SIONAL GROWTH	4	09.8	2	04.9	16	39.0	19	46.3	37	2.5	
PROVIDING FOR TEACHER TENURE,											
30. RETIREMENT, AND WELFARE	17	41.5	7	17.1	8	19.5	9	22.0	24	2.1	
PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM											
31. SOLVING	0	0	1	02.4	10	24.4	30	73.2	41	2.7	
32. DELEGATING AUTHORITY	0	0	5	12.2	18	43.9	18	43.9	41	2.3	
HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY											
33. MEETINGS	0	0	2	04.9	13	31.7	26	63.4	41	2.6	
SUPERVISING INSTRUCTIONAL											
34. PROGRAM	1	02.4	3	07.9	18	43.9	19	46.3	40	2.4	
35. EVALUATING TEACHING EFFICIENCY	4	09.8	4	09.8	17	41.5	16	39.0	37	2.3	
RECOMMENDING OR MAKING TRANS-											
36. FERS OR DISMISSALS	14	34.2	17	41.5	6	14.6	4	09.8	27	1.5	
INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING											
37. PERSONNEL	21	51.2	10	24.4	7	17.1	3	07.3	20	1.6	
SUPERVISING NON-TEACHING											
38. PERSONNEL	8	19.5	11	26.8	16	39.0	6	14.6	33	1.8	
PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS											
39. FOR SELF	0	0	1	02.4	13	31.7	27	65.9	41	2.6	
PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF											
40. SCHOOL BOARD MEMBERS	25	61.0	4	09.8	8	19.5	4	09.8	16	2.0	
TOTAL	112	12.3	89	14.5	122	31.2	215	35.0	496	2.2	

TABLE 50 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO PERSONNEL ADMINISTRATION

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
26. RECRUITING, INTERVIEWING, RECOMMENDING, AND EMPLOYING TEACHING, SUPERVISORY AND ADMINISTRATIVE PERSONNEL	0	0	5	12.5	22	55.0	13	32.5	40	2.2
27. RECOMMENDING FOR OTHER JOBS OR PROMOTIONS	1	02.5	19	47.5	13	32.5	7	17.5	39	1.7
28. ESTABLISHING RAPPORT WITH PERSONNEL	0	0	8	20.0	11	27.5	21	52.5	40	2.3
29. PROVIDING LEADERSHIP FOR IN-SERVICE TRAINING AND PROFESSIONAL GROWTH	1	02.5	4	10.0	11	27.5	24	60.0	39	2.5
30. PROVIDING FOR TEACHER TENURE, RETIREMENT, AND WELFARE	4	10.0	13	32.5	12	30.0	4	10.0	36	1.7
31. PROVIDING FOR DEMOCRATIC PARTICIPATION FOR PROBLEM SOLVING	0	0	4	10.0	12	30.0	24	60.0	40	2.5
32. DELEGATING AUTHORITY	0	0	5	12.5	12	30.0	16	40.0	40	2.3
33. HOLDING INDIVIDUAL OR GROUP CONFERENCES AND FACULTY MEETINGS	0	0	3	07.5	14	35.0	23	57.5	40	2.5
34. SUPERVISING INSTRUCTIONAL PROGRAM	0	0	1	02.5	25	62.5	14	35.0	40	2.3
35. EVALUATING TEACHING EFFICIENCY	0	0	3	07.5	21	52.5	16	40.0	40	2.5
36. RECOMMENDING OR MAKING TRANSFERS OR DISMISSALS	0	0	17	42.5	12	30.0	6	15.0	40	1.7
37. INTERVIEWING, RECOMMENDING, AND EMPLOYING NON-TEACHING PERSONNEL	3	07.5	13	32.5	21	52.5	3	07.5	37	1.7
38. SUPERVISING NON-TEACHING PERSONNEL	1	02.5	18	45.0	16	40.0	5	12.5	39	1.7
39. PROVIDING FOR PROFESSIONAL GROWTH AND PROFESSIONAL ETHICS FOR SELF	0	0	1	02.5	14	35.0	25	62.5	40	2.6
40. PROVIDING LEADERSHIP FOR THE GROWTH AND DEVELOPMENT OF SCHOOL BOARD MEMBERS	1	02.5	12	30.0	15	37.5	12	30.0	39	2.0
TOTAL	11	01.8	126	31.5	250	62.5	213	53.25	589	2.1

TABLE 51 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Avg. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PRO-	0	0	0	0	5	35.7	9	64.3	14	2.6
2. GRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	1	07.1	1	07.1	5	35.7	7	50.0	13	2.5
3. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND	2	14.3	2	14.3	4	28.6	6	42.9	12	2.3
4. FUNCTION OF SUPERVISION SUPERVISION THROUGH SKILL IN	1	07.1	0	0	5	35.7	8	57.1	13	2.6
5. TIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	1	07.1	0	0	7	50.0	6	42.9	13	2.5
6. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	2	14.3	2	14.3	5	35.7	5	35.7	12	2.2
7. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	2	14.3	5	35.7	3	21.4	4	28.6	12	1.9
8. MORALE OF TEACHING STAFF SALARY SCHEDULES OF TEACHING	1	07.1	2	14.3	3	21.4	8	57.1	13	2.5
9. AND NON-TEACHING PERSONNEL PROFESSIONAL TEACHER ORGANIZA-	2	14.3	7	50.0	1	07.1	4	28.6	12	1.6
10. TIONS; PROFESSIONAL ETHICS PARTICIPATION OF EMPLOYEES IN	1	07.1	1	07.1	9	64.3	3	21.4	13	2.2
11. POLICY FORMULATION IN-SERVICE GROWTH AND DEVELOP-	1	07.1	1	07.1	5	35.7	7	50.0	13	2.5
12. MENT OF STAFF ADMINISTRATION AND EVALUATION	1	07.1	1	07.1	3	21.4	9	64.3	13	2.6
13. OF TEACHING AND LEARNING APPRAISAL OF THE INDIVIDUAL	1	07.1	0	0	8	57.1	5	35.7	13	2.4
14. TEACHER'S COMPETENCY WHO SHOULD BE INVOLVED IN	2	14.3	1	07.1	7	50.0	4	28.6	12	2.2
15. DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	1	07.1	0	0	4	28.6	9	64.3	13	2.7
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	1	07.1	3	21.4	5	35.7	5	35.7	13	2.2
TOTAL	20	08.9	26	11.6	79	35.3	99	44.2	204	2.4

TABLE 52 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. DEMOCRATIC LEADERSHIP	0	0	0	0	3	27.3	8	72.7	11	2.7
2. THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	1	09.1	4	36.4	6	54.5	11	2.8
3. GROUP DYNAMICS	2	18.2	2	18.2	3	27.3	4	36.4	9	2.2
4. NATURE, SCOPE, AIMS, AND FUNCTIONS OF SUPERVISION	1	09.1	1	09.1	4	36.4	5	45.5	10	2.4
5. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	1	09.1	3	27.3	3	27.3	4	36.4	10	2.1
6. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	2	18.2	1	09.1	6	54.5	2	18.2	9	2.1
7. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	1	09.1	4	36.4	4	36.4	2	18.2	10	1.8
8. MORALE OF TEACHING STAFF	1	09.1	1	09.1	3	27.3	6	54.5	10	2.5
9. SALARY SCHEDULES OF TEACHING AND NON-TEACHING PERSONNEL	2	18.2	2	18.2	4	36.4	3	27.3	9	2.1
10. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS	0	0	0	0	7	63.6	4	36.4	11	2.4
11. PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	1	09.1	4	36.4	6	54.5	11	2.5
12. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF	0	0	3	27.3	4	36.4	4	36.4	11	2.1
13. ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	2	18.2	2	18.2	7	63.6	11	2.5
14. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY	1	09.1	0	0	5	45.5	5	45.5	10	2.5
15. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	2	18.2	4	36.4	5	45.5	11	2.3
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	2	18.2	1	09.1	6	54.5	2	18.2	9	2.1
TOTAL	13	07.4	24	13.6	66	37.5	73	41.5	163	2.3

TABLE 53 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	0	0	3	20.0	12	80.0	15	2.8
2. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND FUNCTIONS OF SUPERVISION	0	0	2	13.3	4	26.7	9	60.0	15	2.5
3. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	0	0	2	13.3	3	20.0	10	66.7	15	2.5
4. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	0	0	0	0	4	26.7	11	73.3	15	2.7
5. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	0	0	0	0	5	33.3	10	66.7	15	2.7
6. MORALE OF TEACHING STAFF SALARY SCHEDULES OF TEACHING AND NON-TEACHING PERSONNEL	5	33.3	5	33.3	2	13.3	3	20.0	10	1.8
7. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS	5	33.3	4	26.7	0	0	6	40.0	10	2.2
8. PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	0	0	3	20.0	12	80.0	15	2.8
9. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF	8	53.3	0	0	2	13.3	5	33.3	7	2.7
10. ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	2	13.3	5	33.3	8	53.3	15	2.4
11. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY	0	0	1	6.7	4	26.7	10	66.7	15	2.6
12. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM	0	0	0	0	5	33.3	10	66.7	15	2.7
13. AND BY WHAT PROCESS	0	0	1	6.7	4	26.7	10	66.7	15	2.6
14. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	0	0	3	20.0	7	46.7	5	33.3	15	2.1
15. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	0	0	2	13.3	3	20.0	10	66.7	15	2.5
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	4	26.7	3	20.0	2	13.3	6	40.0	11	2.5
TOTAL	22	69.2	25	16.4	56	33.3	137	57.1	218	2.5

TABLE 54 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM	0	0	0	0	7	43.8	9	56.2	16	2.6
2. GRADE OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	2	12.5	7	43.8	7	43.8	16	2.3
3. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND FUNCTIONS OF SUPERVISION	1	6.3	2	12.5	9	56.2	4	25.0	15	2.1
4. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	1	6.3	4	25.0	8	50.0	3	18.7	15	1.9
5. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	1	6.3	6	37.5	8	50.0	1	6.3	15	1.7
6. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	0	0	3	18.7	10	62.5	3	18.7	16	2.0
7. MORALE OF TEACHING STAFF	1	6.3	6	37.5	4	25.0	5	31.2	15	1.9
8. SALARY SCHEDULE OF TEACHING AND NON-TEACHING PERSONNEL	1	6.3	2	12.5	9	56.2	5	31.2	15	2.2
9. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS	0	0	2	12.5	9	56.2	5	31.2	16	2.2
10. PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	3	18.7	7	43.8	4	25.0	16	2.1
11. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF	0	0	2	12.5	6	37.5	8	50.0	16	2.4
12. ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	1	6.3	9	56.2	6	37.5	16	2.3
13. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY	0	0	2	12.5	7	43.8	7	43.8	16	2.3
14. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM	1	6.3	5	31.2	9	56.2	2	12.5	15	1.8
15. AND BY WHAT PROCESS	0	0	2	12.5	4	25.0	10	62.5	16	2.5
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	1	6.3	4	25.0	8	50.0	3	18.7	15	1.9
TOTAL	7	43.8	46	287.5	121	756.2	82	512.5	249	2.1



TABLE 55 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. Index
1. DEMOCRATIC LEADERSHIP	0	0	0	0	2	28.6	5	71.4	7	2.7
THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PRO-										
2. GRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	1	14.3	2	28.6	4	57.1	7	2.4
3. GROUP DYNAMICS	2	28.6	0	0	3	42.9	2	28.6	5	2.4
NATURE, SCOPE, AIMS, AND										
4. FUNCTION OF SUPERVISION	0	0	0	0	3	42.9	4	57.1	7	2.6
SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELA-										
5. TIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	0	0	0	0	4	57.1	3	42.9	7	2.4
6. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	0	0	1	14.3	4	57.1	2	28.6	7	2.1
TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE,										
7. AND WELFARE	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
8. MORALE OF TEACHING STAFF	0	0	1	14.3	4	57.1	2	28.6	7	2.1
SALARY SCHEDULES OF TEACHING										
9. AND NON-TEACHING PERSONNEL	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
PROFESSIONAL TEACHER ORGANIZA-										
10. TIONS; PROFESSIONAL ETHICS	1	14.3	1	14.3	3	42.9	2	28.6	6	2.2
PARTICIPATION OF EMPLOYEES										
11. IN POLICY FORMULATION	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
IN-SERVICE GROWTH AND DEVELOP-										
12. MENT OF STAFF	0	0	1	14.3	1	14.3	5	71.4	7	2.6
ADMINISTRATION AND EVALUATION										
13. OF TEACHING AND LEARNING	0	0	1	14.3	3	42.9	3	42.9	7	2.3
APPRAISAL OF THE INDIVIDUAL										
14. TEACHER'S COMPETENCY	1	14.3	2	28.6	3	42.9	1	14.3	6	1.8
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM										
15. AND BY WHAT PROCESS	0	0	0	0	4	57.1	3	42.9	7	2.4
PROBLEMS OF EDUCATIONAL LEADER-										
16. SHIP IN ELEMENTARY SCHOOL	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
TOTAL	10	69.3	12	10.7	49	43.8	41	36.6	102	2.3

TABLE 56 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	0	0	1	16.7	5	83.3	6	2.8
3. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND FUNCTION OF SUPERVISION	0	0	0	0	2	33.3	4	66.7	6	2.7
4. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	0	0	0	0	3	50.0	3	50.0	6	2.5
5. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	0	0	2	33.3	4	66.7	0	0	6	1.7
6. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	0	0	1	16.7	5	83.3	0	0	6	1.8
8. MORALE OF TEACHING STAFF SALARY SCHEDULES OF TEACHING AND NON-TEACHING PERSONNEL	0	0	1	16.7	5	83.3	0	0	6	1.8
10. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	0	0	3	50.0	3	50.0	6	2.5
11. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	0	0	0	0	6	100	6	3.0
13. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	0	0	3	50.0	3	50.0	6	2.5
15. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	0	0	0	0	1	16.7	5	83.3	6	2.7
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	0	0	0	0	5	83.3	1	16.7	6	2.2
TOTAL	0	0	6	36.2	42	43.8	48	50.0	96	2.4

TABLE 57 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	0	0	0	0	5	100	5	3.0
2. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND FUNCTION OF SUPERVISION	0	0	0	0	1	20.0	4	80.0	5	2.8
3. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	0	0	0	0	2	40.0	3	60.0	5	2.6
4. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	0	0	1	20.0	2	40.0	2	40.0	5	2.2
5. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	0	0	1	20.0	0	0	4	80.0	5	2.6
6. MORALE OF TEACHING STAFF	0	0	2	60.0	0	0	2	40.0	5	1.8
7. SALARY SCHEDULES OF TEACHING AND NON-TEACHING PERSONNEL	0	0	1	20.0	2	40.0	2	40.0	5	2.2
8. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS	0	0	0	0	1	20.0	4	80.0	5	2.8
9. PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	0	0	0	0	5	100	5	3.0
10. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF	0	0	0	0	1	20.0	4	80.0	5	2.5
11. ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	1	20.0	3	60.0	1	20.0	5	2.0
12. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY	0	0	0	0	1	20.0	4	80.0	5	2.8
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM	0	0	1	20.0	1	20.0	3	60.0	5	2.4
14. AND BY WHAT PROCESS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
15. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	0	0	1	20.0	1	20.0	3	60.0	5	2.4
TOTAL	0	0	10	12.5	17	21.2	53	66.3	80	2.5

TABLE 58 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. DEMOCRATIC LEADERSHIP	0	0	0	0	0	0	7	100	7	3.0
2. THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PROGRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	1	14.3	1	14.3	5	71.4	7	2.6
3. GROUP DYNAMICS	1	14.3	0	0	1	14.3	5	71.4	6	2.7
4. NATURE, SCOPE, AIMS, AND FUNCTION OF SUPERVISION	0	0	1	14.3	1	14.3	5	71.4	7	2.6
5. SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	0	0	1	14.3	2	28.6	4	57.1	7	2.1
6. THE RECRUITMENT, PREPARATION, AND CERTIFICATION OF TEACHERS	1	14.3	0	0	5	71.4	1	14.3	6	2.2
7. TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE, AND WELFARE	0	0	0	0	5	71.4	2	28.6	7	2.3
8. MORALE OF TEACHING STAFF	0	0	0	0	2	28.6	5	71.4	7	2.7
9. SALARY SCHEDULES OF TEACHING AND NON-TEACHING PERSONNEL	1	14.3	4	57.1	2	28.6	0	0	6	1.3
10. PROFESSIONAL TEACHER ORGANIZATIONS; PROFESSIONAL ETHICS	0	0	1	14.3	4	57.1	2	28.6	7	2.1
11. PARTICIPATION OF EMPLOYEES IN POLICY FORMULATION	0	0	0	0	1	14.3	6	85.7	7	2.9
12. IN-SERVICE GROWTH AND DEVELOPMENT OF STAFF	0	0	0	0	2	28.6	5	71.4	7	2.7
13. ADMINISTRATION AND EVALUATION OF TEACHING AND LEARNING	0	0	1	14.3	4	57.1	2	28.6	7	2.1
14. APPRAISAL OF THE INDIVIDUAL TEACHER'S COMPETENCY	0	0	1	14.3	2	28.6	4	57.1	7	2.4
15. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	1	14.3	0	0	6	85.7	7	2.7
16. PROBLEMS OF EDUCATIONAL LEADERSHIP IN ELEMENTARY SCHOOL	1	14.3	0	0	5	71.4	1	14.3	6	2.2
TOTAL	4	57.1	11	143.8	37	463.0	60	763.6	108	2.5

TABLE 59 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
1. DEMOCRATIC LEADERSHIP	0	0	0	0	10	24.4	31	75.6	41	2.8
THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PRO-										
2. GRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	1	02.4	4	09.8	12	29.3	24	58.5	40	2.5
3. GROUP DYNAMICS	4	09.8	4	09.8	12	29.3	21	51.2	37	2.5
NATURE, SCOPE, AIMS, AND										
4. FUNCTION OF SUPERVISION	1	02.4	1	02.4	14	34.2	25	61.0	40	2.6
SUPERVISION THROUGH SKILL IN										
5. GROUP PROCESSES, HUMAN RELATIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	1	02.4	1	02.4	16	39.0	23	56.1	40	2.5
THE RECRUITMENT, PREPARATION,										
6. AND CERTIFICATION OF TEACHERS	7	17.1	11	26.8	11	26.8	12	29.3	34	2.0
TEACHER TENURE, RETIREMENT,										
7. AND WELFARE	9	22.0	11	26.8	7	17.1	14	34.2	32	2.1
8. MORALE OF TEACHING STAFF	1	02.4	3	07.3	10	24.4	27	65.9	40	2.6
SALARY SCHEDULES OF TEACHING										
9. AND NON-TEACHING PERSONNEL	11	26.8	9	22.0	9	22.0	12	29.3	30	2.1
PROFESSIONAL TEACHER ORGANIZA-										
10. TIONS; PROFESSIONAL ETHICS	2	04.9	4	09.8	18	43.9	17	41.5	39	2.3
PARTICIPATION OF EMPLOYEES IN										
11. POLICY FORMULATION	2	04.9	3	07.3	13	31.7	23	56.1	39	2.5
IN-SERVICE GROWTH AND DEVELOP-										
12. MENT OF STAFF	1	02.4	2	04.9	10	24.4	28	68.3	40	2.4
ADMINISTRATION AND EVALUATION										
13. OF TEACHING AND LEARNING	1	02.4	3	07.3	18	43.9	19	46.3	40	2.4
APPRAISAL OF THE INDIVIDUAL										
14. TEACHER'S COMPETENCY	3	07.3	6	14.6	18	43.9	14	34.2	38	2.2
WHO SHOULD BE INVOLVED IN										
DEVELOPING THE CURRICULUM										
15. AND BY WHAT PROCESS	1	02.4	3	07.3	12	29.3	25	61.0	40	2.5
PROBLEMS OF EDUCATIONAL LEADER-										
16. SHIP IN ELEMENTARY SCHOOL	7	17.1	8	19.5	11	26.8	15	36.6	34	2.2
TOTAL	52	07.9	73	11.1	201	30.6	330	50.3	604	2.4

TABLE 60 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO PERSONNEL ADMINISTRATION

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
1. DEMOCRATIC LEADERSHIP THE KIND OF ADMINISTRATOR NEEDED FOR DEVELOPING A PRO-	0	0	0	0	11	27.5	29	72.5	40	2.7
2. GRAM OF EDUCATION ESSENTIAL IN TODAY'S WORLD	0	0	4	10.0	14	35.0	22	55.0	40	2.4
3. GROUP DYNAMICS NATURE, SCOPE, AIMS, AND	4	10.0	4	10.0	14	35.0	18	45.0	36	2.4
4. FUNCTION OF SUPERVISION SUPERVISION THROUGH SKILL IN GROUP PROCESSES, HUMAN RELA-	2	05.0	6	15.0	15	37.5	17	42.5	39	2.3
5. TIONS, LEADERSHIP, CURRICULUM DEVELOPMENT, AND EVALUATION	2	05.0	10	25.0	16	40.0	12	30.0	38	2.1
6. AND CERTIFICATION OF TEACHERS TEACHER TENURE, RETIREMENT, HEALTH, LEAVES OF ABSENCE,	3	07.5	6	15.0	25	62.5	6	15.0	37	2.0
7. AND WELFARE	2	05.0	11	27.5	18	45.0	9	22.5	39	1.9
8. MORALE OF TEACHING STAFF SALARY SCHEDULES OF TEACHING	2	05.0	4	10.0	15	37.5	19	47.5	38	2.4
9. AND NON-TEACHING PERSONNEL PROFESSIONAL TEACHER ORGANIZA-	3	07.5	2	22.5	20	50.0	8	20.0	37	2.0
10. TIONS; PROFESSIONAL ETHICS PARTICIPATION OF EMPLOYEES	0	0	4	10.0	23	57.5	13	32.5	40	2.2
11. IN POLICY FORMULATION IN-SERVICE GROWTH AND DEVELOP-	0	0	3	07.5	13	32.5	24	60.0	40	2.5
12. MENT OF STAFF ADMINISTRATION AND EVALUATION	0	0	4	10.0	15	37.5	21	52.5	40	2.4
13. OF TEACHING AND LEARNING APPRAISAL OF THE INDIVIDUAL	0	0	6	15.0	16	40.0	18	45.0	40	2.3
14. TEACHER'S COMPETENCY WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM	2	05.0	6	15.0	19	45.0	14	35.0	39	2.2
15. AND BY WHAT PROCESS PROBLEMS OF EDUCATIONAL LEADER-	0	0	5	12.5	2	22.5	26	65.0	40	2.5
16. SHIP IN ELEMENTARY SCHOOL	4	10.0	5	12.5	24	60.0	7	17.5	36	2.1
TOTAL	24	03.7	87	13.6	256	41.6	263	41.2	616	2.3

TABLE 6L (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND										
41. NEEDS	1	07.1	1	07.1	6	42.9	6	42.9	13	2.4
DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS										
42.	2	14.3	1	07.1	6	42.9	5	35.7	12	2.5
ESTABLISHING GOOD WORKING RELATIONS WITH PTA										
43.	2	14.3	6	42.9	4	28.6	2	14.3	12	1.7
DEVELOPING SOUND TEACHER-PUPIL TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP										
44.	0	0	1	07.1	8	57.1	5	35.7	14	2.3
UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND										
45. NEEDS	0	0	1	07.1	5	35.7	8	57.1	14	2.5
DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION										
46.	5	35.7	6	42.9	3	21.4	0	0	9	1.3
GUIDING BOARD OF EDUCATION										
47. IN POLICY MAKING	9	64.3	2	14.3	3	21.4	0	0	5	1.6
PREPARING AND PUBLISHING										
48. ANNUAL STATEMENT	10	71.4	4	28.6	0	0	0	0	4	1.0
INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT										
49.	4	28.6	5	35.7	5	35.7	0	0	10	1.5
50. REPORTING TO PUBLIC	3	21.4	6	42.9	4	28.6	1	07.1	11	1.5
PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH										
51. PUBLIC COOPERATION AND UNDERSTANDING	3	21.4	1	07.1	7	50.0	3	21.4	11	2.2
SECURING AND INTRODUCING										
52. SPEAKERS	4	28.6	8	57.1	0	0	2	14.3	10	1.4
TOTAL	43	25.6	42	25.0	51	30.4	32	19.0	125	1.9

TABLE 62 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	0	0	4	36.4	7	63.6	11	2.6
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	4	36.4	3	27.3	4	36.4	11	2.0
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	2	18.2	3	27.3	5	45.5	1	09.1	9	1.8
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP	0	0	1	09.1	3	27.3	7	63.6	11	2.5
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	1	09.1	3	27.3	7	63.6	11	2.5
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	1	09.1	6	54.5	3	27.3	1	09.1	10	1.9
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	0	0	2	18.2	8	72.7	1	09.1	11	1.9
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	1	09.1	3	27.3	6	54.5	1	09.1	10	1.8
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	1	09.1	4	36.4	5	45.5	1	09.1	10	1.7
50. REPORTING TO PUBLIC	0	0	2	18.2	8	72.7	1	09.1	11	1.9
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	0	0	1	09.1	4	36.4	6	54.5	11	2.5
52. SECURING AND INTRODUCING SPEAKERS	0	0	7	63.6	2	18.2	2	18.2	11	1.5
TOTAL	5	03.8	34	28.8	54	40.9	39	29.5	127	2.0



TABLE 63 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEMS	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	2	13.3	5	33.3	8	53.3	15	2.4
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	5	33.3	3	20.0	7	46.7	15	2.2
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	4	26.7	3	20.0	2	13.3	6	40.0	11	2.9
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP	0	0	0	0	6	40.0	9	60.0	15	2.6
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	2	13.3	5	33.3	8	53.3	15	2.4
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	2	13.3	8	53.3	4	26.7	1	6.7	13	1.5
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	13	86.7	1	6.7	1	6.7	0	0	2	1.5
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	10	66.7	4	26.7	0	0	1	6.7	15	1.4
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	1	6.7	4	26.7	5	33.3	5	33.3	14	2.1
50. REPORTING TO PUBLIC	1	6.7	4	26.7	5	33.3	5	33.3	14	2.1
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	1	6.7	0	0	8	53.3	6	40.0	14	2.4
52. SECURING AND INTRODUCING SPEAKERS	1	6.7	2	13.3	5	33.3	0	0	14	1.4
TOTAL	33	18.3	42	23.3	49	27.2	56	31.1	147	12.0

TABLE 64 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAMS IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
40. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	4	25.0	3	18.7	9	56.2	16	2.3
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	5	31.2	6	37.5	5	31.2	16	2.0
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	1	6.3	5	31.2	6	37.5	4	25.0	15	1.8
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONS	0	0	4	25.0	5	31.2	7	43.8	16	2.2
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	2	12.5	8	50.0	6	37.5	16	2.2
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	1	6.3	8	50.0	6	37.5	1	6.3	15	1.4
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	0	0	3	18.7	11	68.7	2	12.5	16	1.9
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	0	0	4	25.0	8	50.0	4	25.0	16	2.0
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	2	12.5	5	31.2	6	37.5	3	18.7	14	1.2
50. REPORTING TO PUBLIC	0	0	3	18.7	8	50.0	5	31.2	16	2.1
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	1	6.3	3	18.7	5	31.2	7	43.8	15	2.3
52. SECURING AND INTRODUCING SPEAKERS	0	0	7	43.8	8	50.0	1	6.3	16	1.6
TOTAL	5	31.2	53	327.6	80	497.7	54	334.1	187	116.0

TABLE 65 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	0	0	2	28.6	5	71.4	7	2.7
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	1	14.3	3	42.9	3	42.9	7	2.3
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	0	0	1	14.3	2	28.6	4	57.1	7	2.4
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONS	0	0	0	0	1	14.3	6	85.7	7	2.9
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	0	0	2	28.6	5	71.4	7	2.7
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	0	0	2	28.6	3	42.9	2	28.6	7	2.0
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	3	42.9	0	0	1	14.3	3	42.9	4	2.8
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	4	57.1	0	0	3	42.9	0	0	3	2.0
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	0	0	2	28.6	4	57.1	1	14.3	7	1.9
50. REPORTING TO PUBLIC	1	14.3	0	0	1	14.3	5	71.4	6	2.8
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	0	0	0	0	3	42.9	4	57.1	7	2.6
52. SECURING AND INTRODUCING SPEAKERS	1	14.3	2	28.6	1	14.3	3	42.9	6	2.2
TOTAL	9	10.7	8	09.6	26	30.9	41	48.8	75	2.4

TABLE 66 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	0	0	3	50.0	3	50.0	6	2.5
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	1	16.7	3	50.0	2	33.3	6	2.2
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	0	0	0	0	5	83.3	1	16.7	6	2.2
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONS	0	0	0	0	2	33.3	4	66.7	6	2.7
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	0	0	3	50.0	3	50.0	6	2.5
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	0	0	5	83.3	1	16.7	0	0	6	1.2
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	0	0	2	33.3	4	66.7	0	0	6	1.7
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	0	0	2	33.3	4	66.7	0	0	6	1.7
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	0	0	3	50.0	2	33.3	1	16.7	6	1.7
50. REPORTING TO PUBLIC	0	0	1	16.7	2	33.3	3	50.0	6	2.3
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	0	0	0	0	3	50.0	3	50.0	6	2.5
52. SECURING AND INTRODUCING SPEAKERS	0	0	4	66.7	2	33.3	0	0	6	1.3
TOTAL	0	0	18	29.0	34	47.2	20	27.8	72	2.0

TABLE 67 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	0	0	1	20.0	4	80.0	5	2.8
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	1	20.0	2	40.0	2	40.0	5	2.2
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	0	0	0	0	2	40.0	3	60.0	5	2.6
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP	0	0	0	0	1	20.0	4	80.0	5	2.8
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	0	0	1	20.0	4	80.0	5	2.8
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	0	0	3	60.0	1	20.0	1	20.0	5	1.6
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	4	80.0	0	0	0	0	1	20.0	1	3.0
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	4	80.0	0	0	1	20.0	0	0	1	2.0
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	0	0	4	80.0	1	20.0	0	0	5	1.2
50. REPORTING TO PUBLIC	0	0	2	40.0	2	40.0	1	20.0	5	1.6
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	0	0	0	0	1	20.0	4	80.0	5	2.8
52. SECURING AND INTRODUCING SPEAKERS	0	0	2	40.0	2	40.0	1	20.0	5	1.6
TOTAL	8	13.3	12	20.0	15	25.0	25	41.7	52	2.2

TABLE 68 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	1	14.3	2	28.6	4	57.1	7	2.4
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	1	14.3	3	42.8	3	42.8	7	2.3
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	0	0	1	14.3	3	42.8	3	42.8	7	2.3
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONS	0	0	0	0	3	42.8	4	57.1	7	2.6
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	1	14.3	0	0	6	85.7	7	2.7
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	0	0	5	71.4	1	14.3	1	14.3	7	1.4
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	1	14.3	0	0	5	71.4	1	14.3	6	2.2
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	0	0	4	57.1	2	28.6	1	14.3	7	1.6
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	0	0	4	57.1	1	14.3	2	28.6	7	1.7
50. REPORTING TO PUBLIC	0	0	1	14.3	4	57.1	2	28.6	7	2.1
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH CO-OPERATION AND UNDERSTANDING	0	0	1	14.3	1	14.3	5	71.4	7	2.6
52. SECURING AND INTRODUCING SPEAKERS	0	0	4	57.1	3	42.8	0	0	7	1.4
TOTAL	1	01.2	23	27.4	28	33.3	32	38.1	83	2.1

TABLE 69 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	1	02.4	3	07.3	14	34.2	23	56.1	40	2.5
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	2	04.9	9	19.5	14	34.2	17	41.5	39	2.2
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	6	14.6	10	24.4	10	24.4	15	36.6	35	2.1
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP	0	0	1	02.4	16	39.0	24	58.5	41	2.6
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	3	07.3	13	31.7	25	61.0	41	2.5
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	7	17.1	19	46.3	11	26.8	4	09.8	34	1.6
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	29	70.7	3	07.3	5	12.2	4	09.8	12	2.1
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	28	68.3	8	19.5	4	09.8	1	02.4	13	1.5
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	5	12.2	15	36.6	15	36.6	6	14.6	36	1.7
50. REPORTING TO PUBLIC	5	12.2	12	29.3	12	29.3	12	29.3	36	2.0
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	4	09.8	1	02.4	19	46.3	17	41.5	37	2.4
52. SECURING AND INTRODUCING SPEAKERS	6	14.6	21	51.2	8	19.5	6	14.6	35	1.6
TOTAL	95	18.9	104	21.1	141	28.7	154	31.3	329	2.1

TABLE 70 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO SCHOOL-PUBLIC RELATIONS

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
41. DEVELOPING PUBLIC UNDERSTANDING OF SCHOOL PROBLEMS AND NEEDS	0	0	5	12.5	12	30.0	23	47.5	40	2.4
42. DEVELOPING GOOD WORKING RELATIONS WITH LOCAL ORGANIZATIONS, CIVIC CLUBS, AND RELIGIOUS GROUPS	0	0	11	27.5	15	37.5	14	35.0	40	2.1
43. ESTABLISHING GOOD WORKING RELATIONS WITH PTA	3	07.5	9	22.5	19	47.5	9	22.5	37	2.0
44. DEVELOPING SOUND TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-COMMUNITY RELATIONSHIP	0	0	5	12.5	13	32.5	22	55.0	40	2.4
45. UNDERSTANDING OF, AND CONCERN FOR, COMMUNITY PROBLEMS AND NEEDS	0	0	4	10.0	14	35.0	22	55.0	40	2.4
46. DELIVERING SPEECHES AND WRITING ARTICLES FOR PUBLICATION	2	05.0	24	60.0	11	27.5	3	07.5	38	1.4
47. GUIDING BOARD OF EDUCATION IN POLICY MAKING	1	02.5	7	17.5	28	70.0	4	10.0	39	1.9
48. PREPARING AND PUBLISHING ANNUAL STATEMENT	1	02.5	13	32.5	20	50.0	6	15.0	39	1.8
49. INTERVIEWING PATRONS AND LOCAL REPRESENTATIVES OF ORGANIZATIONS AND GOVERNMENT	3	07.5	16	40.0	14	35.0	7	17.5	37	1.8
50. REPORTING TO PUBLIC	0	0	7	17.5	22	55.0	11	27.5	40	2.1
51. PROVIDING LEADERSHIP IN CURRICULUM STUDY AND REVISION WITH PUBLIC CO-OPERATION AND UNDERSTANDING	1	02.5	5	12.5	13	32.5	21	52.5	39	2.4
52. SECURING AND INTRODUCING SPEAKERS	0	0	22	55.0	15	37.5	3	07.5	40	1.5
TOTAL	11	02.3	128	27.7	196	40.8	145	30.2	469	2.0



TABLE 71 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE  
 HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM  
 RELATING TO SCHOOL-PUBLIC RELATIONS  
 (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER	No.	PER	No.	PER	No.	PER	No.	Ave.
		CENT		CENT		CENT		CENT		INDEX
1. ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	2	14.3	3	21.4	4	28.6	5	35.7	12	2.2
2. BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	2	14.3	7	50.0	5	35.7	14	2.2
3. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	2	14.3	5	35.7	3	21.4	4	28.6	12	2.3
4. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	3	21.4	4	28.6	5	35.7	2	14.3	11	1.8
5. MEANING OF SCHOOL-PUBLIC RELATIONS--PUBLIC UNDERSTANDING VS. PUBLICITY	1	07.1	2	14.3	6	42.9	5	35.7	13	2.2
6. ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	2	14.3	3	21.4	5	35.7	4	28.6	12	2.1
7. IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	4	28.6	2	14.3	5	35.7	3	21.4	10	2.1
8. RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL PUBLIC RELATIONS PROGRAM	2	14.3	3	21.4	5	35.7	4	28.6	12	2.1
9. WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	1	07.1	5	35.7	5	35.7	3	21.4	13	1.7
10. BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOL	3	21.4	2	14.3	5	35.7	4	28.6	11	2.2
11. THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	4	28.6	2	14.3	5	35.7	3	21.4	10	2.1
12. TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	1	07.1	2	14.3	4	28.6	7	50.0	13	2.4
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	1	07.1	0	0	4	28.6	9	64.3	13	2.7
TOTAL	26	14.3	35	12.2	63	24.6	58	31.3	156	2.1

TABLE 72 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH FEWER THAN 100 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	1	09.1	8	72.7	2	18.2	11	2.1
BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	0	0	6	54.5	5	45.5	11	2.5
ANALYZING, INTERPRETING AND UTILIZING THE RESULTS OF SURVEY DATA	2	18.2	2	18.2	3	27.3	4	36.4	9	2.2
RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	2	18.2	3	27.3	5	45.5	1	09.1	9	1.8
MEANING OF SCHOOL-PUBLIC RELATIONS--PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	1	09.1	6	54.5	4	36.4	11	2.3
ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	0	0	4	36.4	6	54.5	1	09.1	11	1.7
IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	0	0	3	27.3	6	54.5	2	18.2	11	1.3
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	0	0	2	18.2	5	45.5	4	36.4	11	2.2
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	0	0	5	45.5	1	09.1	5	45.5	11	2.0
BASES FOR PUBLIC THINKING AND UNDERSTANDING OF THE SCHOOL	0	0	2	18.2	5	45.5	4	36.4	11	2.2
THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	1	09.1	1	09.1	5	45.5	4	36.4	10	2.3
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	0	0	4	36.4	3	27.3	4	36.4	11	2.0
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	2	18.2	4	36.4	5	45.5	11	2.3
TOTAL	5	03.5	30	21.0	63	44.1	45	31.4	139	2.1

TABLE 73 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	1	6.7	2	13.3	8	53.3	4	26.7	14	2.1
BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	1	6.7	6	40.0	8	53.3	15	2.5
ANALYZING, INTERPRETING AND UTILIZING THE RESULTS OF SURVEY DATA	3	20.0	5	33.3	3	20.0	4	26.7	12	1.9
RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	3	20.0	3	20.0	6	40.0	3	20.0	12	2.0
MEANING OF SCHOOL-PUBLIC RELATIONS—PUBLIC UNDERSTANDING	1	6.7	2	13.3	4	26.7	8	53.3	14	2.4
ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	1	6.7	3	20.0	5	33.3	6	40.0	14	2.2
IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	1	6.7	3	20.0	6	40.0	5	33.3	14	2.1
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	0	0	1	6.7	4	26.7	10	66.7	15	2.6
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND DEVELOPING LAYMEN IN CO-OPERATIVE WORK	0	0	3	20.0	3	20.0	9	60.0	15	2.4
BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOL	0	0	3	20.0	4	26.7	8	53.3	15	2.3
THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	2	13.3	3	20.0	5	33.3	5	33.3	13	2.2
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	0	0	0	0	4	26.7	11	73.3	15	2.7
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	2	13.3	3	20.0	10	66.7	15	2.5
TOTAL	12	66.7	31	15.2	61	31.3	91	46.7	183	2.3

TABLE 74 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	3	18.7	8	50.0	5	31.2	16	2.1
2. BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	3	18.7	5	31.2	8	50.0	16	2.5
3. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
4. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	1	06.3	4	25.0	4	25.0	7	43.8	15	2.2
5. MEANING OF SCHOOL-PUBLIC RELATIONS--PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	1	06.3	6	37.5	9	56.2	16	2.5
6. ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	1	06.3	3	18.7	7	43.8	5	31.2	15	2.1
7. IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	1	06.3	0	0	11	68.7	4	25.0	15	2.3
8. RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	1	06.3	1	06.3	7	43.8	7	43.8	15	2.4
9. WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	1	06.3	1	06.3	7	43.8	7	43.8	15	2.4
10. BASES FOR PUBLIC THINKING AND UNDERSTANDING OF THE SCHOOL	1	06.3	2	12.5	7	43.8	6	37.5	15	2.3
11. THE EFFECTS OF TELLING, SELLING, ADVERTISING AND PRESSURING IN SCHOOLS	1	06.3	3	18.7	4	25.0	8	50.0	15	2.3
12. TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	1	06.3	2	12.5	7	43.8	6	37.5	15	2.3
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	2	12.5	4	25.0	10	62.5	16	2.4
TOTAL	9	04.3	27	13.0	86	41.3	36	41.3	199	2.3

TABLE 75 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM:	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	1	14.3	2	28.6	4	57.1	7	2.4
2. BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	0	0	2	28.6	5	71.4	7	2.7
3. ANALYZING, INTERPRETING AND UTILIZING THE RESULTS OF SURVEY DATA	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
4. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
5. MEANING OF SCHOOL-PUBLIC RELATIONS--PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	0	0	2	28.6	5	71.4	7	2.7
6. ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	0	0	0	0	4	57.1	3	42.9	7	2.4
7. IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	0	0	0	0	4	57.1	3	42.9	7	2.4
8. RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	0	0	0	0	3	42.9	4	57.1	7	2.6
9. WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	0	0	0	0	3	42.9	4	57.1	7	2.6
10. BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOL	1	14.3	0	0	3	42.9	3	42.9	6	2.5
11. THE EFFECTS OF TELLING, SELLING, ADVERTISING AND PRESSURING IN SCHOOLS	0	0	1	14.3	3	42.9	3	42.9	7	2.3
12. TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	0	0	0	0	2	28.6	5	71.4	7	2.7
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	0	0	4	57.1	3	42.9	7	2.4
TOTAL	5	65.5	4	54.4	36	59.6	46	59.5	86	2.5

TABLE 76 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	1	16.7	2	33.3	3	50.0	6	2.5
BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	1	16.7	0	0	5	83.3	6	2.7
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	0	0	0	0	4	66.7	2	33.3	6	2.3
RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	0	0	0	0	3	50.0	3	50.0	6	2.5
MEANING OF SCHOOL-PUBLIC RELATIONS—PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	0	0	1	16.7	5	83.3	6	2.8
ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	0	0	0	0	6	100	0	0	6	2.0
IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	0	0	1	16.7	4	66.7	1	16.7	6	2.0
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	0	0	0	0	3	50.0	3	50.0	6	2.5
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	0	0	1	16.7	2	33.3	3	50.0	6	2.3
BASES FOR PUBLIC THINKING AND UNDERSTANDING OF THE SCHOOL	0	0	0	0	2	33.3	4	66.7	6	2.7
THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	0	0	0	0	3	50.0	3	50.0	6	2.5
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	0	0	0	0	1	16.7	5	83.3	6	2.8
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	0	0	1	16.7	5	83.3	6	2.8
TOTAL	0	0	4	65.1	32	41.0	42	53.9	78	2.5

TABLE 77 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
1. ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	2	40.0	0	0	3	60.0	5	2.2
2. BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
3. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	2	40.0	2	40.0	0	0	1	20.0	3	1.7
4. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	2	40.0	1	20.0	0	0	2	40.0	3	2.3
5. MEANING OF SCHOOL-PUBLIC RELATIONS-PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	1	20.0	1	20.0	3	60.0	5	2.4
6. ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0
7. IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	0	0	2	40.0	1	20.0	2	40.0	5	2.0
8. RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	0	0	2	40.0	0	0	3	60.0	5	2.2
9. WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	0	0	1	20.0	0	0	4	80.0	5	2.6
10. BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOL	0	0	1	20.0	1	20.0	3	60.0	5	2.4
11. THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	0	0	2	40.0	0	0	3	60.0	5	2.2
12. TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	0	0	2	40.0	0	0	3	60.0	5	2.2
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
TOTAL	5	97.7	19	29.2	7	10.8	24	52.3	60	2.2

TABLE 79 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	0	0	3	42.8	4	57.1	7	2.6
BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	0	0	2	28.6	5	71.4	7	2.7
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	0	0	2	28.6	3	42.8	2	28.6	7	2.9
RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	0	0	0	0	1	14.3	6	85.7	7	2.9
MEANING OF SCHOOL-PUBLIC RELATIONS—PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	0	0	2	28.6	5	71.4	7	2.7
ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	1	14.3	0	0	4	57.1	2	28.6	6	2.3
IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	0	0	1	14.3	3	42.8	3	42.8	7	2.9
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATION PROGRAM	0	0	0	0	2	28.6	5	71.4	7	2.7
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK BASES FOR PUBLIC THINKING AND	0	0	1	14.3	2	28.6	4	57.1	7	2.4
UNDERSTANDING OF THE SCHOOL THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN	0	0	1	14.3	2	28.6	4	57.1	7	2.4
11. IN SCHOOLS	2	28.6	0	0	3	42.8	2	28.6	5	2.4
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP										
12. AND EFFECT ON PUBLIC UNDERSTANDING	1	14.3	0	0	1	14.3	5	71.4	6	2.8
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY										
13. WHAT PROCESS	0	0	1	14.3	0	0	6	85.7	7	2.7
TOTAL	4	57.1	6	85.7	28	38.7	53	71.4	87	2.4



TABLE 79 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER	No.	PER	No.	PER	No.	PER	No.	Ave.
		CENT		CENT		CENT		CENT		INDEX
1. ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	3	07.3	8	19.5	14	34.2	16	39.0	33	2.2
2. BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	4	09.8	16	39.0	21	51.2	41	2.4
3. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	9	22.0	13	31.7	8	19.5	11	26.8	32	1.9
4. RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	10	24.4	9	22.0	13	31.7	9	22.0	31	2.0
5. MEANING OF SCHOOL-PUBLIC RELATIONS--PUBLIC UNDERSTANDING VS. PUBLICITY	2	04.9	5	12.2	13	31.7	21	51.2	39	2.4
6. ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	4	09.8	7	17.1	16	39.0	14	34.2	37	2.1
7. IDENTIFICATION OF SCHOOL ITEMS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	5	12.2	7	17.1	16	39.0	13	31.7	36	2.2
8. RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL PUBLIC RELATIONS PROGRAM	2	04.9	6	14.6	12	29.3	21	51.2	39	2.4
9. WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN FOR CO-OPERATIVE WORK	1	02.4	9	22.0	11	26.8	20	48.8	40	2.3
10. BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOLS	4	09.8	6	14.6	13	31.7	18	43.9	37	2.3
11. THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	6	14.6	8	19.5	13	31.7	14	34.2	35	2.2
12. TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	1	02.4	4	09.8	10	24.4	26	63.4	40	2.5
13. WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	1	02.4	3	07.3	12	29.3	25	61.0	40	2.5
TOTAL	48	09.0	89	16.7	167	31.3	229	43.0	485	2.3

TABLE 80 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO SCHOOL-PUBLIC RELATIONS

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
ORGANIZATION AND ADMINISTRATION OF COMMUNITIES' DUTIES AND RELATIONSHIPS	0	0	5	12.5	21	52.5	14	35.0	40	2.2
BUILDING SCHOOL-COMMUNITY RELATIONSHIPS	0	0	4	10.0	13	32.5	23	57.5	40	2.5
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	3	07.5	6	15.0	13	47.5	12	30.0	37	2.2
RESPONSIBILITY FOR PARTICIPATION IN THE SCHOOL-COMMUNITY SURVEY	3	07.5	7	17.5	13	32.5	17	42.5	37	2.2
MEANING OF SCHOOL-PUBLIC RELATIONS—PUBLIC UNDERSTANDING VS. PUBLICITY	0	0	2	05.0	15	37.5	23	57.5	40	2.5
ESTABLISHING PRIORITY IN SCHOOL-PUBLIC RELATIONS	2	05.0	7	17.5	23	57.5	8	20.0	38	2.0
IDENTIFICATION OF SCHOOL IDEAS WHICH HAVE HIGH PUBLIC APPEAL AND CONTRIBUTE TO SCHOOL-PUBLIC UNDERSTANDING OF ACHIEVEMENT AND NEEDS	1	02.5	5	12.5	24	60.0	10	25.0	39	2.1
RELATIONSHIP BETWEEN SCHOOL PROGRAM (CURRICULUM) AND SCHOOL-PUBLIC RELATIONS PROGRAM	1	02.5	3	07.5	17	42.5	19	47.5	39	2.4
WAYS AND MEANS OF DISCOVERY OF PUBLIC INTEREST AND INVOLVING LAYMEN IN CO-OPERATIVE WORK	1	02.5	8	20.0	12	30.0	19	47.5	33	2.3
BASES FOR PUBLIC THINKING AND UNDERSTANDING OF SCHOOLS	1	02.5	5	12.5	16	40.0	18	45.0	32	2.3
THE EFFECTS OF TELLING, SELLING, ADVERTISING, AND PRESSURING IN SCHOOLS	4	10.0	4	10.0	15	37.5	17	42.5	36	2.4
TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-LAYMAN RELATIONSHIP AND EFFECT ON PUBLIC UNDERSTANDING	2	05.0	6	15.0	12	30.0	20	50.0	38	2.4
WHO SHOULD BE INVOLVED IN DEVELOPING THE CURRICULUM AND BY WHAT PROCESS	0	0	5	12.5	9	22.5	26	65.0	40	2.5
TOTAL	10	03.5	67	12.9	209	40.2	226	43.4	502	2.3

TABLE B1 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN ANALYZ-	0	0	1	07.1	7	50.0	6	42.9	14	2.4
54. ING AND IMPROVING CURRICULUM CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN	0	0	2	14.3	7	50.0	5	35.7	14	2.2
55. SOCIETY DEVELOPING IN THE SCHOOL A PHI- LOSOPHY OF EDUCATION CONSISTENT	2	14.3	1	07.1	8	57.1	3	21.4	12	2.2
56. WITH DEMOCRATIC IDEALS IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PUR-	1	07.1	0	0	4	28.6	9	64.3	13	2.7
57. POSES OF EDUCATION PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS	2	14.3	1	07.1	5	35.7	6	42.9	12	2.4
58. OF TEACHING KEEPING STAFF INFORMED OF EDUCA- TIONAL ADVANCEMENT THROUGH	2	14.3	1	07.1	7	50.0	4	28.6	12	2.2
59. RESEARCH IDENTIFYING SUBJECT MATTER	4	28.6	1	07.1	5	35.7	4	28.6	10	2.3
60. AREAS OF CURRICULUM DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL	1	07.1	1	07.1	9	64.3	3	21.4	13	2.2
61. PROGRESS DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS	0	0	1	07.1	7	50.0	4	28.6	14	2.2
62. OF TESTING SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR IN-	2	14.3	4	28.6	8	57.1	0	0	12	1.7
63. STRUCTION EVALUATING SCHOOL PROGRESS	0	0	3	21.4	6	42.9	5	35.7	14	2.1
64. EVALUATING SCHOOL PROGRESS	0	0	2	14.3	7	50.0	5	35.7	14	2.2
TOTAL	14	08.3	18	10.7	82	48.8	54	32.2	154	2.2

TABLE 32 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH FEWER THAN 40 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS	0	0	1	09.1	4	36.4	6	54.5	11	2.5
54. PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	0	0	0	0	5	45.5	6	54.5	11	2.6
55. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	2	18.2	8	72.7	1	09.1	11	1.9
56. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	0	0	2	27.3	8	72.7	11	2.7
57. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	0	0	3	27.3	8	72.7	11	2.7
58. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	0	0	0	0	7	63.6	4	36.4	11	2.4
59. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	0	0	4	36.4	0	0	1	09.1	11	1.7
60. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	1	09.1	7	63.6	3	27.3	11	2.2
61. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	2	18.2	6	54.5	3	27.3	11	2.1
62. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	4	36.4	6	54.5	1	09.1	11	1.7
63. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	0	0	5	45.5	6	54.5	11	2.5
64. EVALUATING SCHOOL PROGRESS	0	0	1	09.1	6	54.5	4	36.4	11	2.3
TOTAL	0	0	15	11.4	66	50.0	51	38.6	132	2.3

TABLE 83 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOL WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEMS	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN MAN-	0	0	1	6.7	6	40.0	8	53.3	15	2.5
54. LYZING AND IMPROVING CURRICULUM CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN	0	0	3	20.0	6	40.0	6	40.0	15	2.2
55. SOCIETY DEVELOPING IN THE SCHOOL A PHI- LOSOPHY OF EDUCATION CONSISTENT	0	0	2	13.3	6	40.0	7	46.7	15	2.3
56. WITH DEMOCRATIC IDEALS IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PUR-	0	0	1	6.7	4	26.7	10	66.7	15	2.6
57. POSES OF EDUCATION PROVIDING OPPORTUNITIES FOR EX- PERIMENTATION IN NEW METHODS OF	0	0	1	6.7	4	26.7	10	66.7	15	2.6
58. TEACHING KEEPING STAFF INFORMED OF EDU- CATIONAL ADVANCEMENT THROUGH	1	6.7	1	6.7	4	26.7	9	60.0	14	2.6
59. RESEARCH IDENTIFYING SUBJECT MATTER	1	6.7	4	26.7	6	40.0	4	26.7	14	2.0
60. AREAS OF CURRICULUM DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL	0	0	5	33.3	6	40.0	4	26.7	15	1.9
61. PROGRESS DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS	0	0	1	6.7	8	53.3	6	40.0	15	2.3
62. OF TESTING SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR	0	0	5	33.3	6	40.0	4	26.7	15	1.9
63. INSTRUCTION	0	0	3	20.0	6	40.0	6	40.0	15	2.2
64. EVALUATING SCHOOL PROGRESS	0	0	4	26.7	4	26.7	7	46.7	15	2.3
TOTAL	2	13.3	31	17.2	66	36.7	81	45.0	170	2.3

TABLE 84 (APPENDIX A). JUDGMENTS OF SIXTEEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 10 TO 19 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	1	06.3	2	12.5	8	50.0	5	31.2	15	2.2
54. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	3	18.7	8	50.0	5	31.2	16	2.1
55. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	1	06.3	6	37.5	9	56.2	16	2.5
56. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	1	06.3	8	50.0	7	43.8	16	2.4
57. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
58. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	1	06.3	3	18.7	8	50.0	4	25.0	15	1.9
59. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	2	12.5	6	37.5	8	50.0	16	2.4
60. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	2	12.5	11	68.7	3	18.7	16	2.1
61. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	3	18.7	12	75.0	1	06.3	16	1.8
62. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	1	06.3	10	62.5	5	31.2	16	2.2
63. EVALUATING SCHOOL PROGRESS	0	0	1	06.3	10	62.5	5	31.2	16	2.2
TOTAL	4	02.1	23	11.9	102	53.2	63	32.8	198	2.2

TABLE 85 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS	0	0	0	0	3	42.9	4	57.1	7	2.6
54. PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	0	0	0	0	4	57.1	3	42.9	7	2.4
55. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	0	0	3	42.9	4	57.1	7	2.6
56. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	0	0	0	0	7	100	7	3.0
57. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	0	0	0	0	7	100	7	3.0
58. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	0	0	0	0	3	42.9	4	57.1	7	2.6
59. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	0	0	2	28.6	3	42.9	2	28.6	7	2.0
60. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	1	14.3	2	28.6	4	57.1	7	2.4
61. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	1	14.3	3	42.9	3	42.9	7	2.3
62. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	2	28.6	3	42.9	2	28.6	7	2.0
63. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	0	0	2	28.6	5	71.4	7	2.7
64. EVALUATING SCHOOL PROGRESS	0	0	0	0	5	71.4	2	28.6	7	2.3
TOTAL	0	0	6	07.1	31	36.9	47	55.9	84	2.5

TABLE 86 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 20 TO 29 TEACHERS)

ADMINISTRATIVE PROBLEMS	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN AN-	0	0	0	0	2	33.3	4	66.7	6	2.7
54. LYING AND IMPROVING CURRICULUM CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN	0	0	0	0	4	66.7	2	33.3	6	2.3
55. SOCIETY DEVELOPING IN THE SCHOOL A PHI- LOSOPHY OF EDUCATION CONSISTENT	0	0	1	16.7	3	50.0	2	33.3	6	2.2
56. WITH DEMOCRATIC IDEALS IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PUR-	0	0	0	0	1	16.7	5	83.3	6	2.8
57. POSES OF EDUCATION PROVIDING OPPORTUNITIES FOR EX- PERIMENTATION IN NEW METHODS	0	0	0	0	6	100	0	0	6	2.0
58. OF TEACHING KEEPING STAFF INFORMED OF EDU- CATIONAL ADVANCEMENT THROUGH	0	0	1	16.7	4	66.7	1	16.7	6	2.0
59. RESEARCH IDENTIFYING SUBJECT MATTER	0	0	0	0	5	83.3	1	16.7	6	2.2
60. AREAS OF CURRICULUM DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL	0	0	0	0	3	50.0	3	50.0	6	2.5
61. PROGRESS DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS	0	0	1	16.7	4	66.7	1	16.7	6	2.0
62. OF TESTING SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR	0	0	2	33.3	4	66.7	0	0	6	1.7
63. INSTRUCTION	0	0	0	0	3	50.0	3	50.0	6	2.5
64. EVALUATING SCHOOL PROGRESS	0	0	0	0	3	50.0	3	50.0	6	2.5
TOTAL	0	0	5	86.2	42	58.5	25	34.7	72	2.3



TABLE 87 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	0	0	0	0	1	20.0	4	80.0	5	2.8
54. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	0	0	2	40.0	3	60.0	5	2.6
55. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	0	0	2	40.0	3	60.0	5	2.6
56. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	0	0	0	0	5	100	5	3.0
57. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	0	0	0	0	1	20.0	4	80.0	5	2.8
58. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	0	0	0	0	2	40.0	3	60.0	5	2.6
59. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	0	0	3	60.0	2	40.0	5	2.4
60. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	0	0	3	60.0	2	40.0	5	2.4
61. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	0	0	4	80.0	1	20.0	5	2.2
62. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	1	20.0	0	0	4	80.0	5	2.6
64. EVALUATING SCHOOL PROGRESS	0	0	1	20.0	2	40.0	2	40.0	5	2.2
TOTAL	0	0	2	03.4	23	28.3	35	58.3	60	2.5

TABLE 88 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 30 OR MORE TEACHERS)

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS	0	0	0	0	2	28.6	5	71.4	7	2.7
54. PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	0	0	0	0	3	42.8	4	57.1	7	2.6
55. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	1	14.3	2	28.6	4	57.1	7	2.4
56. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	0	0	2	28.6	5	71.4	7	2.7
57. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	0	0	2	28.6	5	71.4	7	2.7
58. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	0	0	1	14.3	1	14.3	5	71.4	7	2.6
59. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENT THROUGH RESEARCH	0	0	0	0	4	57.1	3	42.8	7	2.4
60. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	1	14.3	2	28.6	4	57.1	7	2.4
61. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	1	14.3	2	28.6	4	57.1	7	2.4
62. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	1	14.3	3	42.8	3	42.8	7	2.3
63. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	2	28.6	1	14.3	4	57.1	7	2.3
64. EVALUATING SCHOOL PROGRESS	0	0	1	14.3	2	28.6	4	57.1	7	2.4
TOTAL	0	0	8	09.5	26	31.0	50	59.5	84	2.5

TABLE 89 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE TRAINING PROGRAM IN SOLVING ADMINISTRATIVE PROBLEMS RELATING TO IMPROVING INSTRUCTION

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	0	0	2	04.9	17	41.5	22	53.7	41	2.5
54. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	5	12.2	19	46.3	17	41.5	41	2.3
55. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	2	04.9	3	07.3	19	46.3	17	41.5	39	2.4
56. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	1	02.4	1	02.4	8	19.5	31	75.6	40	2.7
57. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	2	04.9	2	04.9	10	24.4	27	65.9	39	2.5
58. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENTS THROUGH RESEARCH	3	07.3	2	04.9	16	39.0	20	48.8	38	2.4
59. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	5	12.2	7	17.1	17	41.5	12	29.3	36	2.1
60. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	1	02.4	7	17.1	20	48.8	13	31.7	40	2.1
61. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	3	07.3	23	56.1	15	36.8	41	2.3
62. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	2	04.9	11	26.8	21	51.2	7	17.1	39	1.9
63. EVALUATING SCHOOL PROGRESS	0	0	7	17.1	14	34.2	20	48.8	41	2.3
TOTAL	16	03.3	57	13.6	202	48.0	217	49.1	476	2.3

TABLE 90 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE  
 HELPFULNESS OF THE TRAINING PROGRAM IN RESOLVING ADMINISTRATIVE  
 PROBLEMS RELATION TO IMPROVING INSTRUCTION

ADMINISTRATIVE PROBLEM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
53. IDENTIFYING INSTRUCTIONAL NEEDS	1	02.5	3	07.5	16	40.0	20	50.0	39	2.5
54. PROVIDING LEADERSHIP IN ANALYZING AND IMPROVING CURRICULUM	1	02.5	2	05.0	18	45.0	19	47.5	39	2.5
55. CLARIFYING THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	7	17.5	21	52.5	12	30.0	40	2.1
56. DEVELOPING IN THE SCHOOL A PHILOSOPHY OF EDUCATION CONSISTENT WITH DEMOCRATIC IDEALS	0	0	1	02.5	12	30.0	27	67.5	40	2.7
57. IDENTIFYING AND DEVELOPING CLEARLY DEFINED AIMS AND PURPOSES OF EDUCATION	0	0	1	02.5	19	47.5	20	50.0	40	2.5
58. PROVIDING OPPORTUNITIES FOR EXPERIMENTATION IN NEW METHODS OF TEACHING	1	02.5	4	10.0	21	52.5	14	35.0	39	2.3
59. KEEPING STAFF INFORMED OF EDUCATIONAL ADVANCEMENTS THROUGH RESEARCH	1	02.5	7	17.5	23	57.5	9	22.5	39	2.1
60. IDENTIFYING SUBJECT MATTER AREAS OF CURRICULUM	0	0	4	10.0	18	45.0	18	45.0	40	2.4
61. DEVELOPING AND IMPROVING METHODS OF EVALUATING PUPIL PROGRESS	0	0	6	15.0	23	57.5	11	27.5	40	2.1
62. DEVELOPING SOUND CONCEPTS, METHODS, AND INTERPRETATIONS OF TESTING	0	0	10	25.0	25	62.5	5	12.5	40	1.9
63. SELECTING AND SECURING THE BEST MATERIALS AND AIDS FOR INSTRUCTION	0	0	3	07.5	19	47.5	18	45.0	40	2.4
64. EVALUATING SCHOOL PROGRESS	0	0	3	07.5	21	52.5	16	40.0	40	2.3
TOTAL	4	00.8	51	10.6	236	49.2	189	39.4	476	2.3

TABLE 91 (APPENDIX A). JUDGMENTS OF FOURTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		V VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	1	07.1	1	07.1	6	42.9	6	42.9	13	2.4
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL										
2. SURVEY	1	07.1	1	07.1	6	42.9	6	42.9	13	2.4
THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY										
3. SECURING THEM	2	14.3	3	21.4	4	28.6	5	35.7	12	2.2
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF										
4. SOURCES OF DATA FOR THE SURVEY	1	07.1	4	28.6	4	28.6	5	35.7	13	2.1
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF										
5. SURVEY DATA	2	14.3	4	28.6	5	35.7	3	21.4	12	1.9
ADMINISTRATION IN RELATION TO										
6. VOCATIONAL EDUCATION	2	14.3	5	35.7	3	21.4	4	28.6	12	1.9
BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING										
7. THE INSTRUCTIONAL PROGRAM	7	50.0	5	35.7	2	14.3	0	0	7	1.3
ADMINISTRATION IN RELATION TO										
8. THE INSTRUCTIONAL PROGRAM	1	07.1	2	14.3	5	35.7	6	42.9	13	2.3
CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN										
9. SOCIETY	1	07.1	0	0	9	64.3	4	28.6	13	2.3
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CON-										
10. TROVERSY	3	21.4	3	21.4	4	28.6	4	28.6	11	2.1
DEVELOPING A PHILOSOPHY OF										
11. EDUCATION	2	14.3	2	14.3	7	50.0	3	21.4	12	2.1
CHARACTER OF INSTITUTIONAL										
12. CHANGES AND TRENDS IN EDUCATION	1	07.1	2	14.3	3	21.4	8	57.1	13	2.5
CIRCUMSTANCES IN WHICH CHANGE										
13. HAS OCCURRED IN EDUCATION	0	0	0	0	12	85.7	2	14.3	14	2.1
THE REPRESENTATIVE HISTORIC										
14. PHILOSOPHIES OF EDUCATION	0	0	4	28.6	8	57.1	2	14.3	14	1.9
IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR										
15. PROBLEM	2	14.3	7	50.0	3	21.4	2	14.3	12	1.6
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLAN-										
16. NING THE PROCEDURE FOR THE SEMINAR PROBLEM	4	28.6	4	28.6	2	14.3	4	28.6	10	2.0
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE										
17. FORM	4	28.6	3	21.4	4	28.6	3	21.4	10	2.0
18. FORM	6	42.9	2	14.3	4	28.6	2	14.3	8	2.0

(CONTINUED, NEXT PAGE)

TABLE 91 (APPENDIX A)—CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	1	07.1	5	35.7	4	28.6	4	28.6	13	1.9
20. THE SURVEY OF RELATED INFORMATION	1	07.1	3	21.4	6	42.9	4	28.6	13	2.1
21. LIBRARY READING AND NOTE-TAKING	1	07.1	3	21.4	4	28.6	6	42.9	13	2.2
22. THE FORMULATION AND TESTING OF HYPOTHESIS	1	07.1	6	42.9	4	28.6	3	21.4	13	1.8
23. ANALYSIS AND INTERPRETATION OF DATA	1	07.1	5	35.7	4	28.6	4	28.6	13	1.9
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	1	07.1	5	35.7	5	35.7	3	21.4	13	1.8
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	1	07.1	6	42.9	4	28.6	3	21.4	13	1.8
26. PREPARATION OF THE RESEARCH REPORT	1	07.1	6	42.9	3	21.4	4	28.6	13	1.9
27. THE FREQUENCY DISTRIBUTION	2	14.3	8	57.1	3	21.4	1	07.1	12	1.4
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	2	14.3	9	64.3	2	14.3	1	07.1	12	1.3
29. SAMPLING AND RELIABILITY	2	14.3	8	57.1	2	14.3	2	14.3	12	1.5
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	2	14.3	9	63.3	2	14.3	1	07.1	12	1.3
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	2	14.3	6	42.9	5	35.7	1	07.1	12	1.6
32. IMPORTANT TESTS AND METHODS	2	14.3	6	42.9	4	28.6	2	14.3	12	1.7
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	2	14.3	6	42.9	4	28.6	2	14.3	12	1.7
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	2	14.3	3	21.4	6	42.9	3	21.4	12	2.0
35. TEACHER-MADE EXAMINATIONS	2	14.3	3	21.4	6	42.9	3	21.4	12	2.0
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	2	14.3	2	14.3	5	35.7	5	35.7	12	2.3
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	5	35.7	4	28.6	0	0	5	35.7	7	2.1
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	2	14.3	1	07.1	8	57.1	3	21.4	12	2.2
39. THE SECONDARY SCHOOL CURRICULUM	2	14.3	2	14.3	5	35.7	5	35.7	12	2.3

(CONTINUED, NEXT PAGE)

TABLE 91 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	2	14.3	0	0	6	42.9	6	42.9	12	2.5
41. CURRICULUM OF THE ELEMENTARY SCHOOL	2	14.3	4	28.6	4	28.6	4	28.6	12	2.0
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	1	07.1	0	0	5	35.7	8	57.1	13	2.6
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	3	21.4	1	07.1	1	07.1	9	64.9	11	2.7
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	3	21.4	3	21.4	1	07.1	7	50.0	11	2.3
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	4	28.6	5	35.7	1	07.1	4	28.6	10	1.9
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	4	28.6	4	28.6	2	14.3	4	28.6	10	2.0
47. APPROACH TO LANGUAGE ARTS	6	42.9	1	07.1	3	21.4	4	28.6	8	2.4
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	4	28.6	1	07.1	4	28.6	5	35.7	10	2.4
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	6	42.9	3	21.4	2	14.3	3	21.4	9	2.0
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	3	21.4	1	07.1	5	35.7	5	35.7	11	2.4
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	3	21.4	0	0	5	35.7	6	42.9	11	2.5
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	3	21.4	1	07.1	7	50.0	3	21.4	11	2.2
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	3	21.4	0	0	4	28.6	7	50.0	11	2.6
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	10	71.4	2	14.3	0	0	2	14.3	4	2.0
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	9	64.3	3	21.4	1	07.1	1	07.1	5	1.6
56. TEACHING AIDS IN GEOGRAPHY	10	71.4	2	14.3	0	0	2	14.3	4	2.0
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	6	42.9	1	07.1	4	28.6	3	21.4	8	2.2
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	6	42.9	2	14.3	3	21.4	3	21.4	8	2.1
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	3	21.4	3	21.4	7	50.0	1	07.1	11	1.7

(CONTINUED, NEXT PAGE)

TABLE 9L (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	1	07.1	8	57.1	5	35.7	0	0	13	1.4
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	1	07.1	7	50.0	6	42.2	0	0	13	1.5
62. MODERN THEORIES OF LEARNING										
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	1	07.1	3	21.4	8	57.1	2	14.3	13	1.9
TOTAL	172	19.5	215	24.4	269	30.5	226	25.6	710	2.0



TABLE 92 (APPENDIX A). JUDGMENTS OF ELEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH FEWER THAN 10 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION IN AMERICAN DEMOCRACY	0	0	1	09.1	7	63.6	3	27.3	11	2.2
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	1	09.1	3	27.3	6	54.5	1	09.1	10	1.8
THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-										
3. COMMUNITY SURVEY	3	27.3	1	09.1	6	54.5	1	09.1	8	2.0
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF										
4. SECURING THEM	2	18.2	2	18.2	5	45.5	2	18.2	9	2.0
5. SOURCES OF DATA FOR THE SURVEY	2	18.2	2	18.2	6	54.5	1	09.1	9	1.9
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF										
6. SURVEY DATA	2	18.2	2	18.2	3	27.3	4	36.4	9	2.2
ADMINISTRATION IN RELATION TO										
7. VOCATIONAL EDUCATION	4	36.4	4	36.4	3	27.3	0	0	7	1.4
BASIC PRINCIPLES OF ADMINIS-										
8. TRATION AND THEIR MEANING	0	0	1	09.1	6	54.5	4	36.4	11	2.3
ADMINISTRATION IN RELATION TO										
9. THE INSTRUCTIONAL PROGRAM	0	0	1	09.1	6	54.5	4	36.4	11	2.3
CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN										
10. SOCIETY	1	09.1	3	27.3	4	36.4	3	27.3	10	2.0
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CON-										
11. TROVERSY	0	0	5	45.5	1	09.1	5	45.5	11	2.0
DEVELOPING A PHILOSOPHY OF										
12. EDUCATION	0	0	0	0	6	54.5	5	45.5	11	2.5
CHARACTER OF INSTITUTIONAL										
13. CHANGES AND TRENDS IN EDUCATION	0	0	2	18.2	8	72.7	1	09.1	11	1.9
CIRCUMSTANCES IN WHICH CHANGE										
14. HAS OCCURRED IN EDUCATION	0	0	2	18.2	8	72.7	1	09.1	11	1.9
THE REPRESENTATIVE HISTORIC										
15. PHILOSOPHIES OF EDUCATION	0	0	4	36.4	5	45.5	2	18.2	11	1.8
IDENTIFYING, STATING, LIMIT-										
16. SEMINAR PROBLEM	3	45.5	4	36.4	0	0	2	18.2	6	1.7
RECOGNIZING AND STATING AS-										
17. PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	5	45.5	3	27.3	1	09.1	2	18.2	6	1.8
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE										
18. FORM	6	54.5	3	27.3	0	0	2	18.2	5	1.8

(CONTINUED, NEXT PAGE)

TABLE 22 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	2	18.2	5	45.5	0	0	4	36.4	9	1.9
20. THE SURVEY OF RELATED INFORMATION	2	18.2	4	36.4	2	18.2	3	27.3	9	1.9
21. LIBRARY READING AND NOTE-TAKING	1	09.1	3	27.3	5	45.5	2	18.2	10	1.9
22. THE FORMULATION AND TESTING OF HYPOTHESIS	1	09.1	5	45.5	3	27.3	2	18.2	10	1.7
23. ANALYSIS AND INTERPRETATION OF DATA	1	09.1	4	36.4	3	27.3	3	27.3	10	1.9
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	1	09.1	4	36.4	4	36.4	2	18.2	10	1.8
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	1	09.1	4	36.4	3	27.3	3	27.3	10	1.9
26. PREPARATION OF THE RESEARCH REPORT	1	09.1	6	54.5	1	09.1	3	27.3	10	1.7
27. THE FREQUENCY DISTRIBUTION	1	09.1	6	54.5	3	27.3	1	09.1	10	1.5
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	1	09.1	8	72.7	1	09.1	1	09.1	10	1.3
29. SAMPLING AND RELIABILITY	1	09.1	5	45.5	4	36.4	1	09.1	10	1.6
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL AND MULTIPLE)	1	09.1	7	63.6	2	18.2	1	09.1	10	1.4
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	1	09.1	2	18.2	7	63.6	1	09.1	10	1.9
32. IMPORTANT TESTS AND METHODS	1	09.1	3	27.3	7	63.6	0	0	10	1.7
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	1	09.1	1	09.1	9	81.8	0	0	10	1.9
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	1	09.1	4	36.4	5	45.5	1	09.1	10	1.7
35. TEACHER-MADE EXAMINATIONS	1	09.1	4	36.4	6	54.5	0	0	10	1.6
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	1	09.1	0	0	5	45.5	5	45.5	10	2.5
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	4	36.4	1	09.1	5	45.5	1	09.1	7	2.0
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	0	0	4	36.4	6	54.5	1	09.1	11	1.7
39. THE SECONDARY SCHOOL CURRICULUM	0	0	2	18.2	4	36.4	5	45.5	11	2.3

(CONTINUED, NEXT PAGE)

TABLE 92 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	0	0	3	27.3	3	27.3	5	45.5	11	2.2
41. CURRICULUM OF THE ELEMENTARY SCHOOL	1	09.1	3	27.3	6	54.5	1	09.1	10	1.8
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	2	18.2	4	36.4	5	45.5	11	2.1
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	2	18.2	3	27.3	6	54.5	0	0	9	1.7
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	3	27.3	2	18.2	5	45.5	1	09.1	8	1.9
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	4	36.4	3	27.3	4	36.4	0	0	7	1.6
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	4	36.4	4	36.4	2	18.2	1	09.1	7	1.6
47. APPROACH TO LANGUAGE ARTS	5	45.5	5	45.5	1	09.1	0	0	6	1.2
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	6	54.5	3	27.3	2	18.2	0	0	5	1.4
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	6	54.5	4	36.4	0	0	1	09.1	5	1.4
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	4	36.4	2	18.2	5	45.5	0	0	7	1.7
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	4	36.4	1	09.1	6	54.5	0	0	7	1.9
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	4	36.4	1	09.1	5	45.5	1	09.1	7	2.0
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	2	18.2	0	0	3	27.3	6	54.5	9	2.7
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	7	63.6	3	27.3	1	09.1	0	0	4	1.2
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	7	63.6	3	27.3	1	09.1	0	0	4	1.2
56. TEACHING AIDS IN GEOGRAPHY	7	63.6	1	09.1	3	27.3	0	0	4	1.7
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	3	27.3	1	09.1	5	45.5	2	18.2	8	2.1
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	4	36.4	0	0	5	45.5	2	18.2	7	2.3
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	2	18.2	5	45.5	4	36.4	0	0	9	1.4

(CONTINUED, NEXT PAGE)

TABLE 32 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	3	27.3	4	36.4	4	36.4	0	0	8	1.5
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL DIFFERENCES	3	27.3	5	45.5	3	27.3	0	0	8	1.4
62. MODERN THEORIES OF LEARNING	9	27.3	1	09.1	4	36.4	3	27.3	8	2.3
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATIONSHIP TO SCHOOL SITUATIONS	3	27.3	1	09.1	6	54.5	1	09.1	8	2.0
TOTAL	142	20.5	185	26.7	254	36.7	112	16.2	557	1.3

TABLE 99 (APPENDIX A). JUDGMENTS OF FIFTEEN PRINCIPALS CITY RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	2	13.3	6	40.0	8	53.3	5	33.3	13	2.4
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	1	6.7	2	13.3	4	26.7	8	53.3	14	2.4
THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY										
3. SURVEY	2	13.3	2	13.3	5	33.3	6	40.0	13	2.3
KINDS AND TYPES OF DATA OBTAINED IN A SURVEY AND WAYS OF										
4. SCORING THEM	2	13.3	3	20.0	5	33.3	5	33.3	13	2.2
5. SOURCES OF DATA FOR THE SURVEY	3	20.0	3	20.0	6	40.0	3	20.0	12	2.0
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF										
6. SURVEY DATA	3	20.0	5	33.3	3	20.0	4	26.7	12	1.9
ADMINISTRATION IN RELATION TO										
7. VOCATIONAL EDUCATION	3	20.0	5	33.3	3	20.0	4	26.7	12	1.9
BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	1	6.7	7	46.7	7	46.7	15	2.4
ADMINISTRATION IN RELATION TO										
9. THE INSTRUCTIONAL PROGRAM	0	0	0	0	6	40.0	9	60.0	15	2.6
CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN										
10. SOCIETY	0	0	5	33.3	7	46.7	3	20.0	15	1.9
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CON-										
11. TROVERSY	1	6.7	4	26.7	7	46.7	3	20.0	14	1.9
DEVELOPING A PHILOSOPHY OF										
12. EDUCATION	0	0	1	6.7	3	20.0	11	73.3	15	2.7
CHARACTER OF INSTITUTIONAL										
13. CHANGES AND TRENDS IN EDUCATION	1	6.7	1	6.7	5	33.3	8	53.3	14	2.5
CIRCUMSTANCES IN WHICH CHANGE										
14. HAS OCCURRED IN EDUCATION	1	6.7	1	6.7	6	40.0	7	46.7	14	2.4
THE REPRESENTATIVE HISTORIC										
15. PHILOSOPHIES OF EDUCATION	1	6.7	5	33.3	7	46.7	1	6.7	14	1.8
IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR										
16. STUDY	1	6.7	2	13.3	8	53.3	4	26.7	14	2.1
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESES AND PLAN-										
17. NING THE PROCEDURE FOR THE SEMINAR PROBLEM	0	0	3	20.0	3	20.0	9	60.0	15	2.0
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE										
18. FORM	1	6.7	4	26.7	7	46.7	3	20.0	14	1.9

(CONTINUED, NEXT PAGE)

TABLE 93 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	1	06.7	6	40.0	4	26.7	4	26.7	14	1.8
20. THE SURVEY OF RELATED INFORMATION	0	0	6	40.0	5	33.3	4	26.7	15	1.8
21. LIBRARY READING AND NOTE-TAKING	1	06.7	7	46.7	2	13.3	5	33.3	14	1.8
22. THE FORMULATION AND TESTING OF HYPOTHESIS	2	13.3	5	33.3	3	20.0	5	33.3	13	2.0
23. ANALYSIS AND INTERPRETATION OF DATA	1	06.7	5	33.3	3	20.0	6	40.0	14	2.1
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	0	0	5	33.3	3	20.0	7	46.7	15	2.1
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	0	0	4	26.7	4	26.7	7	46.7	15	2.2
26. PREPARATION OF THE RESEARCH REPORT	0	0	6	40.0	5	33.3	4	26.7	15	1.9
27. THE FREQUENCY DISTRIBUTION	2	13.3	7	46.7	3	20.0	3	20.0	13	1.7
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	2	13.3	7	46.7	4	26.7	2	13.3	13	1.6
29. SAMPLING AND RELIABILITY	3	20.0	7	46.7	3	20.0	2	13.3	12	1.6
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	4	26.7	7	46.7	2	13.3	2	13.3	11	1.5
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	1	06.7	5	33.3	6	40.0	3	20.0	14	1.9
32. IMPORTANT TESTS AND METHODS	1	06.7	4	26.7	5	33.3	5	33.3	14	2.1
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	1	06.7	3	20.0	6	40.0	5	33.3	14	2.2
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	1	06.7	5	33.3	4	26.7	5	33.3	14	2.0
35. TEACHER-MADE EXAMINATIONS	1	06.7	3	20.0	8	53.3	3	20.0	14	2.0
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	0	0	1	06.7	6	40.0	8	53.3	15	2.5
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	5	33.3	1	06.7	3	20.0	6	40.0	10	2.5
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	2	13.3	2	13.3	4	26.7	7	46.7	13	2.4
39. THE SECONDARY SCHOOL CURRICULUM	1	06.7	3	20.0	2	13.3	3	20.0	14	2.4

(CONTINUED, NEXT PAGE)

TABLE 93 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	1	06.7	2	13.3	4	26.7	8	53.3	14	2.4
41. THE ELEMENTARY SCHOOL CURRICULUM	3	20.0	2	13.3	1	06.7	9	60.0	12	2.5
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	3	20.0	3	20.0	9	60.0	15	2.4
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	3	20.0	3	20.0	3	20.0	6	40.0	12	2.2
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	4	26.7	2	13.3	4	26.7	5	33.3	11	2.3
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	4	26.7	3	20.0	4	26.7	4	26.7	11	2.1
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	4	26.7	3	20.0	5	33.3	3	20.0	11	2.0
47. APPROACH TO LANGUAGE ARTS	5	33.3	4	26.7	3	20.0	3	20.0	10	1.9
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	3	20.0	3	20.0	6	40.0	3	20.0	12	2.0
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	4	26.7	5	33.3	4	26.7	2	13.3	11	1.7
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	2	13.3	3	20.0	6	40.0	4	26.7	13	2.1
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	2	13.3	3	20.0	4	26.7	6	40.0	13	2.2
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	2	13.3	4	26.7	3	20.0	6	40.0	13	2.2
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	1	06.7	1	06.7	7	46.7	6	40.0	14	2.4
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	5	33.3	2	13.3	5	33.3	3	20.0	10	2.1
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	6	40.0	3	20.0	4	26.7	2	13.3	9	1.9
56. TEACHING AIDS IN GEOGRAPHY	7	46.7	3	20.0	4	26.7	1	06.7	8	1.6
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	6	40.0	4	26.7	1	06.7	4	26.7	9	2.0
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	5	33.3	2	13.3	3	20.0	5	33.3	10	2.3
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	3	20.0	3	20.0	4	26.7	5	33.3	12	2.2

(CONTINUED, NEXT PAGE)

TABLE 23 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	1	06.7	5	33.3	6	40.0	3	20.0	14	1.9
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	1	06.7	4	26.7	8	53.3	2	13.3	14	1.8
62. MODERN THEORIES OF LEARNING										
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	0	0	3	20.0	5	33.3	7	46.7	15	2.3
TOTAL	123	15.0	218	23.1	291	30.8	313	33.1	822	2.1



TABLE 94 (APPENDIX A). JUDGMENTS OF SIXTEEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 10 TO 19 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	0	0	2	12.5	9	56.2	5	31.2	16	2.2
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	1	6.3	2	12.5	8	50.0	5	31.2	15	2.2
THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	1	6.3	3	18.7	8	50.0	4	25.0	15	2.1
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	1	6.3	3	18.7	8	50.0	4	25.0	15	2.1
SOURCES OF DATA FOR THE SURVEY	1	6.3	3	18.7	7	43.8	5	31.2	15	2.1
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	2	12.5	2	12.5	8	50.0	4	25.0	14	2.1
ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION	0	0	4	25.0	8	50.0	4	25.0	16	2.0
BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	1	6.3	10	62.5	5	31.2	16	2.2
ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM	0	0	3	18.7	7	43.8	6	37.5	16	2.2
CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	3	18.7	12	75.0	1	6.3	16	1.9
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY	0	0	5	31.2	7	43.8	4	25.0	16	1.9
DEVELOPING A PHILOSOPHY OF EDUCATION	0	0	1	6.3	7	43.8	8	50.0	16	2.4
CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION	0	0	3	18.7	9	56.2	4	25.0	16	2.1
CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	0	0	5	31.2	6	37.5	5	31.2	16	2.0
THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION	0	0	6	37.5	7	43.8	3	18.7	16	1.8
IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	3	18.7	4	25.0	6	37.5	3	18.7	13	1.9
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESES AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	3	18.7	5	31.2	5	31.2	3	18.7	13	1.8
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	4	25.0	5	31.2	5	31.2	2	12.5	12	1.8

(CONTINUED, NEXT PAGE)

TABLE 24 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	2	12.5	7	43.8	4	25.0	3	18.7	14	1.7
20. THE SURVEY OF RELATED INFORMATION	2	12.5	5	31.2	6	37.5	3	18.7	14	1.9
21. LIBRARY READING AND NOTE-TAKING	2	12.5	3	18.7	9	56.2	2	12.5	14	1.9
22. THE FORMULATION AND TESTING OF HYPOTHESIS	3	18.7	6	37.5	5	31.2	2	12.5	13	1.7
23. ANALYSIS AND INTERPRETATION OF DATA	3	18.7	4	25.0	7	43.8	2	12.5	13	1.8
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	3	18.7	7	43.8	4	25.0	2	12.5	13	1.6
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	2	12.5	5	31.2	6	37.5	3	18.7	14	1.9
26. PREPARATION OF THE RESEARCH REPORT	2	12.5	7	43.8	4	25.0	5	18.7	14	1.7
27. THE FREQUENCY DISTRIBUTION	3	18.7	6	37.5	6	37.5	1	6.3	13	1.6
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	2	12.5	6	37.5	8	50.0	0	0	14	1.7
29. SAMPLING AND RELIABILITY	2	12.5	6	37.5	6	37.5	2	12.5	14	1.7
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	3	18.7	8	50.0	5	31.2	0	0	13	1.4
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	1	6.3	4	25.0	10	62.5	1	6.3	15	1.8
32. IMPORTANT TESTS AND METHODS	2	12.5	4	25.0	10	62.5	0	0	14	1.7
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	2	12.5	6	37.5	7	43.8	1	6.3	14	1.6
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	1	6.3	5	31.2	6	37.5	4	25.0	15	1.9
35. TEACHER-MADE EXAMINATIONS	1	6.3	6	37.5	8	50.0	1	6.3	15	1.7
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	1	6.3	2	12.5	9	56.2	4	25.0	15	2.1
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	6	37.5	3	18.7	4	25.0	3	18.7	10	2.0
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	1	6.3	4	25.0	9	56.2	2	12.5	15	1.9
39. THE SECONDARY SCHOOL CURRICULUM	0	0	3	18.7	7	43.8	6	37.5	16	2.2

(CONTINUED, NEXT PAGE)

TABLE 94 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	0	0	3	16.7	7	43.8	6	37.5	16	2.2
41. THE ELEMENTARY SCHOOL CURRICULUM	2	12.5	4	25.0	2	56.2	1	06.3	14	1.8
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	3	18.7	8	50.0	5	31.2	15	2.1
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	4	25.0	4	25.0	6	37.5	2	12.5	12	1.6
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	5	31.2	4	25.0	5	31.2	2	12.5	11	1.8
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	6	37.5	3	18.7	6	37.5	1	06.3	10	1.8
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	5	31.2	5	31.2	4	25.0	2	12.5	11	1.7
47. APPROACH TO LANGUAGE ARTS	6	37.5	5	31.2	4	25.0	1	06.3	10	1.6
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	5	31.2	3	18.7	7	43.8	1	06.3	11	1.8
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	6	37.5	5	31.2	4	25.0	1	06.3	10	1.6
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	2	12.5	1	06.3	11	68.7	2	12.5	14	2.1
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	2	12.5	3	18.7	8	50.0	3	18.7	14	2.0
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	0	0	2	12.5	5	31.2	2	56.2	16	2.4
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	6	37.5	5	31.2	4	25.0	1	06.3	10	1.6
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	6	37.5	4	25.0	5	31.2	1	06.3	10	1.7
56. TEACHING AIDS IN GEOGRAPHY	6	37.5	3	18.7	6	37.5	1	06.3	10	1.8
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	1	06.3	3	18.7	7	43.8	5	31.2	15	2.1
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	1	06.3	3	18.7	7	43.8	5	31.2	15	2.1
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY SCHOOL CURRICULUM	2	12.5	4	25.0	8	50.0	2	12.5	14	1.9

(CONTINUED, NEXT PAGE)

TABLE 94 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	3	16.7	8	50.0	4	25.0	1	06.3	13	1.5
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	4	25.0	5	31.2	5	31.2	2	12.5	12	1.7
62. MODERN THEORIES OF LEARNING	1	06.3	2	12.5	9	56.2	4	25.0	15	2.1
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	1	06.3	1	06.3	12	75.0	2	12.5	15	2.1
TOTAL	135	13.4	252	25.0	437	43.3	184	18.3	873	1.9

TABLE 95 (APPENDIX A). JUDGMENTS OF SEVEN PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	2	28.6	0	0	3	42.9	2	28.6	5	2.4
2. AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	0	0	1	14.3	2	28.6	4	57.1	7	2.4
3. THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	0	0	1	14.3	3	42.9	3	42.9	7	2.3
4. KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
5. SOURCES OF DATA FOR THE SURVEY	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
6. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
7. ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION	0	0	3	42.9	3	42.9	1	14.3	7	1.7
8. BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
9. ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM	0	0	1	14.3	2	28.6	4	57.1	7	2.4
10. CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	2	28.6	4	57.1	1	14.3	7	1.9
11. THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY	4	57.1	1	14.3	2	28.6	0	0	3	1.7
12. DEVELOPING A PHILOSOPHY OF EDUCATION	0	0	1	14.3	3	42.9	3	42.9	7	2.3
13. CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION	2	28.6	2	28.6	1	14.3	2	28.6	5	2.0
14. CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	1	14.3	2	28.6	4	57.1	0	0	1	1.7
15. THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION	2	28.6	1	14.3	4	57.1	0	0	5	1.8
16. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	4	57.1	1	14.3	2	28.6	0	0	3	1.7
17. RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	4	57.1	1	14.3	2	28.6	0	0	3	1.7
18. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	4	57.1	1	14.3	2	28.6	0	0	3	1.7

(CONTINUED, NEXT PAGE)

TABLE 95 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. RESEARCH	2	28.6	1	14.3	4	57.1	0	0	5	1.8
20. INFORMATION	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
21. LIBRARY READING AND NOTE-TAKING	1	14.3	2	28.6	4	57.1	0	0	6	1.7
22. OF HYPOTHESIS	2	28.6	3	42.9	2	28.6	0	0	5	1.4
23. OF DATA	2	28.6	4	57.1	1	14.3	0	0	5	1.2
24. EDUCATIONAL RESEARCH	1	14.3	1	14.3	5	71.4	0	0	6	1.6
25. AND GENERALIZATIONS	2	28.6	2	28.6	3	42.9	0	0	5	1.6
26. REPORT	1	14.3	2	28.6	3	42.9	1	14.3	6	1.8
27. THE FREQUENCY DISTRIBUTION	3	42.9	3	42.9	1	14.3	0	0	4	1.2
28. PROBABILITY CURVE AND ITS APPLICATION	2	28.6	5	71.4	0	0	0	0	5	1.0
29. SAMPLING AND RELIABILITY	2	28.6	5	71.4	0	0	0	0	5	1.0
30. PARTIAL, AND MULTIPLE)	3	42.8	4	57.1	0	0	0	0	4	1.0
31. EVALUATION AND TESTING	3	42.9	1	14.3	3	42.9	0	0	4	1.7
32. IMPORTANT TESTS AND METHODS	3	42.9	1	14.3	3	42.9	0	0	4	1.7
33. METHODS CRITICALLY	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	1	14.3	1	14.3	5	71.4	0	0	6	1.8
35. TEACHER-MADE EXAMINATIONS	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	2	28.6	2	28.6	2	28.6	1	14.3	5	1.8
39. THE SECONDARY SCHOOL CURRICULUM	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0

(CONTINUED, NEXT PAGE)

TABLE 95 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	AVE. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	2	28.6	1	14.3	1	14.3	3	42.9	5	2.4
41. CURRICULUM	0	0	1	14.3	5	71.4	1	14.3	7	2.0
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	2	28.6	4	57.1	1	14.3	7	1.9
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	2	28.6	3	42.9	2	28.6	0	0	5	1.4
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	2	28.6	2	28.6	3	42.9	0	0	5	1.6
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	3	42.9	1	14.3	3	42.9	0	0	4	1.7
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	3	42.9	1	14.3	2	28.6	1	14.3	4	2.0
47. APPROACH TO LANGUAGE ARTS	5	71.4	0	0	2	28.6	0	0	2	2.0
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	5	71.4	1	14.3	1	14.3	0	0	2	1.5
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	5	71.4	1	14.3	1	14.3	0	0	2	1.5
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	2	28.6	1	14.3	3	42.9	1	14.3	5	2.0
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	1	14.3	0	0	3	42.9	3	42.9	6	2.5
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	0	0	0	0	4	57.1	3	42.9	7	2.4
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	4	57.1	2	28.6	0	0	1	14.3	3	1.7
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	4	57.1	0	0	2	28.6	1	14.3	3	2.3
56. TEACHING AIDS IN GEOGRAPHY	4	57.1	0	0	2	28.6	1	14.3	3	2.3
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	1	14.3	2	28.6	3	42.9	1	14.3	6	1.8
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	1	14.3	2	28.6	3	42.9	1	14.3	6	1.8
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	3	42.9	1	14.3	3	42.9	0	0	4	1.7

(CONTINUED, NEXT PAGE)

TABLE 95 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	4	57.1	3	42.9	0	0	0	0	3	1.0
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL DIFFERENCES	2	28.6	3	42.9	1	14.3	1	14.3	5	1.6
62. MODERN THEORIES OF LEARNING	0	0	1	14.3	5	71.4	1	14.3	7	2.0
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATIONSHIP TO SCHOOL SITUATIONS	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
TOTAL	125	28.3	38	22.2	163	37.0	55	12.5	316	1.9



TABLE 96 (APPENDIX A). JUDGMENTS OF SIX SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 20 TO 29 TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	0	0	1	16.7	2	33.3	3	50.0	6	2.5
2. AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	0	0	0	0	4	66.7	2	33.3	6	2.5
3. THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	0	0	0	0	5	83.3	1	16.7	6	2.2
4. KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	0	0	0	0	4	66.7	2	33.3	6	2.3
5. SOURCES OF DATA FOR THE SURVEY	0	0	1	16.7	3	50.0	2	33.3	6	2.2
6. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	0	0	0	0	4	66.7	2	33.3	6	2.3
7. ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION	0	0	2	33.3	4	66.7	0	0	6	1.7
8. BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	0	0	4	66.7	2	33.3	6	2.3
9. ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM	0	0	0	0	3	50.0	3	50.0	6	2.5
10. CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	0	0	6	100	0	0	6	2.0
11. THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY	0	0	3	50.0	3	50.0	0	0	6	1.5
12. DEVELOPING A PHILOSOPHY OF EDUCATION	0	0	0	0	3	50.0	3	50.0	6	2.5
13. CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION	0	0	2	33.3	4	66.7	0	0	6	1.7
14. CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	0	0	2	33.3	3	50.0	1	16.7	6	1.8
15. THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION	0	0	2	33.3	3	50.0	1	16.7	6	1.8
16. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	1	16.7	2	33.3	2	33.3	1	16.7	6	1.8
17. RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	1	16.7	2	33.3	1	16.7	2	33.3	5	2.0
18. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	1	16.7	2	33.3	1	16.7	2	33.3	5	2.0

(CONTINUED, NEXT PAGE)

TABLE 96 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
SELECTION OF A PROBLEM IN										
19. RESEARCH	0	0	3	50.0	2	33.3	1	16.7	6	1.7
THE SURVEY OF RELATED										
20. INFORMATION	0	0	4	66.7	0	0	2	33.3	6	1.7
21. LIBRARY READING AND NOTE-TAKING	0	0	2	33.3	2	33.3	2	33.3	6	2.0
THE FORMULATION AND TESTING										
22. OF HYPOTHESIS	0	0	3	50.0	2	33.3	1	16.7	6	1.7
ANALYSIS AND INTERPRETATION										
23. OF DATA	0	0	3	50.0	0	0	3	50.0	6	2.0
IDENTIFICATION AND CLASSIFICA-										
TION OF METHODS EMPLOYED IN										
24. EDUCATIONAL RESEARCH	0	0	3	50.0	2	33.3	1	16.7	6	1.7
FORMULATION OF CONCLUSIONS										
25. AND GENERALIZATIONS	0	0	1	16.7	4	66.7	1	16.7	6	2.0
PREPARATION OF THE RESEARCH										
26. REPORT	0	0	3	50.0	2	33.3	1	16.7	6	1.7
27. THE FREQUENCY DISTRIBUTION	0	0	6	100	0	0	0	0	6	1.0
MEASURES OF CENTRAL TENDENCY,										
VARIABILITY AND THE NORMAL										
28. PROBABILITY CURVE AND ITS	0	0	4	66.7	2	33.3	0	0	6	1.3
APPLICATION										
29. SAMPLING AND RELIABILITY	0	0	4	66.7	2	33.3	0	0	6	1.3
CORRELATION METHODS (LINEAR,										
CURVILINEAR OR NON-LINEAR,										
30. PARTIAL, AND MULTIPLE)	0	0	6	100	0	0	0	0	6	1.0
BASIC CONCEPTS OF EDUCATIONAL										
31. EVALUATION AND TESTING	0	0	1	16.7	5	83.3	0	0	6	1.8
32. IMPORTANT TESTS AND METHODS	1	16.7	0	0	5	83.3	0	0	5	2.0
SKILL IN EVALUATING TESTS AND										
33. METHODS CRITICALLY	1	16.7	0	0	5	83.3	0	0	5	2.0
DEPENDABLE SOURCES OF INFORMA-										
34. TION ON EVALUATION	0	0	2	33.3	4	66.7	0	0	6	1.7
35. TEACHER-MADE EXAMINATIONS	0	0	0	0	6	100	0	0	6	2.0
APPRAISING THE GENERAL										
36. EDUCATIONAL PROGRAM	0	0	0	0	3	50.0	3	50.0	6	2.5
WORKSHOPS FOR SUPERINTENDENTS										
AND PRINCIPALS WHO HAVE DEFI-										
37. NITE PROBLEMS IN CURRICULUM	3	50.0	0	0	0	0	3	50.0	3	3.0
THE SOCIAL EFFECTIVENESS OF										
38. SECONDARY EDUCATION IN AMERICA	0	0	0	0	5	83.3	1	16.7	6	2.2
THE SECONDARY SCHOOL										
39. CURRICULUM	0	0	1	16.7	2	33.3	3	50.0	6	2.3

(CONTINUED, NEXT PAGE)

TABLE 36 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	0	0	0	0	2	33.3	4	66.7	6	2.7
41. CURRICULUM OF THE ELEMENTARY SCHOOL	0	0	0	0	4	66.7	2	33.3	6	2.3
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	0	0	3	50.0	3	50.0	6	2.5
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	2	33.3	0	0	4	66.7	0	0	4	2.0
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	2	33.3	1	16.7	3	50.0	0	0	4	1.7
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	3	50.0	1	16.7	2	33.3	0	0	3	1.7
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	1	16.7	2	33.3	3	50.0	0	0	5	1.6
47. APPROACH TO LANGUAGE ARTS	2	33.3	2	33.3	2	33.3	0	0	4	1.5
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	0	0	2	33.3	4	66.7	0	0	6	1.7
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	2	33.3	3	50.0	1	16.7	0	0	4	1.2
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	0	0	1	16.7	4	66.7	1	16.7	6	2.0
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	1	16.7	0	0	5	83.3	0	0	5	2.0
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	1	16.7	1	16.7	1	16.7	3	50.0	5	2.4
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	0	0	0	0	1	16.7	5	83.3	6	2.8
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	2	33.3	1	16.7	3	50.0	0	0	4	1.7
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	3	50.0	1	16.7	2	33.3	0	0	3	1.7
56. TEACHING AIDS IN GEOGRAPHY	3	50.0	1	16.7	1	16.7	1	16.7	3	2.0
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	0	0	0	0	6	100	0	0	6	2.0
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	0	0	0	0	5	83.3	1	16.7	6	2.2
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	0	0	4	66.7	2	33.3	0	0	6	1.3

(CONTINUED, NEXT PAGE)

TABLE 96 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	1	16.7	4	66.7	2	0	1	16.7	5	1.4
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	0	0	4	66.7	2	33.3	0	0	6	1.3
62. MODERN THEORIES OF LEARNING	0	0	0	0	2	33.3	4	66.7	6	2.7
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	0	0	0	0	3	50.0	3	50.0	6	2.5
TOTAL	31	38.2	95	24.6	177	45.8	77	20.4	378	2.0

TABLE 97 (APPENDIX A). JUDGMENTS OF FIVE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	0	0	1	20.0	2	40.0	2	40.0	5	2.2
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	0	0	1	20.0	3	60.0	1	20.0	5	2.0
THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY										
3. SURVEY	0	0	1	20.0	2	40.0	2	40.0	5	2.2
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	2	40.0	1	20.0	1	20.0	1	20.0	3	2.0
5. SOURCES OF DATA FOR THE SURVEY	2	40.0	1	20.0	1	20.0	1	20.0	3	2.0
ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF										
6. SURVEY DATA	2	40.0	2	40.0	0	0	1	20.0	3	1.7
ADMINISTRATION IN RELATION TO										
7. VOCATIONAL EDUCATION	0	0	3	60.0	1	20.0	1	20.0	5	1.6
BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	1	20.0	3	60.0	1	20.0	5	2.0
ADMINISTRATION IN RELATION TO										
9. THE INSTRUCTIONAL PROGRAM	0	0	0	0	2	40.0	3	60.0	5	2.6
CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN										
10. SOCIETY	0	0	1	20.0	3	60.0	1	20.0	5	2.0
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL										
11. CONTROVERSY	2	40.0	0	0	2	40.0	1	20.0	3	2.3
DEVELOPING A PHILOSOPHY OF										
12. EDUCATION	0	0	1	20.0	0	0	4	80.0	5	2.6
CHARACTER OF INSTITUTIONAL										
13. CHANGES AND TRENDS IN EDUCATION	0	0	1	20.0	3	60.0	1	20.0	5	2.0
CIRCUMSTANCES IN WHICH CHANGE										
14. HAS OCCURRED IN EDUCATION	0	0	1	20.0	3	60.0	1	20.0	5	2.0
THE REPRESENTATIVE HISTORIC										
15. PHILOSOPHIES OF EDUCATION	0	0	1	20.0	3	60.0	1	20.0	5	2.0
IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR										
16. PROBLEM	4	80.0	1	20.0	0	0	0	0	1	1.0
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESES AND PLAN-										
17. NING THE PROCEDURE FOR THE SEMINAR PROBLEM	4	80.0	1	20.0	0	0	0	0	1	1.0
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE										
18. FORM	4	80.0	1	20.0	0	0	0	0	1	1.0

(CONTINUED, NEXT PAGE)

TABLE 97 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. RESEARCH SELECTION OF A PROBLEM IN THE SURVEY OF RELATED INFORMATION	0	0	4	80.0	0	0	1	20.0	5	1.4
20. INFORMATION	1	20.0	3	60.0	0	0	1	20.0	4	1.5
21. LIBRARY READING AND NOTE-TAKING THE FORMULATION AND TESTING OF HYPOTHESIS	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0
22. HYPOTHESIS	0	0	4	80.0	0	0	1	20.0	5	1.4
23. ANALYSIS AND INTERPRETATION OF DATA	0	0	2	40.0	2	40.0	1	20.0	5	1.6
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	0	0	4	80.0	0	0	1	20.0	5	1.4
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	0	0	2	40.0	2	40.0	1	20.0	5	1.8
26. PREPARATION OF THE RESEARCH REPORT	0	0	4	80.0	0	0	1	20.0	5	1.4
27. THE FREQUENCY DISTRIBUTION MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL CURVE	0	0	4	80.0	0	0	1	20.0	5	1.4
28. PROBABILITY CURVE AND ITS APPLICATION	0	0	4	80.0	0	0	1	20.0	5	1.4
29. SAMPLING AND RELIABILITY CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	0	0	4	80.0	0	0	1	20.0	5	1.4
30. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	0	0	1	20.0	3	60.0	1	20.0	5	2.0
31. IMPORTANT TESTS AND METHODS SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	0	0	1	20.0	3	60.0	1	20.0	5	2.0
32. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	0	0	1	20.0	3	60.0	1	20.0	5	2.4
33. TEACHER-MADE EXAMINATIONS APPRAISING THE GENERAL EDUCATIONAL PROGRAM	0	0	2	40.0	2	40.0	1	20.0	5	1.8
34. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	0	0	0	0	2	40.0	3	60.0	5	2.6
35. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA THE SECONDARY SCHOOL CURRICULUM	3	60.0	0	0	0	0	2	40.0	2	3.0
36. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA THE SECONDARY SCHOOL CURRICULUM	0	0	1	20.0	3	60.0	1	20.0	5	2.0
37. CURRICULUM	0	0	0	0	2	40.0	3	60.0	5	2.6

(CONTINUED, NEXT PAGE)

TABLE 97 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	0	0	0	0	2	40.0	3	60.0	5	2.6
41. THE ELEMENTARY SCHOOL CURRICULUM	1	20.0	1	20.0	0	0	3	60.0	4	2.5
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	0	0	1	20.0	1	20.0	3	60.0	5	2.4
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROGRAM	1	20.0	2	40.0	1	20.0	1	20.0	4	1.7
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	1	20.0	2	40.0	1	20.0	1	20.0	4	1.7
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	3	60.0	1	20.0	0	0	1	20.0	2	2.0
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	3	60.0	1	20.0	0	0	1	20.0	2	2.0
47. APPROACH TO LANGUAGE ARTS	2	40.0	2	40.0	0	0	1	20.0	3	1.7
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	2	40.0	1	20.0	1	20.0	1	20.0	3	2.0
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	2	40.0	2	40.0	0	0	1	20.0	3	1.7
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	1	20.0	1	20.0	0	0	3	60.0	4	2.5
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	1	20.0	1	20.0	1	20.0	2	40.0	4	2.2
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	1	20.0	0	0	0	0	4	80.0	4	3.0
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	0	0	1	20.0	0	0	4	80.0	5	2.6
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	4	80.0	0	0	1	20.0	0	0	1	2.0
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	4	80.0	1	20.0	0	0	0	0	1	1.0
56. TEACHING AIDS IN GEOGRAPHY	4	80.0	1	20.0	0	0	0	0	1	1.0
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	1	20.0	1	20.0	2	40.0	1	20.0	4	2.0

(CONTINUED, NEXT PAGE)

TABLE 97 (APPENDIX A)—CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	0	0	3	60.0	1	20.0	1	20.0	5	1.6
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	0	0	2	40.0	2	40.0	1	20.0	5	1.8
62. MODERN THEORIES OF LEARNING	0	0	1	20.0	1	20.0	3	60.0	5	2.4
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	0	0	1	20.0	1	20.0	3	60.0	5	2.4
TOTAL	58	18.4	94	27.8	73	23.1	90	28.6	257	2.0



TABLE 98 (APPENDIX A). JUDGMENTS OF SEVEN SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION (SCHOOLS WITH 30 OR MORE TEACHERS)

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	1	14.3	0	0	2	28.6	4	57.1	6	2.7
AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL										
2. THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	1	14.3	1	14.3	2	28.6	3	42.8	6	2.3
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM										
3. SURVEY	0	0	2	28.6	2	28.6	3	42.8	7	2.1
KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM										
4. SECURING THEM	0	0	2	28.6	2	28.6	3	42.8	7	2.1
SOURCES OF DATA FOR THE SURVEY										
5. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	0	0	2	28.6	2	28.6	3	42.8	7	2.1
ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION										
6. BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	0	0	1	14.3	6	85.7	7	2.7
ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM										
7. CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	0	0	0	0	3	42.8	4	57.1	7	2.6
THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY										
8. DEVELOPING A PHILOSOPHY OF EDUCATION	0	0	1	14.3	4	57.1	2	28.6	7	2.1
CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION										
9. CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	0	0	4	57.1	3	42.8	0	0	7	1.4
THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION										
10. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	0	0	0	0	2	28.6	5	71.4	7	2.7
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM										
11. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	0	0	1	14.3	2	28.6	4	57.1	7	2.4
IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM										
12. RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	0	0	2	28.6	2	28.6	3	42.8	7	2.1
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM										
13. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	0	0	3	42.8	4	57.1	0	0	7	1.6
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM										
14. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	1	14.3	1	14.3	1	14.3	4	57.1	6	2.5
RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM										
15. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	1	14.3	2	28.6	0	0	4	57.1	6	2.3
DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM										
16. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0

(CONTINUED, NEXT PAGE)

TABLE 98 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	1	14.3	0	0	4	57.1	2	28.6	6	2.3
20. THE SURVEY OF RELATED INFORMATION	1	14.3	0	0	4	57.1	2	28.6	6	2.3
21. LIBRARY READING AND NOTE-TAKING	0	0	0	0	5	71.4	2	28.6	7	2.3
22. THE FORMULATION AND TESTING OF HYPOTHESIS	0	0	2	28.6	3	42.8	2	28.6	7	2.0
23. ANALYSIS AND INTERPRETATION OF DATA	0	0	1	14.3	3	42.8	3	42.8	7	2.3
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	0	0	1	14.3	3	42.8	3	42.8	7	2.3
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	0	0	1	14.3	5	71.4	1	14.3	7	2.0
26. PREPARATION OF THE RESEARCH REPORT	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
27. THE FREQUENCY DISTRIBUTION	0	0	5	71.4	2	28.6	0	0	7	1.3
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	0	0	5	71.4	2	28.6	0	0	7	1.3
29. SAMPLING AND RELIABILITY	0	0	2	28.6	4	57.1	1	14.3	7	1.9
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	0	0	6	85.7	1	14.3	0	0	7	1.1
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	0	0	1	14.3	5	71.4	1	14.3	7	2.0
32. IMPORTANT TESTS AND METHODS	1	14.3	1	14.3	4	57.1	1	14.3	6	2.0
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	1	14.3	5	71.4	1	14.3	0	0	6	1.2
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	1	14.3	0	0	5	71.4	1	14.3	6	2.2
35. TEACHER-MADE EXAMINATIONS	1	14.3	4	57.1	1	14.3	1	14.3	6	1.3
36. APPRAISING THE GENERAL EDUCATIONAL PROGRAM	0	0	0	0	4	57.1	3	42.8	7	2.4
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	2	28.6	1	14.3	2	28.6	2	28.6	5	2.2
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	1	14.3	0	0	2	28.6	4	57.1	6	2.7
39. THE SECONDARY SCHOOL CURRICULUM	1	14.3	0	0	1	14.3	5	71.4	6	2.8

(CONTINUED, NEXT PAGE)

TABLE 98 (APPENDIX A)--COMPLETED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	1	14.3	0	0	1	14.3	5	71.4	6	2.8
41. THE ELEMENTARY SCHOOL CURRICULUM	1	14.3	0	0	1	14.3	5	71.4	6	2.8
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	1	14.3	0	0	1	14.3	5	71.4	6	2.8
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	3	42.8	1	14.3	0	0	3	42.8	4	2.5
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	3	42.8	1	14.3	0	0	3	42.8	4	2.5
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	3	42.8	1	14.3	2	28.6	1	14.3	4	2.0
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	3	42.8	1	14.3	1	14.3	2	28.6	4	2.2
47. APPROACH TO LANGUAGE ARTS	3	42.8	1	14.3	1	14.3	2	28.6	4	2.2
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	3	42.8	0	0	3	42.8	1	14.3	4	2.2
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	2	28.6	2	28.6	3	42.8	0	0	5	1.6
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	1	14.3	0	0	3	42.8	3	42.8	6	2.5
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	3	42.8	0	0	1	14.3	3	42.8	4	2.7
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	3	42.8	0	0	2	28.6	2	28.6	4	2.5
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	1	14.3	0	0	1	14.3	5	71.4	6	2.8
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	4	57.1	1	14.3	2	28.6	0	0	3	1.7
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	3	42.8	1	14.3	3	42.8	0	0	4	1.7
56. TEACHING AIDS IN GEOGRAPHY	4	57.1	1	14.3	1	14.3	1	14.3	3	2.0
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	3	42.8	1	14.3	2	28.6	1	14.3	4	2.0
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	3	42.8	1	14.3	1	14.3	2	28.6	4	2.2
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	3	42.8	1	14.3	0	0	3	42.8	4	2.5

(CONTINUED, NEXT PAGE)

TABLE 98 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	0	0	3	42.8	2	28.6	2	28.6	7	1.9
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	2	28.6	1	14.3	3	42.8	1	14.3	5	2.0
62. MODERN THEORIES OF LEARNING	2	28.6	0	0	4	57.1	1	14.3	5	2.2
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	2	28.6	0	0	3	42.8	2	28.6	5	2.4
TOTAL	76	17.2	81	18.4	144	32.7	140	31.7	365	2.2

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TABLE 99 (APPENDIX A). JUDGMENTS OF FORTY-ONE PRINCIPALS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
	PURPOSES OF SECONDARY EDUCATION									
1. IN AMERICAN DEMOCRACY	5	12.2	2	04.9	19	46.3	15	36.6	36	2.4
2. AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	2	04.9	5	12.2	15	36.6	19	46.3	39	2.4
3. THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	4	09.8	7	17.1	14	34.1	16	39.0	37	2.4
4. KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	7	17.1	9	22.0	15	31.7	12	29.3	34	2.1
5. SOURCES OF DATA FOR THE SURVEY ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF	9	22.0	9	22.0	14	34.1	9	22.0	32	2.0
6. SURVEY DATA	9	22.0	13	31.7	8	19.5	11	26.8	32	2.0
7. ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION	10	24.4	16	39.0	9	22.0	6	14.6	31	1.7
8. BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	2	04.9	5	12.2	19	46.3	15	36.6	39	2.3
9. ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM	1	02.4	1	02.4	19	46.3	20	48.8	40	2.5
10. CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	3	07.3	11	26.8	18	43.9	9	22.0	38	1.9
11. THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY	9	22.0	7	17.1	18	43.9	7	17.1	32	2.0
12. DEVELOPING A PHILOSOPHY OF EDUCATION	1	02.4	5	12.2	9	22.0	26	63.4	40	2.5
13. CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION	3	07.3	4	09.8	21	51.2	13	31.7	8	2.2
14. CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	2	04.9	8	19.5	21	51.2	10	24.4	39	2.1
15. THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION	5	12.2	14	34.1	17	41.5	5	12.2	36	1.7
16. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	13	31.7	8	19.5	12	29.3	8	19.5	28	2.0
17. RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	12	29.3	8	19.5	15	36.6	6	14.6	29	1.9
18. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	15	36.6	8	19.5	15	31.7	5	12.2	26	1.9

(CONTINUED, NEXT PAGE)

TABLE 99 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
19. SELECTION OF A PROBLEM IN RESEARCH	4	09.8	16	39.0	12	29.3	9	22.0	37	1.8
20. THE SURVEY OF RELATED INFORMATION	4	09.8	14	34.1	13	31.7	10	24.4	37	1.9
21. LIBRARY READING AND NOTE-TAKING	4	09.8	13	31.7	12	29.3	12	29.3	37	2.0
22. THE FORMULATION AND TESTING OF HYPOTHESIS	5	12.2	18	43.9	9	22.0	9	22.0	36	1.7
23. ANALYSIS AND INTERPRETATION OF DATA	4	09.8	16	39.0	10	24.4	11	26.8	37	1.9
24. IDENTIFICATION AND CLASSIFICATION OF METHODS EMPLOYED IN EDUCATIONAL RESEARCH	2	04.9	15	36.6	13	31.7	11	26.8	39	1.9
25. FORMULATION OF CONCLUSIONS AND GENERALIZATIONS	3	07.3	14	34.4	13	31.7	11	26.8	38	1.9
26. PREPARATION OF THE RESEARCH REPORT	2	04.9	18	43.9	11	26.8	10	24.4	39	1.8
27. THE FREQUENCY DISTRIBUTION	7	17.1	22	53.7	7	17.1	5	12.2	34	1.5
28. MEASURES OF CENTRAL TENDENCY, VARIABILITY AND THE NORMAL PROBABILITY CURVE AND ITS APPLICATION	6	14.6	25	61.0	6	14.6	4	09.8	35	1.4
29. SAMPLING AND RELIABILITY	7	17.1	24	58.5	5	12.2	5	12.2	34	1.4
30. CORRELATION METHODS (LINEAR, CURVILINEAR OR NON-LINEAR, PARTIAL, AND MULTIPLE)	9	22.0	24	58.5	4	09.8	4	09.8	32	1.4
31. BASIC CONCEPTS OF EDUCATIONAL EVALUATION AND TESTING	6	14.6	13	31.7	17	41.5	5	12.2	35	1.8
32. IMPORTANT TESTS AND METHODS	6	14.6	12	29.3	15	36.6	8	19.5	35	1.9
33. SKILL IN EVALUATING TESTS AND METHODS CRITICALLY	4	09.8	11	26.8	15	36.6	11	26.8	37	2.0
34. DEPENDABLE SOURCES OF INFORMATION ON EVALUATION	4	09.8	10	24.4	18	43.9	9	22.0	37	2.0
35. TEACHER-MADE EXAMINATIONS	4	09.8	9	22.0	20	48.8	8	19.5	37	2.0
36. APPRAISING THE GENERAL PROGRAM	3	07.3	4	09.8	17	41.5	17	41.5	38	2.5
37. WORKSHOPS FOR SUPERINTENDENTS AND PRINCIPALS WHO HAVE DEFINITE PROBLEMS IN CURRICULUM	15	36.6	7	17.1	5	12.2	14	34.1	26	2.3
38. THE SOCIAL EFFECTIVENESS OF SECONDARY EDUCATION IN AMERICA	6	14.6	7	17.1	17	41.5	11	26.8	35	2.1
39. THE SECONDARY SCHOOL CURRICULUM	5	12.2	6	14.6	12	29.5	18	43.9	36	2.3

(CONTINUED, NEXT PAGE)

TABLE 99 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	5	12.2	3	07.5	13	31.7	20	48.8	36	2.5
41. THE ELEMENTARY SCHOOL CURRICULUM	6	14.6	8	19.5	10	24.4	17	41.5	35	2.3
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	1	02.4	6	14.6	13	31.7	21	51.2	40	2.4
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	9	22.0	9	22.0	7	17.1	16	39.0	32	2.2
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	10	24.4	9	22.0	9	22.0	13	31.7	31	2.1
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	14	34.1	10	24.4	8	19.5	9	22.0	27	2.0
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	14	34.1	9	22.0	9	22.0	9	22.0	27	2.0
47. APPROACH TO LANGUAGE ARTS	18	43.9	7	17.1	8	19.5	8	19.5	23	2.0
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	14	34.1	6	14.6	12	29.3	9	22.0	27	2.1
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	17	41.5	11	26.8	7	17.1	6	14.6	24	1.8
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	8	19.5	6	14.6	14	34.1	13	31.7	33	2.2
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	8	19.5	5	12.2	13	31.7	15	36.6	33	2.3
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	7	17.1	5	12.2	13	31.7	16	39.0	34	2.3
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	4	09.8	2	04.9	15	36.6	20	48.8	37	2.5
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	23	56.1	6	14.6	6	14.6	6	14.6	18	2.0
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	23	56.1	7	17.1	7	17.1	4	09.8	18	1.6
56. TEACHING AIDS IN GEOGRAPHY	25	61.0	6	14.6	6	14.6	4	09.8	16	1.9
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	14	34.1	8	19.5	10	24.4	9	22.0	27	2.0
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	15	31.7	7	17.1	11	26.8	10	24.4	28	2.1
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	10	24.4	8	19.5	16	39.0	7	17.1	31	2.0

(CONTINUED, NEXT PAGE)

TABLE 99 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS										
60. DEALING WITH INDIVIDUAL DIFFERENCES	6	14.6	19	46.3	12	29.3	4	09.8	35	1.6
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL										
61. DIFFERENCES	4	09.8	16	39.0	17	41.5	4	09.8	37	1.7
62. MODERN THEORIES OF LEARNING	1	02.4	6	14.6	17	41.5	17	41.5	40	2.3
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION-										
63. SHIP TO SCHOOL SITUATIONS	2	04.9	8	19.5	18	43.2	13	31.7	39	2.1
TOTAL	478	18.5	625	24.2	796	30.8	684	26.5	2105	2.0

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TABLE 100 (APPENDIX A). JUDGMENTS OF FORTY SUPERINTENDENTS WITH RESPECT TO THE HELPFULNESS OF THE SPECIFIC ASPECTS OF THE TRAINING PROGRAM RELATING TO IMPROVING INSTRUCTION

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
PURPOSES OF SECONDARY EDUCATION										
1. IN AMERICAN DEMOCRACY	1	02.5	4	10.0	20	50.0	15	37.5	39	2.3
2. AIMS AND PURPOSES OF EDUCATION IN THE ELEMENTARY SCHOOL	3	07.5	6	15.0	20	50.0	11	27.5	37	2.1
3. THE NEEDS AND FUNCTIONAL PURPOSE OF THE SCHOOL-COMMUNITY SURVEY	4	10.0	6	15.0	21	52.5	9	22.5	36	2.1
4. KINDS AND TYPES OF DATA CONTAINED IN A SURVEY AND WAYS OF SECURING THEM	3	07.5	7	17.5	19	47.5	11	27.5	37	2.1
5. SOURCES OF DATA FOR THE SURVEY	3	07.5	2	20.0	18	45.0	11	27.5	37	2.1
6. ANALYZING, INTERPRETING, AND UTILIZING THE RESULTS OF SURVEY DATA	4	10.0	6	15.0	18	45.0	12	30.0	36	2.2
7. ADMINISTRATION IN RELATION TO VOCATIONAL EDUCATION	6	15.0	14	35.0	16	40.0	4	10.0	34	1.7
8. BASIC PRINCIPLES OF ADMINISTRATION AND THEIR MEANING	0	0	2	05.0	21	52.5	17	42.5	40	2.4
9. ADMINISTRATION IN RELATION TO THE INSTRUCTIONAL PROGRAM	0	0	4	10.0	19	47.5	17	42.5	40	2.3
10. CLARIFICATION OF THE ENDS AND MEANS OF EDUCATION IN AMERICAN SOCIETY	1	02.5	7	17.5	26	65.0	6	15.0	39	2.0
11. THE NATURE OF BASIC ISSUES IN CONTEMPORARY EDUCATIONAL CONTROVERSY	0	0	17	43.5	14	35.0	9	22.5	40	1.8
12. DEVELOPING A PHILOSOPHY OF EDUCATION	0	0	1	02.5	18	45.0	21	52.5	40	2.5
13. CHARACTER OF INSTITUTIONAL CHANGES AND TRENDS IN EDUCATION	0	0	8	20.0	23	57.5	9	22.5	40	2.0
14. CIRCUMSTANCES IN WHICH CHANGE HAS OCCURRED IN EDUCATION	0	0	11	27.5	19	47.5	10	25.0	40	2.0
15. THE REPRESENTATIVE HISTORIC PHILOSOPHIES OF EDUCATION	0	0	15	37.5	19	47.5	6	15.0	40	1.8
16. IDENTIFYING, STATING, LIMITING, AND JUSTIFYING THE SEMINAR PROBLEM	10	25.0	11	27.5	9	22.5	10	25.0	30	2.0
17. RECOGNIZING AND STATING ASSUMPTIONS AND HYPOTHESIS AND PLANNING THE PROCEDURE FOR THE SEMINAR PROBLEM	10	25.0	12	30.0	7	17.5	11	27.5	30	2.0
18. DEVELOPING THE SEMINAR PROBLEM AND WRITING IT IN ACCEPTABLE FORM	12	30.0	11	27.5	10	25.0	7	17.5	28	1.9

(CONTINUED, NEXT PAGE)

TABLE 100 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	AVE. INDEX
19. RESEARCH	5	12.5	15	37.5	10	25.0	10	25.0	35	1.9
20. INFORMATION	5	12.5	13	32.5	12	30.0	10	25.0	35	1.9
21. LIBRARY READING AND NOTE-TAKING	3	07.5	8	20.0	21	52.5	8	20.0	37	2.0
22. OF HYPOTHESIS	4	10.0	16	40.0	13	32.5	7	17.5	36	1.7
23. OF DATA	4	10.0	12	30.0	13	32.5	11	27.5	36	2.0
24. EDUCATIONAL RESEARCH	4	10.0	15	37.5	13	32.5	8	20.0	36	1.8
25. AND GENERALIZATIONS	3	07.5	11	27.5	18	45.0	8	20.0	37	1.9
26. REPORT	5	12.5	17	42.5	9	22.5	9	22.5	35	1.8
27. THE FREQUENCY DISTRIBUTION	4	10.0	23	57.5	11	27.5	2	05.0	36	1.4
28. PROBABILITY CURVE AND ITS APPLICATION	3	07.5	23	57.5	13	32.5	1	02.5	37	1.4
29. SAMPLING AND RELIABILITY	3	07.5	17	42.5	16	40.0	4	10.0	37	1.6
30. PARTIAL, AND MULTIPLE)	4	10.0	27	67.5	8	20.0	1	02.5	36	1.3
31. EVALUATION AND TESTING	2	05.0	8	20.0	27	67.5	3	07.5	38	1.9
32. IMPORTANT TESTS AND METHODS	5	12.5	8	20.0	26	65.0	1	02.5	35	1.8
33. METHODS CRITICALLY	5	12.5	12	30.0	22	55.0	1	07.5	35	1.7
34. TION ON EVALUATION	3	07.5	11	27.5	20	50.0	6	15.0	37	1.9
35. TEACHER-MADE EXAMINATIONS	3	07.5	14	35.0	21	52.5	2	05.0	37	1.7
36. EDUCATIONAL PROGRAM	2	05.0	2	05.0	21	52.5	15	37.5	38	2.5
37. NITE PROBLEMS IN CURRICULUM	15	37.5	5	12.5	11	27.5	9	22.5	25	2.2
38. SECONDARY EDUCATION IN AMERICA	2	05.0	8	20.0	22	55.0	8	20.0	38	2.0
39. CURRICULUM	1	02.5	6	15.0	14	35.0	19	47.5	39	2.3

(CONTINUED, NEXT PAGE)

TABLE 100 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
40. HOW THE CURRICULUM OF THE SECONDARY SCHOOL SHOULD BE DEVELOPED	1	02.5	6	15.0	13	32.5	20	50.0	39	2.4
41. THE ELEMENTARY SCHOOL CURRICULUM	4	10.0	7	17.5	20	50.0	9	22.5	36	2.1
42. PLANNING THE CURRICULUM; ITS MAKEUP AND CONTENT	1	02.5	5	12.5	16	40.0	18	45.0	39	2.3
43. CONCEPTS OF THE NATURE AND SCOPE OF THE READING PROCESS	11	27.5	8	20.0	16	40.0	5	12.5	39	1.9
44. ORGANIZING A READING PROGRAM BASED ON CHILD DEVELOPMENT	13	32.5	8	20.0	13	32.5	6	15.0	27	1.9
45. PLACE AND FUNCTION OF THE SCHOOL IN THE LANGUAGE PROGRAM	16	40.0	8	20.0	14	35.0	2	05.0	24	1.7
46. FUNCTION OF LANGUAGE IN SOCIAL LIVING	13	32.5	12	30.0	10	25.0	5	12.5	27	1.7
47. APPROACH TO LANGUAGE ARTS	16	40.0	13	32.5	8	20.0	3	07.5	24	1.6
48. CONTRIBUTION OF THE ENGLISH TEACHER TO THE TOTAL SCHOOL PROGRAM	14	35.0	8	20.0	16	40.0	2	05.0	26	1.8
49. CONTRIBUTION OF RESEARCH TO THE TEACHING OF THE LANGUAGE ARTS	16	40.0	14	35.0	8	20.0	2	05.0	24	1.5
50. PLACE OF SOCIAL STUDIES IN A MODERN PROGRAM OF EDUCATION	7	17.5	4	10.0	23	57.5	6	15.0	33	2.1
51. CHANGES IN THE SOCIAL STUDIES CURRICULUM	10	25.0	4	10.0	20	50.0	6	15.0	30	2.1
52. USING MATERIALS, EQUIPMENT, AND RESOURCES IN TEACHING SOCIAL STUDIES	9	22.5	4	10.0	17	42.5	10	25.0	31	2.2
53. SELECTION, UTILIZATION, AND EVALUATION OF AUDIO-VISUAL MATERIALS AND DIFFERENT TYPES OF EQUIPMENT IN THE CURRICULUM	3	07.5	2	05.0	10	25.0	25	62.5	37	2.6
54. AIMS AND PURPOSES OF GEOGRAPHY STUDY AND ITS PLACE AND FUNCTION IN THE CURRICULUM	19	47.5	10	25.0	10	25.0	1	02.5	21	1.5
55. RELATIONSHIP BETWEEN GEOGRAPHY AND CULTURAL AND NATURAL ITEMS	19	47.5	9	22.5	11	27.5	1	02.5	21	1.6
56. TEACHING AIDS IN GEOGRAPHY	20	50.0	6	15.0	11	27.5	3	07.5	20	1.8
57. PLACE OF PHYSICAL EDUCATION IN AMERICAN DEMOCRACY	7	17.5	5	10.5	20	50.0	8	20.0	33	2.1
58. PHYSICAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN	8	20.0	4	10.0	18	45.0	10	25.0	32	2.2
59. VALUE CONFLICTS AND THEIR INFLUENCES ON THE ELEMENTARY CURRICULUM	7	17.5	14	35.0	14	35.0	5	12.5	33	1.7

(CONTINUED, NEXT PAGE)

TABLE 100 (APPENDIX A)--CONTINUED

ASPECTS OF TRAINING PROGRAM	NEVER A PROBLEM		LITTLE OR NO HELP		AVERAGE HELP		VERY HELPFUL		RATINGS	
	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	PER CENT	No.	Ave. INDEX
USE OF STATISTICAL TOOLS 60. DEALING WITH INDIVIDUAL DIFFERENCES	7	17.5	19	47.5	10	25.0	4	10.0	33	1.5
THE EXPERIMENTAL STUDIES IN THE LITERATURE OF INDIVIDUAL 61. DIFFERENCES	9	22.5	15	37.5	13	32.5	3	07.5	31	1.6
62. MODERN THEORIES OF LEARNING	6	15.0	3	07.5	19	47.5	12	30.0	34	2.3
EVALUATION OF THEORIES OF LEARNING AND THEIR RELATION- 63. SHIP TO SCHOOL SITUATIONS	6	15.0	2	05.0	24	60.0	8	20.0	34	2.2
TOTAL	384	15.2	611	24.2	1012	40.1	513	20.4	2136	2.0

APPENDIX B

Stillwater, Oklahoma

May 15, 1953

School Superintendents and Principals  
State of Oklahoma

Gentlemen:

An interview questionnaire is being prepared to secure information concerning the problems encountered by superintendents and principals of Oklahoma schools. The questionnaire also proposes to ascertain how helpful graduate training at Oklahoma A. & M. College has been in resolving those problems.

Since you have done considerable work in the Graduate School at Oklahoma A. & M. College, you have been selected to assist in securing the desired information. I sincerely hope that you will find time to assist in this study which should be of interest to all school administrators of Oklahoma.

Will you please indicate whether or not you will be willing to cooperate in this study and if so, when I will be able to see you? If you plan to be on the campus at Stillwater during the summer, I would prefer to see you at that time, and if not will you please suggest an appropriate date for me to call on you?

Very cordially yours,

(s) Melvin Self  
(t) Melvin Self

**OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE  
STILLWATER, OKLAHOMA**

**To Respondent:**

Due to the increasing complexity of school administration in recent years, the demands on administrator preparation have greatly increased. At the same time, much criticism has been directed at school administrators and training institutions throughout the United States.

Institutions charged with the training of school administrators must understand the problems which they face and the degree to which the training provided serves the needs of the administrators at work in order that administrators, or prospective administrators, may be prepared to function effectively as school-community leaders.

The purposes of this questionnaire are twofold: (1) to identify the problems with which school administrators are confronted, and (2) to ascertain, based upon the experienced judgment of the respondents, the degree to which their training at Oklahoma A. & M. College (Graduate School) helped them to resolve these problems.

Part I of the questionnaire consists of sixty-four problems as identified by current literature. From this list of problems, the respondent is asked to identify the problems which he has encountered in his situation and to indicate the degree of helpfulness received from his training at Oklahoma A. & M. College (Graduate School) in resolving these problems.

Part II of the questionnaire consists of aspects of training program the respondents have experienced at Oklahoma A. & M. College (Graduate School). From this list of aspects of the training program, the respondent is asked to identify aspects in which he has received training and to indicate the degree of helpfulness realized from this particular aspect of training in resolving his administrative problems.

Part III of the questionnaire consists of three phases of training of school administrators—pre-service; in-service; extra-services. The respondent is asked to indicate the degree of helpfulness he has realized from each phase of training.

This study is being carried on under the auspices of Oklahoma A. & M. College, Department of School Administration, School of Education, Graduate School, Stillwater, Oklahoma. Your co-operation in answering the questionnaire will be appreciated and contribute materially to the purposes of this study.

While the identity of persons filling out this questionnaire need not be revealed, information concerning the position held will be needed for proper analysis.

Number of teachers under your supervision ..... Number of students under your supervision ..... Nature of your position (Prn. or Supt.) .....  
Number of years experience as an administrator ..... Number of years in your present position .....

**Directions will be presented to the respondent prior to answering the questionnaire.**

**PART I**

**INSTRUCTIONS**

If you have not experienced the problem, check (N) under "N"

If you have been confronted with the problem, check (✓) in the appropriate column at the right your judgment of the degree of helpfulness received from your training at Oklahoma A. & M. College (Graduate School) in resolving the problem.

N—You have not experienced this problem

- 1.—Little or no help
- 2.—Some or average help
- 3.—Much or very helpful

**BUSINESS AND FINANCIAL MANAGEMENT**

	N	1	2	3
1. Preparing, submitting and managing the budget				
2. Accounting, recording, auditing and reporting of funds				
3. Recommending levies and tax assessments				
4. Planning bond issues and selling bonds				
5. Securing local, state and national funds for education				
6. Preparing payrolls and paying bills				
7. Administering activity funds				
8. Contracting and issuing work permits				
9. Determining school building needs and preparing plans				
10. Administering school plant in relation to instructional program				
11. Administering lunchrooms, transportation and health services				
12. Requisitioning, purchasing and managing materials				
13. Operating school through proper legal channels				
14. Building effective internal and external organizations				
15. Directing proper office management				
Others				

**PUPIL RELATIONS**

	N	1	2	3
16. Establishing rapport between pupils and staff				
17. Identifying pupil interests and needs				
18. Providing curricular offerings serving pupil interests and needs				
19. Supervising student clubs and class organizations				
20. Directing the publishing of school paper and annual				
21. Dealing with pupil problems—attendance, dropouts, discipline				
22. Conducting individual and group guidance and counseling				
23. Providing for student participation in school government				
24. Reporting, promoting and graduating				
25. Administering interscholastics				
Others				

**PERSONNEL ADMINISTRATION**

26. Recruiting, interviewing, recommending and employing teaching, supervisory and administrative personnel				
27. Recommending for other jobs or promotions				
28. Establishing rapport with personnel				
29. Providing leadership for in-service training and professional growth				
30. Providing for teacher tenure, retirement and welfare				
31. Providing for democratic participation for problem solving				
32. Delegating authority				
33. Holding individual or group conferences and faculty meetings				
34. Supervising instructional program				
35. Evaluating teaching efficiency				
36. Recommending or making transfers or dismissals				
37. Interviewing, recommending and employing non-teaching personnel				
38. Supervising non-teaching personnel				
39. Providing for professional growth and professional ethics for self				
40. Providing leadership for the growth and development of school board members.				
Others				

**SCHOOL-PUBLIC RELATIONS**

41. Developing public understanding of school problems and needs				
42. Developing good working relations with local organizations, civic clubs, and religious groups				
43. Establishing good working relations with PTA				
44. Developing sound teacher-pupil, teacher-teacher, and teacher-community relationship				
45. Understanding of, and concern for, community problems and needs				
46. Delivering speeches and writing articles for publication				
47. Guiding board of education in policy making				
48. Preparing and publishing annual statement				
49. Interviewing patrons and local representatives of organizations and government				
50. Reporting to public				



	N	1	2	3
51. Providing leadership in curriculum study and revision with public co-operation and understanding				
52. Securing and introducing speakers				
Others				
<b>IMPROVING INSTRUCTION</b>				
53. Identifying instructional needs				
54. Providing leadership in analyzing and improving curriculum				
55. Clarifying the ends and means of education in American Society				
56. Developing in the school a philosophy of education consistent with democratic ideals				
57. Identifying and developing clearly defined aims and purposes of education				
58. Providing opportunities for experimentation in new methods of teaching				
59. Keeping staff informed of educational advancement through research				
60. Identifying subject matter areas of curriculum				
61. Developing and improving methods of evaluating pupil progress				
62. Developing sound concepts, methods and interpretations of testing				
63. Selecting and securing the best materials and aids for instruction				
64. Evaluating school progress				
Others				

## PART II

### Instructions

Part II of the questionnaire is devoted to securing, based upon the experienced judgment of school administrators, the degree to which each aspect of the training program of Oklahoma A. & M. College has been helpful in preparing the school administrator to resolve the problems of school administration.

Check (✓) in the appropriate column at the right the degree to which each aspect of the training program (Graduate School) at Oklahoma A. & M. College, which you have experienced in your training, has been helpful to you in resolving your administrative problems.

The degree of helpfulness may be judged according to the following scale:

N—This aspect was not included in your training.

1.—Little or no help.

2.—Some or average help.

3.—Much or very helpful.

	N	1	2	3
1. Purposes of Secondary Education in American Democracy				
2. Organization and administration of instructional activities and routine duties				
3. Organization and administration of communities duties and relationships				
4. Guidance as an integral part of education				
5. Studying and counseling the individual				
6. The psychological and philosophical bases for guidance				
7. Group guidance				
8. Democratic leadership				
9. The kind of administrator needed for developing a program of education essential in today's world				
10. Group dynamics				
11. Aims and purposes of education in the elementary school				
12. Building school-community relationships				
13. Policies of admission, promotion and graduation in elementary schools				
14. Grouping pupils for optimum growth and development				
15. Pupil personnel and adjustment services				
16. Special services, health, library, lunchroom				
17. Nature, scope, aims, and function of supervision				
18. Supervision through skill in group processes, human relations, leadership, curriculum development and evaluation				
19. The needs and functional purpose of the school-community survey				
20. Kinds and types of data contained in a survey and ways of securing them.				
21. Sources of data for the survey				
22. Analyzing, interpreting and utilizing the results of survey data				
23. Responsibility for participation in the school-community survey				
24. Meaning of school-public relations—Public understanding vs. publicity				
25. Establishing priority in school-public relations				
26. Identification of school items which have high public appeal and contribute to school-public understanding of achievement and needs				
27. Relationship between school program (curriculum) and school-public relations program				
28. Ways and means of discovery of public interest and involving laymen in co-operative work				
29. Bases for public thinking and understanding of the school				
30. The effects of telling, selling, advertising and pressuring in schools				

	N	1	2	3
31. Teacher-pupil, teacher-teacher, and teacher-layman relationship and effect on public understanding				
32. The recruitment, preparation, and certification of teachers				
33. Teacher tenure, retirement, health, leaves of absence, and welfare				
34. Morale of teaching staff				
35. Salary schedules of teaching and non-teaching personnel				
36. Professional teacher organizations; professional ethics				
37. Participation of employees in policy formulation				
38. In-service growth and development of staff				
39. Administration in relation to vocational education				
40. Basic principles of administration and their meaning				
41. State, local and Federal administration				
42. Administration in relation to the instructional program				
43. Administration and evaluation of teaching and learning				
44. The legal basis of education				
45. Legal status and liability of local school boards				
46. Creation and alteration of school districts				
47. School support and finance plans				
48. Rights and liabilities of administrators, teachers and other employees				
49. Historic development and trends in public school spending in Oklahoma and the United States				
50. Organization for business management of plant and office				
51. Teacher and pupil records				
52. School plant administration as related to the instructional program				
53. Problems in school plant management				
54. Evaluation of school plant and the new building program				
55. School bus transportation service and problems				
56. Clarification of the ends and means of education in American society				
57. The nature of basic issues in contemporary educational controversy				
58. Developing a philosophy of education				
59. Character of institutional changes and trends in education				
60. Circumstances in which change has occurred in education				
61. The representative historic philosophies of education				
62. Identifying, stating, limiting, and justifying the seminar problem				
63. Recognizing and stating assumptions and hypothesis and planning the procedure for the seminar problem				
64. Developing the seminar problem and writing it in acceptable form				
65. Selection of a problem in research				
66. The survey of related information				
67. Library reading and note-taking				
68. The formulation and testing of hypothesis				
69. Analysis and interpretation of data				
70. Identification and classification of methods employed in educational research				
71. Formulation of conclusions and generalizations				
72. Preparation of the research report				

	N	1	2	3
73. The frequency distribution				
74. Measures of central tendency, variability and the normal probability curve and its application				
75. Sampling and reliability				
76. Correlation methods (linear, curvilinear or non-linear, partial and multiple)				
77. Basic concepts of educational evaluation and testing				
78. Important tests and methods				
79. Skill in evaluating tests and methods critically				
80. Dependable sources of information on evaluation				
81. Teacher-made examinations				
82. Counseling from tests				
83. Appraising the general educational program				
84. Appraisal of the individual teacher's competency				
85. Appraising the status of, or changes in, human behavior				
86. The factors influencing human growth, development, motivation, learning, behavior, and personality				
87. Helping individuals to develop well integrated personalities				
88. Workshops for superintendents and principals who have definite problems in curriculum				
89. The social effectiveness of secondary education in America				
90. The secondary school curriculum				
91. How the curriculum of the secondary school should be developed				
92. The elementary school curriculum				
93. Planning the curriculum; its makeup and content				
94. Who should be involved in developing the curriculum and by what process				
95. Concepts of the nature and scope of the reading process				
96. Organizing a reading program based on child development				
97. Place and function of the school on the language program				
98. Function of language in social living				
99. The effect of the needs of students on the language arts program				
100. Approach to language arts				
101. Contribution of the English teacher to the total school program				
102. Contribution of research to the teaching of the language arts				
103. Place of social studies in a modern program of education				
104. Changes in the social studies curriculum				
105. Using materials, equipment, and resources in teaching social studies				
106. Selection, utilization, and evaluation of audio-visual materials and different types of equipment in the curriculum				
107. Organization and administration of an audio visual program				
108. Aims and purposes of geography study and its place and function in the curriculum				
109. Relationship between geography and cultural and natural items				
110. Teaching aids in geography				
111. Place of physical education in American democracy				
112. Physical education for elementary and secondary school children				
113. Intramural, extramural and interscholastic programs				

	N	1	2	3
114. Financing the physical education program				
115. Value conflicts and their influences on the elementary curriculum				
116. Problems of educational leadership in elementary school				
117. Individual and group differences in terms of intelligence, special aptitudes, interests and achievements				
118. Differences within the individual in terms of traits and abilities				
119. Use of statistical tools dealing with individual differences				
120. The experimental studies in the literature of individual differences				
121. Modern theories of learning				
122. Evaluation of theories of learning and their relationship to school situations				

In the space below list areas or aspects of training which should be added to the training program for preparing school administrators to resolve the problems faced by school administrators:

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### PART III

Using the same scale as above for judging, check in the appropriate column at the right the degree of helpfulness you have realized from each phase of training at Oklahoma A. & M. College:

	N	1	2	3
1. Pre-service training—Training received in school administration prior to working as a school administrator				
2. In-service—Training received in school administration after working as a school administrator				
3. Extra-services—Services of assistance to administrators as consultant service, workshops, speakers, audio visual materials, etc.				

## VITA

Melvin Self  
candidate for the degree of  
Doctor of Education

**Thesis:** A STUDY OF THE HELPFULNESS OF THE GRADUATE PROGRAM OF OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE BASED ON THE JUDGMENTS OF SCHOOL ADMINISTRATORS

**Major:** Administration

**Minor:** Secondary Education

**Biographical and Other Items:**

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**Undergraduate Study:** Central State College, Edmond, Oklahoma, 1935-1938; Completed the Bachelor of Science degree in 1938.

**Graduate Study:** Phillips University, Enid, Oklahoma, 1940-1944; Completed the Master of Arts degree in Education in 1944; Attended Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1950-1954.

**Experience:** Taught in the public schools of Oklahoma from 1938 through 1940; Superintendent of Schools in Oklahoma from 1940 through 1944; Communications Officer, United States Naval Reserve, 1944 through 1946; Superintendent of Schools from 1946 through 1953.

**Member:** Oklahoma Education Association, National Education Association, Phi Delta Kappa.

**Date of Final Examination:** February, 1954.

**Thesis Title:** A Study of the Helpfulness of the Graduate Program  
of Oklahoma Agricultural and Mechanical College  
Based on the Judgments of School Administrators

**Author:** Melvin Self

**Thesis Adviser:** Dr. Morris S. Wallace

The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

**Typist:** Raymond Denny