

A STATUS STUDY OF THE IN-SERVICE EDUCATIONAL ACTIVITIES
EXPERIENCED BY THE SECONDARY-SCHOOL
PRINCIPALS OF OKLAHOMA

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Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1953

A STATE STUDY OF THE TEACHER EDUCATIONAL ACTIVITIES

PERFORMED BY THE RESEARCH DEPARTMENT

OF THE UNIVERSITY OF OKLAHOMA

Thesis
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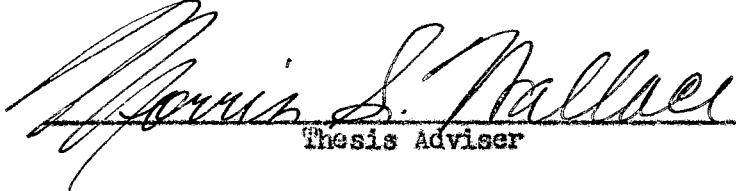
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ACKNOWLEDGMENTS

The author wishes to express his grateful appreciation for the valuable assistance rendered by the many persons cooperating in this study. He is particularly indebted to the secondary-school principals of Oklahoma. Sincere gratitude is also extended to members of the Advisory Committee — Professors Morris Wallace, H. E. Sorenson, Ida T. Smith, Eli C. Foster, and J. R. Richardson.

H. M. A.

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CHAPTER I
INTRODUCTION

In recent years the secondary schools in the United States have grown tremendously in population and in the diversity of the students enrolled. This growth in the size and complexity of secondary-education has placed increased responsibilities upon the secondary-school principals. The growing pains which have been suffered by the public schools have not been confined to the needs of greater facilities to care for "all of the children of all the people." Administrators and teachers have been challenged by the growing pains as they attempt to keep in touch with rapidly changing society and the new developments in the field of education. The rapid growth of schools has resulted in the evolution of administrators from that of acting as head teachers and record clerks, to positions which call for competence in professional leadership. The principal is obligated to grow in professional competence as his position is accorded more responsibility and his functions become more multiple in nature. The secondary-school principal is not only responsible for his own professional growth but also, as the educational leader of his school, he has a responsibility for the professional growth of his staff.

The growth in size and the complexity of the secondary-school has been accompanied by many modern developments in educational theory and practice. In order that leadership may function on a professional level, administrators must become better informed and alert for the factors which influence secondary-school education.

Eikenberry¹ writes that in order for the principal to meet this challenge effectively,

"the principal must be alert to the pulse of his school, education as a whole, the community and society in general. Since much of the professional growth of the principal must take place in-service, it is recognized that experience is not always a reliable gauge of professional growth, the principal must be alert to its possibilities. He must maintain a critical attitude toward himself and his job, which will enable him to increase in professional stature. Another responsibility of the principal is that he must be sensitive to new developments in educational practices. His professional growth must include an increasing knowledge of boys and girls as research provides new understandings of them. Familiarity with new methods, techniques, and practices of secondary education form a part of his professional in-service growth when these become contributing influences to the improvement of the school."

It is not only important that the principal become better informed about new methods, techniques, and practices but also it is important that he aid the teachers in translating this information into action at the classroom level.

The responsibility for the administration of the school is generally delegated to the principal. Upon assumption of the responsibility of becoming the educational leader of a school, and the community, the principal is faced with a multitude of duties.

Moehlman² describes the principal's duties as:

1. Placing in operation the course of study, instructions, and standards of achievement, and supervising the formal and informal classroom activities to assure achievement of these standards.
2. Executing the adopted policies, through approved means, as directed by the superintendent, that provide physical and educational advantages under which child and teacher may work to best advantage.

¹D. H. Eikenberry, "Training and Experience Standards for Principals of Secondary Schools," Bulletin of the National Association of Secondary-School Principals, 35 (Nov., 1951), 46.

²Arthur B. Moehlman, School Administration, (New York, 1941), 557.

3. Appraising and reporting educational, social, and physical conditions within the school, preparing reports and conducting research, and making suggestions for the improvement of conditions.
4. Furnishing professional leadership to administrative, teaching, and operating agents, collecting data, and conducting research.
5. Maintaining contacts between the community, home, and school in the interest of more efficient institutional operation.
6. Progressing continually in personal efficiency.
7. Conducting himself with professional spirit.

These seven categories describe in general the duties and responsibilities of the secondary-school principal. Other writers have been more specific in enumerating the duties. For example, Ayers³ presented a list of one thousand duties performed by the secondary principal, and Romine⁴ classified the principal's duties into thirty-five areas. An examination of the list of duties reveals a multiplicity of problems resulting from the growth of the position and the complexity of our social and economic life.

These duties indicate the growth in the position of the principalship. The various types of duties show that the principal has a three-fold role to play as administrator, supervisor, and educational leader. By these statements it is not to be inferred that all principalships have gained professional stature. They do indicate that the profession is growing in stature and will continue to grow as long as individual principals recognize the need for professional growth and do something about it. The position of the principal will be what individuals make it.

³Fred C. Ayer, "Duties of School Administrators," The American School Board Journal, (February, 1929), A series of eleven articles.

⁴Stephen Romine, "The High School Principal Rates His Duties," The Bulletin of the National Association of Secondary-School Principals, 34 (May, 1950), 13.

The future of professional leadership will depend largely upon the quality of the in-service growth of the principals themselves.

The efficacy of the principal in dealing with these duties may be determined largely by the preparation for the position. While many principals receive adequate professional preparation for the position previous to their accepting the principalship, many others must learn 'on the job.' Briggs⁵ writes that many principals are selected because of reasons other than professional preparation and learn on the job... "usually at the expense of the pupils in the school who fail, during the apprenticeship, to get what they are entitled to in the only opportunity that they will ever have."

Irrespective of how or when the principal gets his professional preparation for the position, he is the leader of his school once he is selected. He and his staff are in charge of the school for better or for worse. It is accepted as a truism that the school will not advance beyond the leadership demonstrated on the job. Payne⁶ expressed this opinion when he wrote:

The success of a school program depends more upon the principal than upon any other person in the whole school organization. His is the responsibility for the in-service training and development of teachers, for the induction of new teachers into service, and for their adjustment to the whole school life; and he is wholly responsible for the spirit and character of the school itself.

The school, in fact epitomizes the principal with his enthusiasm, his vision, and his equipment for the job.

⁵T. H. Briggs, "A Self-Rating Scale for School Principals," The Bulletin of the National Association of Secondary-School Principals, 27 (December, 1943), 49.

⁶Paul W. Jacobson and William C. Reavis, Duties of School Principals, (New York, 1941), Introduction by E. George Payne.

Educational research reveals that most principals enter upon their first principalships with very little or no professional education for their responsibilities and gain their education by attendance at summer sessions in institutions of higher learning, and on the job education.⁷

Conscientious principals feel the burden of the many responsibilities and the duties of their positions. This has caused them to realize they must keep abreast of the times in all developments that affect the efficiency of the school. It has caused them to realize they alone are responsible for their own professional growth. This concept of the principalship connotes the belief that principals must grow professionally. This idea is contrary to the attitude possessed by many, specifically those who believe in terms of making others grow professionally. Miel⁸ condemns this attitude by suggesting:

It sometimes does not occur to them that they (administrators and supervisors), too, must keep on growing. Even though they may be most capable individuals, the nature of the educational tasks in these days is such that competence is maintained on a high level only if one is ever learning, changing, and growing as circumstances alter.

Hubbard⁹ supports this concept of professional growth with:

To grow is to live. When we administrators stop growing we die, or at best merely hibernate. This principle we administrators readily accept. Or perhaps it would be more exact to say we accept it as applied to children and to classroom teachers. We often fail to accept it ourselves because as Robert Burnes wrote, it is always more difficult to see ourselves than to analyze the other fellow. Principals, like everyone else, must fight for the opportunity to grow and, thru constant struggles, must control the direction of their growth.

⁷Walter S. Monroe, Encyclopedia of Educational Research, Rev. Ed. (New York, 1950), 1191.

⁸Alice Miel, Changing the Curriculum, (New York, 1946), 154.

⁹Frank W. Hubbard, "In-Service Growth of School Personnel," The National Elementary Principal, 21 (July, 1942), 242.

¹⁰
Piek states that work on the job supplies the actual development of professional muscle and fiber when he states:

In my experience, most progress did occur, not during the four years of pre-service college preparation for teaching, nor yet in summer school work, but during the subsequent periods of day-by-day, year-by-year effort to translate new ideas into action. I have often naively taught that we grow as we work; that we learn good teaching by trying good teaching; that what we would know best we must first experience well or significantly.

The fact that adequate pre-service education is not always available for principals and much of the training is gained through experience suggests the need for studies of the nature of in-service education, the values placed upon experience, and the best procedures for carrying on a program for in-service education.

The Problem. The problem was to determine the status of in-service educational activities of public secondary-school principals in Oklahoma.

The Purpose of the Study. The three fold purpose of this study was: (1) to identify the types of in-service activities which have been experienced, (2) to ascertain the frequency with which these activities have been experienced, and (3) to secure the judgments of principals as to how helpful these experiences have been to them.

The study proposed to accomplish the following secondary purposes:

1. To discover which of the areas of resources for in-service education were used most frequently.

¹⁰W. E. Piek, "Significant Areas of In-Service Professional Growth," Keynote address delivered June 29, 1951, New Hampshire Conference, Durham, New Hampshire.

2. To determine which of the areas of resources for in-service education were judged to be most helpful to the principals.
3. To discover whether the size of the school in which the principal was working had any effect upon the type of in-service experience in which the principal engaged and upon the degree of helpfulness to the principal.
4. To determine if secondary-school principals of schools which had membership in the North Central Association of Colleges and Secondary Schools experienced similar in-service activities to those of non-member schools and if judgments of helpfulness of each activity are similar for the member schools and non-member schools.
5. To ascertain what in-service activities were most used and which were most helpful to principals who were members of the Secondary-School Principals' Association.

Basic Assumptions Underlying This Study

This study assumes that a program of in-service education for secondary-school principals, designed to promote and improve an effective instructional program, should begin with the experiences and judgment of secondary-school principals relative to the helpfulness of the current in-service experiences.

Further assumptions are:

1. The improvement of in-service education of principals should lead to richer educational experiences for the child.
2. In-service education of principals must be based upon a

challenging problem which has developed in a framework of the local situation.

3. In-service growth of principals can be stimulated by planned in-service education programs.

Delimitations. This study was limited to a survey of the in-service educational activities engaged in by the public secondary-school principals of Oklahoma. The pre-service education of the secondary-school principals was not considered in this study. This problem was further limited to the in-service educational activities listed in the questionnaire with provisions made for additional listings when desired. The study makes no attempt to measure the quality of effort that the individual put into these activities when they were experienced.

It is readily admitted that the questionnaire has many weaknesses as an instrument for procuring data.

Sources of Data. The data for this study have been secured from the following sources:

1. Educational literature and research relative to educational administration and teacher education.
2. Information concerning the in-service activities of principals from the experienced judgment of a group of principals.
3. The results of a questionnaire sent to 735 secondary-school principals in the state. Four hundred seven of the questionnaires were returned. Three hundred fifty-eight of the returned questionnaires were usable.
4. Interviews with principals, superintendents, and supervisors.

Definition of Terms. For the purpose of this study it was necessary to define several terms used with different meanings in current educational literature. These definitions follow:

In-service education was considered to be professional growth while on the job. In-service education had reference to any activity which enabled the principal to grow professionally.

Activities, as used here, were considered everything a principal does that contributes to his professional growth.

Principal, as used in this study, refers to the individual who is the executive head of the school. Since the duties of the person who serves as the principal will differ greatly from community to community, the principalship was classified according to the duties of the principal. In some situations the principal acts as the head teacher who carries a full teaching assignment and carries on the administrative duties as extra assignment. In many schools the principal teaches part-time and does the administrative duties during the remainder of the time. In the larger schools the principal has been freed of his teaching duties and devotes his full time to the administrative duties. In this study a supervising principal means a principal who has more than 50 per cent of his time free from teaching duties. A teaching principal is one who devotes 50 per cent or more of his time to teaching.

The resources of the institutions of higher learning, as used in this study, refer to the institutions' facilities, services, information services, and staff personnel available for use to educational personnel.

The resources of the local school system, as used in this study, are understood to mean the efforts of the students, the teachers, and

administrators expended upon the improvement of the educational program.

Community resources are regarded as those factors in community life which express the needs and interests of people. They involve persons, agencies, community study, and community action.

Resources of professional organizations in this study refer to the growth promoting activities provided educational personnel.

State, regional, and national resources, as used here, refer to the agencies at the various levels of leadership which provide growth promoting activities through their services, information, and other forms of aid to educational personnel.

Need for the Study. A survey of educational literature dealing with in-service education reveals the need for administrators to grow in-service. In addition many organizations have expressed an interest in ascertaining the types, the extent of use, and the value of the in-service education activities experienced by secondary-school principals in the state. The Secondary-School Principals' Association of Oklahoma and the Division of Secondary Education of the State Department of Education have expressed such an interest. The importance of ascertaining the extent of use and the value of in-service educational activities has been recognized by those responsible for preparing persons for professional leadership.

Role of Professional Leadership. Professional leadership, at the various levels, has an obligation to provide resources for the improvement of educational services. Leadership cannot guarantee improvement in educational services, but it can furnish the opportunity and establish a climate that is conducive for members of the profession to become

more competent professionally. An opportunity to grow professionally should be provided wherever educational leadership exists. Leadership at the national, regional, state, county, and local levels can affect in-service education through activities which implement the purposes of in-service education.

The problem of in-service education is not new. The older concepts of supervision and leadership have caused the emphasis of in-service "training" to be teacher centered and the desire of the administration for others to grow in-service has been executed largely by compulsion. The influence of the modern concept of supervision and leadership indicates a trend toward in-service education via cooperative techniques and an emphasis on improvement in the learning situation. These trends toward the modern concept of professional leadership are discussed in the following chapter..

Organization of the Study. In Chapter I the importance of professional growth in-service has been discussed, the problem stated, the purposes of the study given, basic assumptions were made, limitations of the study set forth, sources of information listed, and terms were defined. Chapter II presents research in the field of in-service education. Chapter III describes the development of the questionnaire, and data is given relative to responses to the questionnaire. Chapter IV offers an analysis of the data concerning the frequency of use and helpfulness of the various in-service activities experienced by the responding principals. In Chapter V the data relative to the in-service activities experienced in the six areas indicated in the questionnaire were presented and analyzed. Chapter VI offers the data concerned with the in-service educational activities experienced by the principals of the different sized schools.

In Chapter VII an analysis is presented of the data in regard to the in-service educational activities experienced by principals of schools which were members of the North Central Association of Colleges and Secondary Schools. Chapter VIII offers an analysis of the data tabulated with respect to the principals who were members of the Secondary Principals' Association. Chapter IX presents the summary, conclusions, and recommendations of this study.

CHAPTER II

PREVIOUS RESEARCH IN IN-SERVICE EDUCATION

Much educational literature on the problem of in-service education has been related to the problems of the classroom teacher. Emphasis has been placed largely upon the teacher-pupil learning situation. Important shifts in emphasis have taken place in recent years. The modern concept of leadership and supervision has received considerable attention in educational periodicals. Current educational literature considers supervision to be "child-centered" instead of "teacher-centered" and regards it as operating in a democratic frame of reference. The techniques of using formal classes and compelling teachers to read or attend school seem to be declining in use. The shift in emphasis has been toward more cooperative group activities which are concerned with school problems.

Studies have been made relative to the duties, problems, training, and experience of the principal. It would seem that little research has been done which dealt specifically with the in-service education of secondary-school principals. The Encyclopedia of Educational Research suggests that a study is needed to determine the nature of in-service education the principal should have and the procedures by which this training should be acquired.

The fact that such education now is gained through experience by principals suggest the need for studies of the nature of in-service education and the best procedures for carrying it on.¹

¹W. S. Monroe (ed.), Encyclopedia of Educational Research, rev. ed. (New York, 1950), 1193.

Sifert² secured information by means of a questionnaire relative to the high school principals' training for performance of the varied functions of the principal. The questionnaire was sent to 436 principals in the East North Central States. One hundred ninety-three of the principals responded. The study indicated that principals often had neither training nor experience in some of the important functions a principal was 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. Sifert concluded little attention had been given to the need of in-service education of the high school principal.

Eikenberry³ reported that secondary-school principals seemed to believe that experience is the most valuable means of in-service experience.

A study, made by the North Central Association,⁴ of the in-service education of teachers revealed that teachers believed the most promising techniques for in-service education were those which gave teachers a large part in the planning and conducting of the faculty meetings and which encouraged co-operative attacks on problems facing the school. The study also reported that the success of in-service education in secondary schools was largely determined by the degree of democratic participation of all members of the school community.

²E. R. Sifert, "The In-Service Training of High School Principals", North Central Association Quarterly, 16 (April, 1942), 418.

³D. H. Eikenberry, "The Professional Training of High School Principals", School Review, 38 (September, 1930), 498-509.

⁴"A Study of In-Service Education". A study conducted and reported by the Sub-Committee on In-Service Training of Teachers. North Central Association of Secondary Schools and Colleges. 1944.

Hoshell⁵ received 257 usable returns from his questionnaire on the pre-principalship and in-service professional education of principals throughout the United States. He reported (1) no discernable pattern of courses was followed in the professional education of these principals, (2) relatively few principals had studied technical courses pertaining to school finance, or buildings and grounds, (3) the responses showed a need for internship, (4) a need for colleges to work with high school principals to implement the in-service education of principals was apparent.

Hoshell⁶ made a questionnaire study to determine, (1) What in-service techniques have been and are being used by high school principals, and (2) What were the principals' opinions of the relative value of these techniques to their own professional growth. He listed eighteen different techniques. He found much emphasis given to principals' activities which included professional organizations and community participation. Hoshell noted that reading and study of professional literature ranked high on the frequency list, while participation in curriculum committees and participation in workshops were far down the frequency list.

Eckhardt⁷ made a study to discover, analyze, and evaluate the work of high-school principals as related to curriculum development and reorganization. He reported that: (1) principals neglected to utilize pupil and lay resources in curriculum reorganization, (2) principals gave little

⁵C. E. Hoshell, "The Opinions of High School Principals With Respect to Their Pre-Principalship and In-Service Professional Education". Doctor's Dissertation. Boulder: University of Colorado, 1947, 260.

⁶C. Earle Hoshell, "The In-Service Education of Principals", Clearing House, 25 (January, 1951), 271.

⁷John W. Eckhardt, "The High School Principalship in Its Relation to the Curriculum Development". Bulletin of the National Association of Secondary-School Principals, 32 (April, 1948), 101.

attention to the matter of evaluation of curriculum development programs, (3) most principals did not engage the services of a curriculum specialist when such were available, (4) most principals belonged to professional organizations, and (5) slightly more than half of the principals reported they felt sufficiently qualified to provide curriculum leadership for their staff. The recommendations of the study included: (1) the high school principals must be familiar with the best practices for setting up a curriculum development program, (2) the high school principal must seek expert advice on curriculum problems.

Farmer⁸ made a status study of the high school principal based upon 561 returns to a questionnaire sent to 715 principals by the United States Office of Education. He found evidence which indicated strongly that the public high school principalship was gaining a professional status. Efforts of accrediting associations to increase the requirements for principalships have been responsible for much of the growth in the stature of the position. Another factor in the professional development of the principalship was the number of principals who have continued their college work. The study showed that principals were active, as far as membership was concerned, in the local, regional, state, and national organizations. Farmer pointed out that the local educational unit offers the first opportunity for professional leadership. He felt that too many educational meetings were "listening" meetings instead of the sharing and contributing of experiences. Few of the principals made contributions through magazine articles. The number of principals who read professional literature was

⁸Floyd M. Farmer, "The Public High School Principalship", Bulletin of the National Association of Secondary-School Principals, 32 (April, 1948), 154.

deplorably small. The author expressed the belief that the challenge which faced the high school principal was in the area of professional growth. He felt that the means of growth were well known; the motivation for growth appeared lacking. Farmer suggested more educational meetings based on the workshop plan.

A committee⁹ of the Association for Supervision and Curriculum Development, a department of the National Education Association, made a study concerning the problem of supervision. Evidence was gathered by means of a questionnaire sent to two hundred sixty communities. The questionnaires were sent to supervisors, directors of curriculum, teachers, superintendents, and supervising principals. The questionnaire respondents expressed a belief that a major handicap to supervision was that of finding trained personnel. A considerable proportion of the respondents felt that a serious problem in supervision was the failure of leaders to translate the educational philosophies to which they subscribed into practice. In-service education for all branches of educational personnel was placed second on the list of areas needing improvement. City and county superintendents to whom the questionnaires were sent made a plea for principals who were trained supervisors. The committee pointed out "that in instances in which state leaders are alert, the ideas conceived permeate counties and cities. Educational experimentations in local areas in its turn contributes to the state program".

Little¹⁰, in a study of the in-service activities of the Public School

⁹Lelia Ann Taggart and Mary C. Evans, "Analyzing Our Problems", Leadership Through Supervision, Association for Supervision and Curriculum Development, N.E.A., 1946.

¹⁰Evert T. Little, "In-Service Activities Experienced by Public School Superintendents in Oklahoma". Unpublished Doctoral Dissertation, Oklahoma A. and M. College, 1951.

Superintendents of Oklahoma, reported that the activity engaged in by the largest number of respondents was attendance at local or county schoolmasters' meetings. The study revealed that self-improvement activities ranked very high in the frequency of use. Nearly all the in-service activities were judged to be helpful to those who had experienced them. Institutional education activities enjoyed higher rating from the standpoint of helpfulness than they did in the frequency with which they were used. Responding superintendents from smaller schools reported having experienced fewer in-service educational activities than the superintendents from larger schools.

In reviewing the research concerning the in-service education of secondary-school principals the consensus would seem to indicate the secondary-school principal has gained in professional status and had received greater recognition than ever before. The secondary-school principal has been given many varied and increased responsibilities. The studies indicate the principal must grow professionally in order that he may meet these obligations and responsibilities intelligently. He must keep pace with the newer educational developments and social trends. The studies reveal principals believe that experience is a most valuable means of in-service education. Principals who have responded to questionnaires have indicated that pre-service preparation was not fully adequate and little attention has been given to the need of in-service education of the high school principal.

The survey of related information has served to locate comparative data useful in the interpretation of results and suggests methods of research appropriate to the solution of the problem. The methods used in this study are described in the following chapter.

CHAPTER III

METHODS USED IN THIS STUDY

The review of previous research in the field of in-service education revealed a few similar studies which had been made in previous years. The review of these studies suggested methods of research appropriate to the solution of this problem.

The data for this study were procured by means of a questionnaire sent to the secondary-school principals in Oklahoma. The questionnaire was constructed from the information derived from current educational literature and from interviews with principals and supervisors. Since the primary purpose of this study was to identify the types of in-service educational activities experienced by the secondary-school principals, a search was instigated for the possible types of activities which would implement the purposes of in-service education for principals. The immediate query at this point was to discover what educational activities, devices, means, or techniques had been advocated as being effective for in-service educational growth.

The second important step was the classification of activities or the forming of appropriate categories for the questionnaire. A questionnaire was constructed with these categories used to identify the major areas of the questionnaire.

The third step was to construct a check list for the questionnaire. The instrument was constructed to secure responses which indicated whether or not the respondents had engaged in the activities and a second scale was included to determine how often the individual respondent experienced the activity. A third scale had reference to four different degrees

of helpfulness for which such activity was to be rated.

A survey was made of recent educational literature to determine the in-service educational activities suggested in the writings of the nation's leading educators. Many activities were suggested and the writers were generally in agreement as to the value placed on the activities as possible means for promoting the in-service professional growth of educational personnel.

Baer¹ suggests the following types of activities as desirable for professional growth:

1. Workshops, (a) pre-school, (b) post-school, (c) continuing, and (d) others
2. Extension and correspondence courses
3. Summer school attendance
4. Committees to study specific problems
5. Professional reading or study
6. Observation of successful teachers, school systems, etc.
7. Professional meetings, (a) local groups, (b) national, state and district
8. Travel
9. Participation in programs of professional groups, (a) as leader, (b) on the program, (c) on the committee
10. Leaves of absence (a) Sabbatical, (b) others
11. Demonstration teaching
12. Forums
13. Conferences, providing for individual and group discussions
14. Independent research
15. Participation in community activities
16. Pursuance of hobbies related to instruction

Beasley² reports activities as being helpful in promoting the professional growth of educational personnel as follows: academic work, professional writing and research, planned travel, committee, community, professional organization work, work experience, individual projects,

¹H. K. Baer, "Providing Time, Money, and Resources", The Teaching Profession Grows in Service, The National Commission on Teacher Education; N. E. A., 1949, p. 24.

²H. C. Beasley, "Evaluating In-Service Programs", The Teaching Profession Grows in Service, The National Commission on Teacher Education; N. E. A., 1949, p. 44.

exchange teachers, intervisitation, and Sabbatical leaves.

McCafferty³ explains that any program designed to bring about a better understanding of children must be a long term project and should include the following necessary types of activities: study groups, workshops, summer sessions, excursions, faculty meetings, organized study groups, meetings of teachers and parents, supervisory procedures, home visitations, participation in community activities, and cooperation with community agencies.

Lins⁴ describes teacher's institutes, reading circles, correspondence instruction and extension classes, summer schools, supervision, Sabbatical leaves, and workshops as major activities for inducing professional growth.

Hadsall⁵ in a study of extension activities of teacher training institutions lists the following activities for promoting the professional growth of educational personnel:

1. Publications
2. Correspondence courses
3. Clubs
4. Personal visits
5. Teacher institutes
6. Visual aids
7. Radio programs

Prall and Cushman⁶ present many cooperative activities as study groups, workshops, curriculum development projects, personnel practices,

³Ruth McCafferty, "Understanding Children", The Teaching Profession Grows In-Service, 55.

⁴L. J. Lins, "Origin of Teacher Improvement Service in the United States", Journal of Educational Research, 38 (May, 1945), 697-707.

⁵L. F. Hadsall, "The Extension Activities of Certain Publicly Supported Activities in Assisting Teachers in Service in Elementary Science or Nature Study," Science Education, 20 (February, 1936), 7-11.

⁶Prall and Cushman, Teacher Education In-Service, American Council on Education, (Washington, D. C., 1944), 503.

committee services, and similar activities.

Weber⁷ concluded from his study that shared experiences such as policy shaping, conducting faculty meetings and cooperative problem solving were superior activities for in-service education.

Jackson⁸ believes that the following activities may be used as in-service education devices:

1. Committee chairman
2. Committee member
3. District teachers meetings
4. Inter-school visitation
5. Inspection by state official
6. Observation and conference
7. Professional talks
8. Professional reading
9. Public appearances
10. Self-rating chart
11. Supervision of teachers
12. Annual report
13. Teachers meetings

The Committee on Training and Experience Standards for Secondary School Principals⁹ reported many possible means for the professional growth of secondary-school principals. Prominent among those reported are:

1. The use of the facilities of educational institutions
2. Activity in professional organizations
3. Travel
4. Participation in community activities
5. Research
6. Participation in hobbies
7. Workshops or educational conferences
8. Professional reading
9. Working with other school personnel on the improvement of the educational program of the school.

⁷C. A. Weber, "Reactions of Teachers to In-Service Education in Their Schools", School Review, 51 (April, 1943), 234-40.

⁸W. C. Jackson, "Devices for In-Service Education of Teachers", American School Board Journal, 103 (September, 1941), 56-58.

⁹D. H. Eikenberry (Chairman), "Training and Experience Standards of Secondary-Schools", Bulletin of the National Association of the Secondary-School Principals, 35 (November, 1951), 46.

Otto¹⁰ mentions the following activities as being useful in promoting professional growth: taking credit hours, travel, attending local, state, and national meetings, individual and committee participation in curriculum revision and school policy making, professional meetings, participation in small group inter-school and inter-community educational activities.

Ritter¹¹ contends that colleges and universities may make substantial contributions to in-service growth through these activities: credit program, services, day and even classes, workshops, conferences, organized cultural educational, and creative experiences, non-credit courses such as lectures, short-term workshops, individual or group conferences, demonstrations, clinics, library or film services, radio programs, curriculum assistance, consultative services, information services, and research programs.

Allen¹² expresses a belief that the State Department of Education encourages and sponsors state-wide in-service growth programs by:

1. Furnishing consultants
2. Providing for the up grading of preparation
3. Providing information services
4. Conducting state-wide workshops
5. Providing consultants on curriculum revision and construction
6. Formulating policies concerning financial aid
7. Teachers certification
8. Building requirements
9. Salary schedule

¹⁰Henry Otto and Vivian Drenckhahan, "Helping Each Other Professionally", Educational Methods, 19 (February, 1940), 276.

¹¹E. L. Ritter, "Using Resources of Institutions of Higher Education", The Teaching Profession Grows in Service, 151.

¹²Agnes M. Allen, "Using State, Regional, and National Resources", The Teaching Profession Grows in Service, National Commission on Teacher Education and Professional Standards, Washington, D. C., N.E.A., 1949.

Koolen and Ogden¹³ classify in-service activities as group or individual. Group activities include faculty meeting, department meetings, grade level meetings, curriculum meetings, organized workshops, social functions, excursions, institute meetings, membership in professional groups, civic and social groups. Individual activities are: teacher-principal conferences, professional readings, intra-visitations.

The review of current educational literature revealed that many agencies possessed resources which have been utilized as means for promoting the professional growth of educational personnel. Upon examination of the educational activities it was determined that the activities could be identified with the resources of the local school system, institutions of higher learning, the community, professional organizations, and of agencies on the state, regional, and national levels. Those areas of educational activities were selected for the reason that they cover the resources from which principals may receive service and information. Inasmuch as each individual is largely responsible for the direction and degree of his professional growth an area was included for self-improvement activities. These areas of activities offer a full representation of educational activities and suggest a wide variety of activities from which the principal may choose.

A questionnaire was constructed, with the use of these activities, for the purpose of procuring data concerning the present practices of the in-service educational activities of secondary-school principals.

¹³Hans W. Koolen and G. L. Ogden, "Teachers", The Bulletin of the National Association of Secondary-School Principals, 35 (December, 1951), 50-55.

The activities which are believed to be means of promoting growth in-service were catalogued as follows:

Activities Which Utilize the Resources of the Institutions of Higher Learning. The possibilities are extensive for in-service growth of principals through the resources of institutions of higher learning. Attendance in summer school is one means available to most principals. Extension courses of a correspondence nature are offered by many institutions. Saturday and evening classes are available in many communities in the vicinity of an institution of higher learning. Organized workshops, lectures, conferences, and other such types of programs are sponsored by many institutions of higher learning. Consultative services of members of college staffs are available to most principals. Many colleges and universities offer a variety of information services and film services. The secondary principal may easily take advantage of these resources for his in-service experience.

Activities Which Utilize State, Regional, and National Resources. Activity in associations which represent county, state, regional, and national organizations provide many means for the principal to grow in-service. Activities of the secondary principal may include: attending workshops organized on the county level and on the state level; participating in discussion groups; working with officers representing state or county agencies in a supervisory capacity; making use of the information services of the State Department of Education, the North Central Association of Colleges and Secondary Schools, the National Association of Secondary-School Principals, and the United States Office of Education.

Activities Which Utilize the Resources of the Local School System. Many opportunities are present at the local level for the principal to

participate in educational activities which promotes his growth in-service. Many educators are of the belief that this level is the most effective level for in-service educational activities. Secondary-school principals may work together toward the solution of mutual educational problems. The principal always faces the challenge of demonstrating educational leadership in his school community. There are many opportunities to participate in groups for the purpose of curriculum revision and construction; to allow staff participation in faculty meetings; to work with staff members in policy formulation; to work with students in the development of a student handbook; to participate with lay people organized to consider educational problems; and to participate with the staff, students, and lay people to make a study of the community. These experiences offer the principal an opportunity to broaden himself professionally.

Activities Which Utilize the Resources of Professional Organizations.

The activities which provide a means for professional growth in-service through professional organizations include: attending professional conventions; participating in groups discussing professional problems; presenting research data of value in solving educational problems; writing about professional problems; and using the information services of the professional organizations.

Activities Which Utilize Community Resources.

Participation in community activities gives the principal opportunity to grow in-service. Service clubs, churches, civic organizations, cultural and educational organizations have value for the professional growth of the principal. Participation with lay people organized to consider educational and civic problems gives the principal insight into the community affairs

and provides a more intimate working relationship with the people of the community.

Self-Improvement Activities. It is needless to say that the real value of any educational activity for the purpose of in-service growth will depend largely upon the principal himself. If he possesses a critical attitude toward himself and his position as a principal, he should know where-in his strengths and weaknesses lie and he will be in a better position to plan and control the direction of his professional growth. Self-improvement activities include: reading professional material; listening to the radio and television; reading non-professional magazines and newspapers to keep abreast of the social-economic developments of the time; attending lectures; observing other principals at work; making professional talks about education; writing articles for educational periodicals; making use of self-rating lists; and traveling.

Educators writing in current educational literature have acknowledged that the primary limitation to such activities as those listed is that the "quality of the effort" that the individual puts into these activities governs their value as a means of in-service growth.

In addition to the areas of educational activities the respondents to the questionnaire were asked to provide the following information:

1. The number of teachers in the school
2. Total number of years as a teacher and administrator
3. Number of years as a principal
4. Degree(s) held
5. Age last birthday
6. Number of classes taught
7. Number of classes in school day
8. School membership in North Central Association
9. Membership in Secondary-School Principals Association
10. Grades of which the respondent is principal

The preliminary draft of the questionnaire was sent to a jury of

fifteen secondary-school principals for their suggestions, revisions, or deletions. The principals were chosen from different size schools in order to ascertain whether or not the instrument applied to many school situations.

After the first draft was received from the principal jury, it was revised in light of the suggestions made by the jury.

The second draft was sent to another jury of twelve secondary-school principals for their critical reactions. They were specifically asked to answer these questions:

1. Do the questions apply to the secondary-school principal's position?
2. Are the questions clear?
3. Do the items of information fit into a pattern of essential knowledge about the problem?
4. Is the questionnaire complete?

Upon the return of the second draft from the jury of principals the instrument was revised in accordance with the suggestions and comments of the jury.

The third draft was sent to members of the advisory committee for their inspection and critical reaction.

The questionnaire was revised in light of the suggestions of the advisory committee and was distributed to all public high school and junior high school principals in the State of Oklahoma as listed in the Oklahoma Educational Directory, 1951-1952. A cover letter was sent with the questionnaire which gave the indorsement of the Secondary Division of the State Department of Education and Secondary Principals Association, Department of the Oklahoma Education Association.

It is recognized that there are weaknesses in using the questionnaire as a means of collecting data. Effort was made to word the

questions in such a way that they would be clearly understood by all respondents. The instrument was made as brief as possible by the elimination of trivial questions.

A follow-up technique was employed in an attempt to increase the number of replies. Four follow-ups were sent, each in general appealed to a different motive for a reply. A day-by-day cumulative graph of the returns was kept and a new follow-up was sent when the curve denoted a slowing up in the day-by-day replies. Three months elapsed between the date the first questionnaire was returned and the time tabulation of data was begun.

Table I below shows the response to the questionnaire.

TABLE I
RESPONSE TO QUESTIONNAIRE

Number of usable questionnaires returned.....	358
Number of unusable questionnaires returned.....	49
Number of questionnaires not returned.....	<u>328</u>
Total number of questionnaires.....	<u>735</u>

The data in table I show that a total of 735 questionnaires were sent to the secondary-school principals of Oklahoma. Four hundred seven (55 per cent) of the questionnaires were returned with 358 (48.7 per cent) usable.

Summary. The purpose of this chapter has been to describe the development of the questionnaire, the follow-up technique employed, and the data relative to the responses to the questionnaire.

The following chapter presents the data concerned with the primary purpose of the problem.

CHAPTER IV

FREQUENCY AND HELPFULNESS OF IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED BY THE SECONDARY-SCHOOL PRINCIPALS

The purpose of this chapter is to present and analyze the data gathered by means of the questionnaire described in the preceding chapter and distributed to the secondary-school principals of Oklahoma. As stated earlier, the threefold purpose of this study was: (1) to identify the types of in-service educational activities experienced by the secondary-school principals, (2) to ascertain the frequency with which these activities have been experienced, and (3) to secure the principals' judgment as to the helpfulness of the activities. This chapter presents the data relative to the problem. The following section treats the data regarding the percentage of the 358 respondents experiencing the activities included in the check list.

In-Service Educational Activities Experienced

by the Secondary-School Principals

The questionnaire was designed to establish the identity of in-service educational activities engaged in by the respondents. The responding principals were asked to indicate whether or not they had experienced the activities listed in the questionnaire. Seventy-two activities, representing various types of activities, were included in the questionnaire. Space was provided for additional listings by the respondents.

The data indicate a number of activities experienced were of the nature of group participation type activity. The 358 principals included in this study indicated that they had experienced the following activities with considerable frequency. This would seem to establish this type

of activity as being popular with the principals:

	Per Cent Experiencing the Activity*
Worked with teachers and students in an attempt to identify and analyze local problems.....	89
Attending O. E. A. workshops.....	83
Participated in local or county school masters' clubs.....	83
Engaged in public relations activities.....	79
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	79
Participated in small group inter-school and inter-community educational activities.....	73
Planned teachers meetings cooperatively with the staff.....	73
Functioned as a leader or chairman of a group discussing educational problems.....	70
Participated in pre-school workshops.....	65
Participated on a committee to study specific educational problems.....	59
Participated with lay people organized to consider educational problems.....	57
Attended non-credit college workshops.....	56

* - 358

The emphasis in most of these activities is in the group activity which stresses a "doing" technique. Another characteristic of this type of activity is that it is a cooperative means of attacking problems. The activities were concerned with educational problems and the data would seem to indicate that the participants have a desire to participate in activities which deal with their common problems.

Other group type activities can be identified from the data. The 358 respondents indicated that they experienced the following activities with considerable frequency:

	Per Cent Experiencing the Activity
Attended district meetings of O. E. A.....	87
Attended state meetings of O. E. A.....	87

(con't.)

Per Cent
Experiencing
the Activity

Attended group conference held on a college campus.....	69
Participated in Civic Organization.....	63
Extension services of institutions of higher learning.....	60
Attended meetings of professional study groups.....	57
Attended meetings of the Secondary- Principals Association.....	52

In addition, the respondents indicated they had experienced other activities of this type, such as: summer school activities, correspondence courses, evening classes, and Saturday classes.

Another group type of activity is that of the information services provided by institutions of higher learning, the State Department of Education, professional organizations, and accrediting associations.

The following activities indicate the information services were used by a majority of the principals:

Per Cent
Experiencing
the Activity

Used the information services of the State Department of Education.....	84
Used the information services of the O. E. A.	81
Used the information services of a college or university.....	78
Used the information services of the N. E. A.	60
Used the information services of the Secondary-Principals.....	49

The following self-improvement or individualized activities were experienced by a high per cent of the principals:

Per Cent
Experiencing
the Activity

Visited other schools for the purpose of observing the work of other principals.....	70
Engaged in travel for self-improvement.....	59
Made use of a self-rating device or check list to evaluate your professional effectiveness	50
Made professional talks to groups about education.....	49

The activity which was experienced by the greatest per cent of the 358 principals included in this study was working with teachers and students in an attempt to identify and analyze problems of the local school system. Three hundred nineteen (80 per cent of the respondents) reported this experience. The activity experienced by the least number of responding principals was preparing a thesis in partial fulfillment for the Doctoral degree. Only four principals participating in this study reported this activity.

Ten of the activities concerned with the use of the resources of the local school system were among the top twenty-five activities ranked with respect to usage by the respondents. Three of the activities which utilize resources of the institutions of higher learning were found among the first twenty-five activities ranked with respect to usage by the respondents. Two self-improvement activities were experienced by enough principals to be included in the top twenty-five activities. Two activities which utilize the resources of the state, regional, and national agencies were found among the top items of the table. Four activities which utilize the information services of the different organizations were among the top ranked activities with respect to usage.

Teachers' meetings, district and state, received high ranks in usage. Eighty-seven per cent of the principals indicated they had attended the meetings.

The evidence indicates that workshops were used extensively by the responding principals. More than 80 per cent of the 358 principals included in this investigation engaged in workshops sponsored by the Oklahoma Education Association. Sixty-five per cent experienced the pre-school workshops and fifty-seven per cent attended the non-credit college

workshops.

Small group conferences and large conferences held on a college campus were experienced with considerable frequency. Sixty-nine per cent of the principals studied had attended small group inter-school and inter-community educational activities while 57 per cent had experienced meetings of professional study groups.

Among the most popular activities were those related with group techniques. Seventy per cent of the respondents reported the experiences of being the leader or chairman of groups discussing educational problems. The high rank accorded those activities which involve cooperatives planning and action would seem to be indicative of the administrators' philosophy. The activity experienced with most frequency indicated that 89 per cent of the respondents had worked cooperatively with teachers and students in an attempt to identify and analyze problems of the local school system. Seventy-nine per cent had planned teacher's meetings cooperatively with the staff; 59 per cent had worked in a committee to study specific educational problems; and 79 per cent had cooperated with teachers in an attempt to equalize the teaching load.

The data indicate 79 per cent of the respondents had engaged in public relations activities for the purpose of developing better understanding between the school and community.

Summary. The data derived from the questionnaire have identified seventy-two in-service educational activities which were experienced by the 358 secondary-school principals who participated in this study.

The frequency with which the respondents used the information services of the various agencies indicates that the principals were alert

to these services. It should be noted that the activities which employ group techniques and participation rank high in the list of experienced activities. Activities which utilize the resources of the local school system were experienced by a greater number of principals than were those of any other area of in-service educational resources. The reported activity experienced by the greatest per cent of the principals was working with teachers and students in an attempt to identify and analyze problems of the local school system.

Frequency of Use of the In-Service Educational Activities
Experienced by the 358 Responding Secondary-School Principals

This section of Chapter IV has as its purpose the presentation and analysis of the data pertaining to the frequency of experiencing the activities included in the check list used in this study.

The responding principals were asked to report the frequency with which they experienced the in-service educational activities. This concept of frequency had reference to how often the respondent experienced the activity. The three quantitative terms of once, occasionally, and frequently were used in the questionnaire to secure data on the frequency of use of the activities.

The data indicate that 39 per cent of the 358 responding principals had experienced the cooperative activity of working with students and teachers in an attempt to identify and analyze problems of the local school system. Fifty-one per cent of those reporting this activity used the activity frequently and 45 per cent used it occasionally. This report of the usage of the activity should establish it as one of the activities most used by the principals. High rank was also given to other participatory activities. Schoolmasters' meetings were experienced by

82.7 per cent of the principals; sixty-two per cent of the respondents experienced it frequently and 34 per cent indicated occasionally. Seventy per cent of the respondents had the experience of being a chairman or leader of a group discussing educational problems. Fifty-nine per cent of those experiencing the activity indicated they were in such a position occasionally and nineteen per cent had the experience once.

Information services of the various agencies were used by a high per cent of the respondents. The information services of the State Department of Education received a high rank as 84 per cent of the principals reported they had used the services. Thirty-eight per cent of those had experienced the activity frequently and sixty per cent had experienced it occasionally. Seventy-eight per cent of the responding principals used the information services of the National Education Association and 49 per cent had used the information services of the Secondary-Principals Association.

Only 50 per cent of the principals had used a self-rating device for checking their effectiveness as principals. Thirty-two per cent of those using the device reported using the activity once.

It is worthy of note that the principals used the activity of visiting other schools with a high rank of frequency. Seventy per cent of the respondents reported the experience. Seventy-five per cent of those who experienced the activity engaged in it occasionally.

The following activities were experienced frequently by 45 or more per cent of the 358 responding principals who experienced them:

	Per Cent Experiencing the Activity
Participated in civic organizations.....	73
Attended schoolmasters' meetings.....	62
Attended state meetings of O. E. A.....	59

(Con't.)	Per Cent Experiencing the Activity
Attended district meetings of O. E. A.....	57
Engaged in public relation activities.....	53
Worked with teachers and students in an attempt to identify and analyze problems within the local system.....	51
Prepared an annual report.....	49
Cooperated with the staff to equalize the teaching load.....	46
Planned teachers meetings cooperatively with staff.....	45

The following activities were experienced once by a rather high per cent of the principals who used the activity:

	Per Cent Experiencing the Activity
Attended college workshops for credit.....	44
Use of a self-rating device.....	32
Participated as an individual or in a committee for curriculum revision.....	31
Pre-school workshops.....	28
Attended non-credit workshops.....	24

Summary. The purpose of this section of the report was to present the data relative to the frequency of use of the activities experienced by the responding principals. The evidence shows nine activities which were experienced frequently by 45 or more per cent of those who experienced them. Eight of these activities were at the top of the list in terms of use by a high per cent of the 358 responding principals. The data show college workshops for credit, pre-school workshops, and non-credit workshops were attended only once by a high per cent of the respondents who experienced the activities. It is worthy of note that 50 per cent of the respondents used a self-rating device. Thirty-two per cent of those principals used the activity once.

Principals' Judgment With Respect to the Helpfulness of
In-Service Educational Activities

In order to ascertain the helpfulness of the educational activity experienced by them, the principals were asked to indicate the degree of helpfulness received from each activity experienced. The questionnaire provided four columns labeled (1) no help, (2) little help, (3) clearly helpful, and (4) extremely helpful. The respondents were asked to indicate the helpfulness of each activity experienced by checking one of the four degrees of helpfulness designated in the check list. It was believed that the judgment of the respondents would provide a fairly reliable evaluation of helpfulness for each activity.

The data reveal that 50 per cent of the respondents who had prepared a thesis in partial fulfillment for the Doctoral degree indicated that the activity was extremely helpful, and 50 per cent indicated that the activity was clearly helpful. The second ranking item, participating in programs in which educators, students, and lay people study the community, rates a high per cent of helpfulness. While less than 30 (29.6) per cent of the respondents experienced the activity, 69 per cent of those identifying the activity found it clearly helpful and 27 per cent found the activity extremely helpful. Only (4) four per cent indicated that it was of little help. The activity in which the respondent worked with teachers and students in an attempt to identify and analyze local problems ranked third in helpfulness. This activity was experienced by 89.1 per cent of the 358 responding principals and was believed to be extremely helpful to 41 per cent with 54 per cent indicating clearly helpful. Ninety-five per cent of the principals who engaged in public relations for better understanding between the school and community found

the activity to be helpful to them. Nearly 80 per cent of the respondents had engaged in such an activity. Seventeen per cent of the principals indicated that they had experienced a workshop sponsored by the National Education Association and 95 per cent of those found the experience to be helpful. The experience of visiting other principals for the purpose of observing others at work was extremely helpful to 40 per cent of those who had the experience while 50 per cent found it clearly helpful.

Principals who planned teacher's meetings cooperatively with staff members found the experience to be helpful. Sixty-three per cent of those who used the activity found it clearly helpful and 32 per cent found it extremely helpful. Those principals who had the experience of working with teachers to equalize the teaching load considered the activity helpful. Sixty-one per cent of those using the technique indicated that it was clearly helpful while 32 per cent found it extremely helpful. Fifty-nine per cent of the principals had experienced travel for self-improvement. Thirty-four per cent of these principals believed the activity to be extremely helpful and 59 per cent found it to be clearly helpful.

The data show that a number of the activities which were not experienced by a high per cent of responding principals were judged to be helpful to those who had experienced them. Seventy-one per cent of the respondents did not attend a workshop for college credit. Of the 29 per cent who did attend, 48 per cent believed the activities to be clearly helpful and 26 per cent indicated that the activities were extremely helpful. Twenty-three per cent of the respondents participated in the North Central Association's program for the evaluation of secondary-schools. Of those who participated, 57 per cent found it to be a clearly helpful

activity and 36 per cent evaluated the activity extremely helpful. Membership in civic organizations was experienced by 63 per cent of the principals, and 53 per cent of them thought the activity was clearly helpful and 38 per cent indicated that it was extremely helpful. Fifty per cent of the principals used a self-evaluating device and found the technique helpful.

The services of the State Department of Education were judged to be helpful to the principals who experienced the service. Sixty-seven per cent of the respondents used the services of the Division of Audio-Visual Education. Sixty per cent of the users considered the activity clearly helpful while 32 per cent indicated the activity was extremely helpful. Forty-seven per cent of the principals used the services of the Division of Secondary Education and of those engaging the service, 89 per cent found it to be helpful. The majority of the responding principals indicated they had used the information services of the State Department and had found them helpful. Less than 60 per cent (58) called upon the Division of Health, Safety, and Physical Education for aid. Sixty-five per cent of those using the service found it clearly helpful and twenty-one per cent found the service extremely helpful.

Attendance at Saturday classes was experienced by 32 per cent of the principals and those in attendance indicated it was helpful experience. Participation in a child development program was experienced by 26 per cent of the respondents. In the judgment of those having the experience it was helpful.

It is noteworthy that of the 83 per cent of the respondents who had attended local or county schoolmasters' meetings, 16 per cent found the activity of little help and three per cent indicated that it was of no

help. Eighty-three per cent of those sending in usable questionnaires had engaged in workshops sponsored by the Oklahoma Education Association. Fourteen per cent of those having had the experience found little help in the activity and two per cent indicated they received no help from the experience. Seventy-eight per cent of the principals used the information services of a college or university and eighteen per cent of those using the service found little help from the information service. Four per cent indicated no help from the service.

Principals who had the opportunity of serving as a chairman or leader of a discussion group found the activity helpful in their judgment. Fifty-nine per cent of those serving as a leader or chairman discovered the activity to be clearly helpful and 31 per cent believe it to be extremely helpful.

District and state teacher's meetings were attended by 87 per cent of the principals but in the judgment of nearly one-fourth of those principals the activities were of little help. Twenty-one per cent of those who attended the state meetings found them to be of little help and two per cent believed them to be of no help. Fifty-six per cent believed the meetings were clearly helpful. Twenty-one per cent of those in attendance at district meetings thought they were of little help and three per cent indicated they were of no help. Fifty-six per cent of those in attendance at district meetings indicated they were clearly helpful.

Table II shows the comparison of rank of the activities experienced by the 358 responding principals in regard to usage and with respect to the helpfulness of the activities. Column two shows the rank of the fourteen activities used by the greater number of principals and column

three gives the rank of the activities with respect to helpfulness. It should be noted that helpfulness was directly rated as a product of group judgment and was not deduced from frequency.

TABLE II
COMPARISON OF RANK OF ACTIVITIES WITH RESPECT TO USE
WITH RANK OF ACTIVITIES IN REGARD TO HELPFULNESS

Activities*	Rank in Use	Rank in Helpfulness
Worked with teachers and students in an attempt to identify and analyze local problems.....	1	4.5
Attended district meetings -- O. E. A.....	2.5	59
Attended state meetings -- O. E. A.....	2.5	59
Used information services -- State Department.....	4	32
Attended O. E. A. workshops.....	5	43.5
Participated in local or county schoolmasters' meetings.....	6	49.5
Used information services -- O. E. A.....	7	32
Engaged in public relations activities for the purpose of developing better understanding between school and community.....	8	4.5
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	9	10
Used information service -- College or University.	10	52.5
Participated in small group inter-school and inter-community educational activities.....	11.5	18.5
Planned teachers meeting cooperatively with the staff.....	11.5	4.5
Visited other schools for the purpose of observing the work of other principals.....	13	7.5
Functioned as a leader or chairman of a group discussing educational problems.....	14	24

*Total of 73 activities

Examination of Table II shows great disparity in the comparative rank of the activity related to attending district and state meetings of the Oklahoma Education Association. These activities ranked 2.5 in usage and fifty-ninth in the helpfulness column. A high per cent of the respondents attended meetings of the schoolmasters' but the activity ranked 49.5 in helpfulness.

It is worthy of note that five of the activities in Table II were used by a high per cent of the principals who also assigned them a high rank in helpfulness.

Table III presents the top twelve activities ranked according to helpfulness and the rank of each of the activities with respect to usage by the 358 principals included in this study.

TABLE III
COMPARISON OF RANK OF ACTIVITIES IN REGARD TO HELPFULNESS
WITH RANK OF ACTIVITIES WITH RESPECT TO USE

Activities*	Rank in Helpfulness	Rank in Use
Prepared a thesis in partial fulfillment of the Doctoral degree.....	1	72
Study groups in which educators, students and lay people study the community.....	2	49
Worked with teachers and students in an attempt to identify and analyze local problems.....	4.5	1
Public relations for better understanding between school and community.....	4.5	6
Planned teacher's meetings cooperatively with staff.....	4.5	11.5
Attended workshops sponsored by the N. E. A.....	4.5	65
Visited other schools for the purpose of observing other principals at work.....	7.5	13
Attended college workshops for credit.....	7.5	50
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budges for the purpose of equalizing teacher load.....	10	9
Engaged in travel for self-improvement.....	10	23
Participated in the North Central Association's program for the evaluation of secondary schools.	10	58
Used the services of the State Department -- Division of Audio-Visual Education.....	12.5	17

*Total of 73 activities

The data illustrate the fact that several activities were experienced by relatively few principals but were assigned the top ranks in helpfulness. It is significant to note that five of the activities listed in the table show a great disparity in ranks. These five ranked in the

lower third of the activities in usage but ranked within the top ten when judged as to their helpfulness.

According to Table II and Table III five activities were ranked in the upper thirteen in both helpfulness and in the number of principals using them. These activities are: (1) worked with teachers and students in an attempt to identify and analyze local problems, (2) engaged in public relations activities for the purpose of developing better understanding between school and community, (3) cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load, (4) planned teachers meetings cooperatively with the staff, and (5) visited other schools for the purpose of observing the work of other principals. Each of the five were experienced with a high degree of frequency.

Summary. The principals' judgment with regard to helpfulness of the in-service educational activities employed shows every activity used was deemed helpful in some degree. A few activities which were used by a high per cent of the respondents received a lower rank with regard to helpfulness.

Twelve of the first twenty-five activities with regard to helpfulness may be classified as group cooperative participatory activities. Four of the self-improvement activities ranked within the first twenty-five activities with regard to helpfulness.

It is worthy of note that the activity in which principals worked with teachers and students in an attempt to identify and analyze local problems ranked at the top of the list in both helpfulness and frequency.

CHAPTER V

FREQUENCY AND HELPFULNESS OF IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED IN THE SIX MAJOR AREAS

In the previous chapter the data were presented to show the over-all picture concerning (1) the identity of the in-service educational activities engaged in by the secondary-school principals of Oklahoma, (2) the frequency with which they were experienced, and (3) the degree of helpfulness in the judgment of the responding principals.

The purpose of this chapter is to analyze the data relative to each of the six areas of resources for in-service educational activities which were used in this study. These six areas consist of activities which may be initiated by the institutions of higher learning, by the community, by professional organizations, by the local school system, or by the principal himself. Seventy-two activities were assigned to the six major areas for the reason that the activities, generally, could be identified with the agencies represented by that particular area. The two-fold purpose of this section of the study was (1) to determine which of the areas were used most frequently, and (2) to ascertain which of the areas of resources were judged to be most helpful by the 358 responding principals involved in this study.

The following section deals with the activities which utilize the resources of the institutions of higher learning.

Activities Which Utilize the Resources of the Institutions of Higher Learning

Fifteen activities which utilize the resources of the institutions of higher learning and which implement the purposes of in-service education

were included in this area. Table IV shows the reported usage of each activity as indicated by the 358 responding principals. Under column one are listed the in-service educational activities used; column two lists the per cent of respondents who experienced the activity; columns three, four, and five are indicative of the frequency with which the activities were experienced. Table V presents the principals' judgment with respect to the helpfulness of the in-service activities experienced which utilize the resources of the institutions of higher learning. This table has two chief divisions which show the per cent of designated extent of helpfulness as indicated by the reporting principals and the division indicating the reported usage.

Seventy-eight per cent of the respondents used the information services of a college or university. Fifty-nine per cent found occasion to use the services occasionally and 37 per cent used the services frequently. Although 65 per cent of the principals discovered the services clearly helpful, 18 per cent received little help from the services and 4 per cent revealed they received no help from the information services of a college or university.

Nearly seventy (69) per cent of the principals attended group conferences held on a college campus. Two per cent of those in attendance indicated they received no help from the experience.

Table V also shows that non-credit workshops attracted 57 per cent of the respondents. This type of activity was clearly helpful in the judgment of 63 per cent of those who had the experiences. Nineteen per cent of those who experienced the activity felt it was extremely helpful. It is important to note that 17 per cent of the users of this activity recorded little help from its usage.

TABLE IV

ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF
THE INSTITUTIONS OF HIGHER LEARNING
(358 Responding Principals)

In-Service Educational Activities Experienced*	Per Cent of Respond- ents Using Activities	Use of Activities		
		Occa- sion- ally	Fre- quent- ly	Per Cent of Users
1	2	3	4	5
Correspondence courses.....	25	41	48	11
Evening classes.....	52	20	45	35
Workshops for college credit.....	29	44	20	26
Non-credit college workshops.....	57	24	54	22
Group conferences on college campus.....	69	15	63	22
Saturday classes.....	32	23	41	36
Consultative service.....	37	17	65	18
Information service of college or university.....	78	4	59	37
Extension service.....	60	24	52	25
Initiated child development program.....	26	34	56	10
School survey.....	45	45	45	10
School building survey.....	31	71	22	7
Thesis for Master's degree.....	22	100	0	0
Report in lieu of thesis for Master's degree.....	32	100	0	0
Thesis for Doctoral degree.....	1	100	0	0

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

About one-half of the respondents had attended evening classes and reported this to be a helpful experience as 90 per cent of those who attended reported the activity as being helpful.

TABLE V

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF
ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF THE
INSTITUTIONS OF HIGHER LEARNING
(358 Responding Principals)

In-Service Educational Activities Experienced*	Per Cent of Respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Correspondence courses.....	25	17	49	32	2
Evening classes.....	52	19	68	12	1
Workshops for college credit...	29	26	68	6	0
Non-credit college workshops...	57	19	63	17	1
Group conferences on campus....	69	16	65	17	2
Saturday classes.....	32	27	64	9	0
Consultative services.....	37	31	55	13	1
Information service of college.	78	16	65	18	4
Extension services.....	60	22	65	13	.5
Initiated child development programs.....	26	21	70	7	1
School survey.....	45	15	51	26	7
School building survey.....	31	11	44	35	11
Thesis for Master's degree.....	22	29	53	10	8
Report in lieu of thesis for Master's degree.....	32	19	55	19	7
Thesis for Doctoral degree.....	1	50	50	0	0

*These activities are paraphrased. For the complete statements see the questionnaire in Appendix A.

One of the least helpful experiences was that of completing correspondence courses. Thirty-two per cent of those engaging in this activity reported little help from the experience. Principals earning the Master's degree believed that preparing a thesis was helpful. Fifty-three per cent of those who had written a thesis found it a clearly helpful experience and 29 per cent felt it was extremely helpful. Thirty-two per cent of the respondents had written a report in lieu of the thesis in partial fulfillment for a Master's degree. Nineteen per cent of those who had written the report expressed a belief that they received little help from

the report and seven per cent found it a doubtful experience.

Those principals who had the experience of utilizing individual consultative services of a member of a college staff found the activity helpful. This helpfulness was indicated by the fact that 55 per cent of those who used the services found them to be clearly helpful and 31 per cent of the principals received little help from the services of consultants. A small per cent of the principals participated in a child development program. It was, however, accorded a high rank in regard to helpfulness.

Every activity listed in the questionnaire, which utilized the resources of institutions of higher learning, was considered helpful in varying degrees. An examination of Table IV reveals that ten of the fifteen activities were experienced by less than 50 per cent of the responding principals.

Summary. All of the in-service educational activities in this area were judged to be helpful to those who experienced them. The data in Table IV and V reveal participation activities were judged to be helpful to principals. The data also show much time was spent in activities judged to be of little help or value in facilitating the growth of the principals. Using the information services of a college or university ranked at the top of the frequency list of activities which utilize the resources of institutions of higher learning, but this activity drops to the bottom of the list in relation to helpfulness of the activity. Table IV indicates the activity of group conferences held on a campus was used by 69 per cent of the principals, but 17 per cent of the principals consider these conferences of little help. Child development programs ranked near the bottom of the frequency table but were near the top

position in regard to helpfulness. The data reveal 32 per cent of those engaging in correspondence courses received little help from them. Of the principals participating in making a school survey, 7 per cent found little help from the activity. Eleven per cent received no help from their participation in making a school building survey.

The second section of this chapter is devoted to treating the data concerning the activities experienced which utilize the resources of the state, regional, and national agencies.

Activities Experienced Which Utilize the Resources of
State, Regional, and National Agencies

State, regional, and national agencies provide professional growth opportunities through the communication channels of the State Department of Education, the Office of the County Superintendent of Schools, the regional accrediting agencies, and the national agencies. The national agencies included in the questionnaire were: the United States Office of Education, the United States Department of Labor, and the United States Department of Agriculture. The data presented in Tables VI and VII indicate the extent which these principals utilized the resources of the agencies and show the principal's judgment as to the helpfulness of the services of those agencies as resources for in-service education.

TABLE VI

ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF
STATE, REGIONAL, AND NATIONAL AGENCIES
(358 Responding Principals)

In-Service Educational Activities Experienced*	Per Cent of Respond- ents Using Activities	Use of Activities		
		Once	Occa- sion- ally	Fre- quent- ly
1	2	3	4	5
Study groups organized by the County Superintendent of Schools.....	41	13	67	20
Curriculum assistance from the Office of the County Superinten- dent of Schools.....	28	13	72	15
Officers representing county agencies...	36	13	67	20
Officers representing state agencies....	53	15	68	17
Officers representing national agencies.....	11	13	73	15
Information services of:				
State Department of Education.....	84	2	60	38
Oklahoma Education Association.....	81	.3	67	33
National Education Association.....	60	.9	67	32
Association of Secondary Principals.....	49	5	60	35
United States Office of Education.....	44	9	70	21
United States Department of Labor.....	25	9	68	23
United States Department of Agriculture.....	41	5	64	31
North Central Association.....	31	4	70	26
Services of the State Department:				
Division of School Facilities Survey..	23	41	52	7
Division of Research and Census.....	22	25	63	13
Division of Health, Safety, and P. E....	58	8	70	23
Division of Special Education.....	25	22	65	12
Division of Audio-Visual Education.....	67	4	55	41
Division of Secondary Education.....	47	2	67	31
Division of Adult Education.....	12	14	70	16
Division of School Finance.....	29	9	69	22
North Central Association's Program for evaluating secondary schools.....	23	52	29	19

*These activities are paraphrased. For the complete statement see the questionnaire in Appendix A.

Table VI shows the frequency with which the activities were experienced by the 358 responding principals. Column two shows the per cent of responding principals who used the activities. Columns three, four, and five indicate the degree of frequency with which the principals experienced the services.

An examination of Table VI reveals the leadership at the intermediate level has not been effective as a resource of in-service education for the responding principals. Less than 50 per cent of the respondents attended study groups organized by the County Superintendent of Schools. Of those in attendance, 26 per cent found little or no help from the activity. The data indicate the principals received little curriculum assistance from the County Office. Reference to Table VII will show only 23 per cent of these principals received curriculum assistance from the office of the County Superintendent of Schools. Twenty-five per cent of those who experienced the activity received little help. Working with officers representing county agencies was reported by 36 per cent of the respondents; 24 per cent of those felt the activity was of little help. These figures are more important when it is recalled that 35.2 per cent of the principals responding were from schools with fewer than ten teachers and 37.7 per cent of the responding principals were from schools with from ten to nineteen teachers. In these two groups of schools there were 247 teaching principals. This would seem to indicate a favorable spot for an effective program of in-service education through the resources of the intermediate unit.

The resources of the State Department of Education were experienced by principals with varying degrees of frequency. The information services of the State Department of Education were utilized by a majority of the

TABLE VII

**PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF ACTIVITIES
EXPERIENCED WHICH UTILIZE THE RESOURCES OF STATE, REGIONAL,
AND THE NATIONAL AGENCIES
(358 Responding Principals)**

In-Service Educational Activities Experienced*	Per Cent of Respond- ents Using Activities	Ex- tremely Helpful	Per Cent of Helpfulness		
			Clear- ly Helpful	Little Help	No Help
Study groups organized by the County Superintendent of Schools.....	41	16	59	24	2
Received curriculum assist- ance from Office of the County Superintendent.....	28	11	64	24	1
Officers representing county agencies.....	36	15	61	22	2
Officers representing state agencies.....	54	14	64	21	.3
Officers representing national agencies.....	11	10	60	30	0
Information services of:					
State Department of Education.	14	22	66	11	0
Oklahoma Education Association	81	19	69	11	.7
National Education Association	60	21	68	11	.5
Association of Secondary Principals.....	49	33	52	9	.6
United States Office of Education.....	44	15	67	17	1
United States Department of Labor.....	25	15	60	23	1
United States Department of Agriculture.....	41	19	61	20	0
North Central Association.....	31	20	69	11	0
Services of the State Departments:					
Division of School Facilities Survey.....	23	14	52	30	5
Division of Research and Census.....	22	15	58	24	3
Division of Safety, Health and P. E.....	58	21	65	13	.5
Division of Special Education	25	18	66	15	1
Division of Audio- Visual Education.....	67	32	60	8	0
Division of Secondary Education	47	30	59	11	0
Division of Adult Education...	12	27	52	16	5
Division of School Finance....	29	24	60	11	5
North Central Association's program for evaluating secondary schools.....	23	36	57	5	4

*These activities are paraphrased. For the complete statement see the questionnaire in Appendix A.

replying principals. Table VI reveals that 64 per cent of the principals used the services. An analysis of Table VII shows eleven per cent of those using the service felt they received little help from the service, while 66 per cent of the respondents found it clearly helpful, and 22 per cent regarded it as extremely helpful. Fifty-four per cent of the principals had worked with officers representing state agencies. Twenty-one per cent of those found the activity of little help. The divisions of the State Department used most frequently by the principals were: the Division of Health, Safety, and Physical Education, the Division of Audio-Visual Education; the Division of Secondary Education, and the Division of School Finance. Special attention is called to column four of Table VII. The data in column four discloses that many principals indicated these activities as being of little help.

On the national level the resources of the United States Office of Education have been utilized by 44 per cent of the respondents. Eighty-two per cent of those respondents believed the resources were helpful, while 18 per cent found them of little help.

Twenty-five per cent of the respondents used the information services of the Department of Labor. Sixty per cent of those using the services found them to be clearly helpful and fifteen per cent indicated that they were extremely helpful. Twenty-three per cent of the respondents using the services of the department received little help from the service.

The data in Table VII disclose that few principals participated in the North Central Association's program for the evaluation of secondary-schools. Although the activity was experienced by only 23 per cent of those replying, it ranked high in helpfulness. Ninety-three per cent of those participating in the North Central program ranked it as being

helpful. Only 31 per cent of the principals reported using the information services of the North Central Association.

Summary. The information services of the professional organization were used with considerable frequency by the respondents. Leadership at the intermediate level is either ineffective or the principals are neglecting a resource for in-service education. The divisions of the State Department of Education have been used by the principals in varying degrees of frequency. The per cent of principals who reported receiving little help in this area is worthy of note. The data indicate that the principals are neglecting the resources of the national agencies.

The following section of Chapter V concerns the treatment of the data regarding the judgment of the 358 responding principals used in this study with respect to the activities which utilize the resources of the local school system.

Activities Which Utilize the Resources of the Local School System

The activities at the local level appear to be the most logical point for a planned program of in-service education. Table VIII indicates the frequency with which the activities that utilize the resources of the local system were experienced by the respondents. The data indicate that these activities were widely and effectively utilized. The activities in this area were experienced by a higher per cent of the responding principals than the activities in any other area covered in the questionnaire. It is worthy of note that of the fifteen activities which utilize the resources of the local school system were experienced by 59 or more per cent of the responding principals.

TABLE VIII

ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES
OF THE LOCAL SCHOOL SYSTEM
(358 Responding Principals)

Activities	Reported Usage of Activities			
	% of Re- sponding Principals	Once Per Cent	Occa- sion- ally	Fre- quent- ly
1	2	3	4	5
Prepared an annual report.....	68	25	26	49
Participated in the development of a student handbook	40	41	39	20
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and effi- cient time budget for the purpose of equalizing teacher load.....	79	8	45	46
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	89	4	45	51
Participated on a committee to study a specific educational problem.....	59	11	60	30
Functioned as a leader or chairman of a group discussing educational problems.....	70	19	59	22
Participated in small group inter- school and inter-community educa- tional activities.....	73	11	63	26
Participated in workshops:				
Pre-school.....	65	28	45	27
Post-school.....	34	16	60	25
Continuing.....	20	21	59	21
Participating as an individual or in a committee for curriculum revision..	49	31	54	15
Participated in a local or regional defense program.....	24	35	48	16
Planned teachers meetings co- operatively with the staff.....	73	4	51	45
Participated in a local or county schoolmaster's meetings.....	83	4	34	62
Engaged in public relations activi- ties for the purpose of developing better understanding between school and community.....	79	1	46	53

Participation in groups and participation in committee work were experienced by a high per cent of the principals. It is noteworthy to point out the fact that some of the activities experienced with less frequency received a high per cent of helpfulness, indicating that those experiences might be helpful to others. Reference to Tables VIII and IX show that principals placed the activity of working with students and teachers in an attempt to identify and analyze local problems first in terms of frequency with which they experienced it and first in relation to helpfulness. Second in terms of frequency was the participation in a local or county schoolmasters' club, but this activity was placed near the bottom of the list in terms of helpfulness. The third activity experienced frequently was that of cooperating with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load. This activity was ranked fourth in regard to helpfulness. Engaging in public relations for the purpose of developing better understanding between the community and the school ranked fourth in frequency and third in helpfulness.

Participation in small group inter-school and inter-community educational activities was given a rank of fifth in frequency and sixth in helpfulness. Nearly three-fourths of the respondents had planned teachers' meetings cooperatively which gave the activity a rank of sixth in frequency and a rank of second in the helpfulness table. The response to the question concerning participation as an individual or in a committee for curriculum revision shows that 50 per cent of the principals are not experiencing this helpful resource of in-service education. The data in Table VIII show relatively few of the respondents experienced the activity; however, those who did participate assigned a considerable degree of

TABLE IX

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF
ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF THE
LOCAL SCHOOL SYSTEM
(358 Responding Principals)

Items of In-Service Experience	Per Cent of Helpfulness					Used*
	Ex- tremely Helpful	Clearly Helpful	Little Help	No Help		
1	2	3	4	5	6	
Prepared an annual report.....	25	62	12	.8	68	
Participated in development of student handbook.....	30	59	11	0	40	
Cooperated with members of the staff in attempting to analyze duties and to work out an equit- able and efficient time budget for the purpose of equalizing teacher load.....	32	61	7	0	79	
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	41	54	4	1	89	
Participated on a committee to study a specific educational problem....	35	56	9	.4	59	
Functioned as a leader or chair- man of a group discussing educational problems.....	31	59	10	0	70	
Participated in small group inter-school and inter-community educational activities.....	29	62	9	0	73	
Participated in workshops:						
Pre-school.....	28	56	13	3	65	
Post-school.....	30	57	13	0	34	
Continuing.....	27	64	8	0	20	
Participated as an individual or in a committee for curricu- lum revision.....	28	63	9	1	49	
Participated in a local or regional defense program.....	18	56	26	0	24	
Planned teachers meetings cooperatively with the staff.....	32	63	4	.5	73	
Participated in local or county schoolmaster's meetings....	27	55	16	3	83	
Engaged in public relations activi- ties for the purpose of developing better understanding between school and community.....	43	52	6	0	79	

*Per cent of the 358 responding principals.

helpfulness to the activity. Another of the activities which ranked high on the list of helpfulness is that of participation on a committee to study a specific educational problem. The principals felt this activity was among the more helpful ones. In Table VIII workshops were accorded a low rank in the list of fifteen items. The pre-school workshop, post-school workshop, and the continuing workshop were ranked ninth, thirteenth, and fifteenth, respectively. In Table II the workshops ranked thirteenth, twelfth, and seventh, respectively. The continuing workshop was experienced by few principals but was accorded a place near the top of the list in terms of helpfulness.

Principals in this study indicated they received least help from the following activities: 26 per cent of those who engaged in a defense program indicated they received little help from the activity; 16 per cent of those who participated in a local or county schoolmasters' club felt they received little help from the experience.

Summary. The activities in this area were experienced by a higher per cent of the responding principals, with greater frequency, than activities in any other area covered in the questionnaire. The data indicate principals were not only alert to the resources available in the local school system, but also they used the resources and found them helpful. The degree of helpfulness accorded many of the activities would indicate that the local school system is a fertile field for professional growth of the principal. Cooperative group activities concerned with educational problems received emphasis.

The following section of this chapter presents the data relative to the activities experienced which utilize the resources of professional organizations.

Activities Experienced Which Utilize the Resources
of Professional Organizations

Principals have an opportunity grow through their professional organization and thus improve their professional competence.

The data appearing in Table X present the frequency with which principals experienced activities which utilized the resources of professional organizations.

TABLE X

ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES
OF PROFESSIONAL ORGANIZATIONS
(358 Responding Principals)

Activities	% of Responding Principals	Reported Usage of Activities		
		Once	Occasionally	Frequently
1	2	3	4	5
Used the O. E. A. Research Department..	21	23	61	16
Attended the O. E. A. Workshops.....	83	19	46	35
Attended workshops sponsored by N.E.A..	17	35	44	21
Attended district meetings of O.E.A....	87	9	35	57
Attended state meetings of O.E.A.....	87	11	30	59
Attended national meetings of N.E.A....	7	48	36	16
Attended meetings sponsored by the Association of Secondary Principals, National Association.....	19	35	39	26
Attended meetings sponsored by the Association of Secondary Principals, State Association.....	52	22	45	32
Attended meetings of the North Central Association.....	12	30	49	21

Various media may be utilized in fulfilling this obligation. Workshops sponsored by the Oklahoma Education Association were attended by 83 per cent of the principals. Data appearing in Table XI reveal that 84 per cent of those in attendance indicated the experience was helpful. The data also show only 17 per cent of the respondents did not attend.

Professional organizations fulfill the obligation by keeping educational personnel informed through the information services. Eighty-one per cent of the respondents used the information services of the Oklahoma

TABLE XI

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF
ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF
PROFESSIONAL ORGANIZATIONS
(358 Responding Principals)

Items of In-Service Experience	Per Cent of Helpfulness				Per Cent of Re- spondents Using Activity
	Extremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6
Used the O.E.A. Research Dept.....	30	59	9	1	21
Attended the O.E.A. workshops.....	30	54	14	2	83
Attended workshops sponsored by N.E.A.....	36	59	5	0	17
Attended district meetings, O.E.A.	20	56	21	3	87
Attended state meetings, O.E.A....	21	55	21	2	87
Attended National meetings, N.E.A.	48	36	16	0	7
Attended meetings sponsored by the Association of Secondary Principals (National Assoc.).....	46	46	6	1	19
Attended meetings sponsored by the Association of Secondary Principals (State Association)...	22	61	15	2	52
Attended meetings of the North Central Association.....	44	44	9	2	12

Education Association and the majority of the respondents indicated that the service was helpful. Only 60 per cent utilized the information services of the National Education Association. Eighty-nine per cent of those who used the service found it helpful. The degree of usefulness recorded in these tables would indicate that this is a valuable resource and should be more widely used.

District and state meetings of the Oklahoma Education Association were attended by nearly 90 per cent of the questionnaire respondents. Twenty-one per cent of those who attended such meetings felt they received

little help from the meetings.

The National Education Workshops were attended by 17 per cent of the principals. Those in attendance found it a helpful activity as 59 per cent of them indicated the experience was clearly helpful and 36 per cent extremely helpful.

The meetings of the Association of Secondary-School Principals provided a helpful experience for those in attendance. The information service of the Association was especially helpful to those who utilized the service. Ninety-one per cent of those using the services indicated they were helpful.

The North Central Association of Secondary-Schools and Colleges endeavors to stimulate self-appraisal and self-evaluation in matter related to curriculum, guidance, organization, and philosophy. Thirty-one per cent of the respondents indicated they had experienced the services of the Association. Eighty-nine per cent of those who participated in the North Central Association program believed the experience helpful while 11 per cent gained little help from the activity.

Summary. The majority of the responding principals indicated that they used the information services of the professional organizations frequently. The data indicate the principals felt the services were helpful. Workshops sponsored by professional organizations were helpful to the principals. The frequency with which the principals have experienced the activities indicates that they are alert to the resources.

The following section is devoted to the treatment of the data concerning the activities, experienced by the 358 respondents, which utilized the community resources.

Activities Experienced Which Utilize Community Resources

Community activities are a fertile field for in-service growth through the participation of the principal in the affairs of the community. Through his participation in community affairs the principal grows in his knowledge of the people, of the community, and its problems. In addition, he establishes community contacts which enables him to interpret the functions of the public schools.

The in-service growth to which this study refers is mainly the by-product of the efforts spent in the cooperative attack on educational or civic problems. Good public relations, referred to earlier in this report, is another product of the community contact which is coveted by every principal.

Tables XII and XIII show the participation of the principals in activities which utilize the resources of the community and the principals' judgment with respect to the helpfulness of the activities.

Participating in study programs in which educators, students, and lay people cooperate in studying the community ranked at the bottom of the list in frequency but was first in the helpfulness column. An examination of Table XIII shows that 96 per cent of those who experienced the activity believed it was helpful. Participation in civic organizations ranked first in frequency and second in helpfulness.

Although each activity was believed to be helpful by a majority of respondents, a few activities were considered of being of little help. Thirteen per cent of those who participated with lay people organized to consider educational problems felt the activity was of little help.

TABLE XII
 ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES
 OF THE COMMUNITY
 (358 Responding Principals)

Activities	Reported Usage of Activities			
	% of Re- sponding Principals	Occa- Fre- sion- quent- Once ally ly		
		Per Cent of Users	3	4
1	2	3	4	5
Participated in civic organiza- tions such as the Lions, Kiwanis, Rotary, or Chamber of Commerce.....	63	1	25	73
Participated with lay people organized to consider educational problems.....	57	6	71	24
Worked with such organiza- tions as the Grange or the Farm Bureau.....	14	16	59	24
Participated in programs with local governmental agencies such as agriculture, etc.....	47	5	72	23
Participated in study programs in which educators, students, and lay people made a study of the community.....	34	27	60	12

TABLE XIII

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS
OF ACTIVITIES EXPERIENCED WHICH UTILIZE THE
RESOURCES OF THE COMMUNITY
(358 Responding Principals)

Items of In-Service Experience	Per Cent of Helpfulness				Per Cent of Re- spondents Using Activity
	Ex- tremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6
Participated in civic organi- zations such as the Lions, Kiwanis, Rotary or Chamber of Commerce.....	38	53	9	.4	63
Participated with lay people organized to consider educational problems.....	24	62	13	1	57
Participated in programs with local governmental agencies, such as agri- culture, welfare, etc.....	17	68	15	0	47
Participated in study programs in which educators, students, and lay people made a study of the community.....	27	69	4	0	30

Eighteen per cent of those who worked with such organizations as the Grange or the Farm Bureau found little help in the activity. Fifteen per cent of those who participated in programs with local governmental agencies such as agriculture, welfare, etc., believed the activity was of little value to them.

It is worthy of note that 63 per cent of the questionnaire respondents participated in civic organizations. Seventy-three per cent of them participated frequently. Only 30 per cent of the principals participated in study programs relative to the community. Fifty-seven per cent of the respondents participated with lay people to consider educational problems. Twenty-four per cent of those experienced the activity frequently.

Summary. These data show many principals are not utilizing the resources of the community for in-service growth. Either they are not aware of the possibilities or, in some cases, the resources may not be available. The activities experienced by a few of the principals and assigned a high level of helpfulness should be experienced by other principals. At least three of the activities listed are available in most communities and are quiescent avenues of professional growth.

The following section of this chapter is devoted to the data relative to the self-improvement activities experienced by the 358 responding principals. There are four items included in this section: the seven in-service educational activities listed in the area of self-improvement activities, the professional and non-professional magazines read regularly, the professional books read during the last year, and the data relative to the recency of summer school attendance.

Self-Improvement Activities Experienced for the Purpose
of Professional Growth In-Service

The concept of self-improvement or growth implies that the individual is aware of the need for continual development. It implies that he is experiencing the activity because he feels an individual responsibility for his own improvement and proceeds on his own initiative.

At least four of the activities listed in Table XIV can be engaged in by practically every principal without much expense to him and without the use of more facilities. The first item listed in Table XIV refers to visitation. The activity was used by only 70 per cent of the

TABLE XIV

SELF-IMPROVEMENT ACTIVITIES EXPERIENCED FOR THE PURPOSE
OF PROFESSIONAL GROWTH IN-SERVICE
(358 Responding Principals)

Activities	Reported Usage of Activities			
	% of Responding Principals	Once	Occasionally	Frequently
1	2	3	4	5
Visited other principals for the purpose of observing the work of other principals.....	70	10	75	15
Made professional talks to groups about education.....	49	15	70	14
Written articles which have been published in educational periodicals	9	38	59	3
Made use of any self-rating device or check list to evaluate your professional effectiveness.....	50	32	59	9
Engaged in travel for self-improvement.....	59	9	71	20
Attended meetings of professional study groups.....	57	9	72	19
Taken a sabbatical leave.....	0			

respondents. The data in Table XV show that 44 per cent of those felt it was extremely helpful and 50 per cent found it clearly helpful.

It would seem that this activity could be used to a good advantage by a higher per cent of the principals.

Travel for self-improvement was ranked second in both Tables XIV and XV. The data reveals only 50 per cent of the questionnaire respondents had used a self-rating device or check list to evaluate their effectiveness. This is another example of an activity that is available to all the principals who feel a need for self-evaluation. There is a high correlation between the ranks accorded the activities in Tables XIV and XV.

TABLE XV

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF
SELF-IMPROVEMENT ACTIVITIES EXPERIENCED FOR THE
PURPOSE OF PROFESSIONAL GROWTH
(358 Responding Principals)

Items of In-Service Experience	Per Cent of Helpfulness				Per Cent of Re- spondents Using Activity
	Ex- tremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6
Visited other schools for the purpose of observing the work of other principals.....	44	50	5	.4	70
Made professional talks to groups about education.....	14	69	15	2	49
Written articles which have been published in educational periodicals.....	19	56	22	3	9
Made use of any self-rating device or check list to evaluate your professional effectiveness.....	25	66	7	2	50
Engaged in travel for self-improvement.....	34	59	7	0	59
Attended meetings of professional study groups.....	27	64	8	.5	57
Taken a sabbatical leave.....					0

Summary. An analysis of the data discloses that some of the activities for self-improvement should be more widely used. The principals are neglecting these resources for in-service education. The high degree

of helpfulness accorded most of the activities should indicate that other principals would profit from them at little cost to themselves and without additional facilities.

The Self-Development of Principals Through the Reading
of Books and Magazines

If the principal is to execute his many duties with efficiency and effectiveness, he must be well informed as to the latest developments in educational theory and practice. It has been aptly said that one of the best indices of an individual's probable professional growth in-service will be found in the kind and amount of reading done, professional and non-professional.

In an effort to determine the kind and the amount of reading the secondary-school principals were doing, the 358 responding principals were asked to list the magazines and professional books read. Space was provided in the questionnaire for the respondents to list the professional books read during the last year, the professional magazines read regularly, and the non-professional magazines read regularly.

Professional Magazines Read Regularly by the Principals. Some of the responding principals have used this media for keeping alert to the developments in their profession. The two hundred seventy-eight principals who replied to this question listed the titles of forty-seven professional magazines which they read regularly. The average for the whole group was 2.2 magazines. A number of the questionnaire respondents listed magazine titles with the explanation that they were read irregularly or on specific occasions.

Sixteen professional magazines mentioned ten or more times have been presented in Table XVI. The names of the magazines have been arranged in

order of their frequency of mention.

TABLE XVI
PROFESSIONAL MAGAZINES READ REGULARLY BY THE SECONDARY
SCHOOL PRINCIPALS
(358 Responding Principals)

Name of Magazine	Frequency of Mention
Oklahoma Teacher.....	223
Journal of the National Education Association.....	163
School Executive.....	87
Bulletin of the National Association of Secondary Principals.....	81
Nation's Schools.....	69
American School Board Journal.....	54
Clearing House.....	33
Scholastic.....	23
Education Digest.....	22
Athletic Journal.....	20
School Management.....	15
North Central Association Quarterly.....	13
Phi Delta Kappan.....	12
American Association of Health, Physical Education and Recreation.....	10
School Activities.....	10
School Life.....	10

The Oklahoma Teacher was read regularly by 63 per cent of the 358 responding principals. Nearly 45 per cent of the questionnaire respondents listed the Journal of the National Education Association as one of the magazines read regularly. The emphasis in this type of reading shows a neglect of the magazines treating the fields of research, administration, curriculum, and the improvement of instruction.

It is interesting to note that eighty (22.3 per cent) of the principals did not read professional magazines regularly. The analysis of the data revealed that the quantity of reading reported by the principals was not influenced by the size of the school.

Non-Professional Magazines Read Regularly by the Principals

Another index to the probable professional growth of the principal is the amount and kind of reading he does on the non-professional level.

TABLE XVII

NON-PROFESSIONAL MAGAZINES READ REGULARLY BY THE SECONDARY
SCHOOL PRINCIPALS
(358 Responding Principals)

Name of Magazine	Frequency of Mention
Readers Digest.....	170
Life.....	149
Saturday Evening Post.....	139
Time.....	92
Colliers.....	62
Look.....	53
Newsweek.....	39
American Magazine.....	38
Cornet.....	33
Quick.....	18
National Geographic.....	15
Pathfinder.....	14
U. S. News-World Report.....	12
Atlantic Monthly.....	11
Harpers.....	11
Better Homes and Gardens.....	10
Holiday.....	10

Table XVII gives a list of the non-professional magazines read regularly by the secondary-school principals and the frequency of mention of the magazine. The list includes the magazines mentioned by ten or more principals. The tabulation of data indicated that fifty-six of the respondents did not mention a non-professional magazine read regularly. Seventy-two titles to non-professional magazines were recorded as having been read regularly. The average for the whole group was 2.9 magazines. The respondents listed a wide variety of magazines with The Readers Digest at the top of the frequency list. Life and The Saturday Evening Post ranked second and third, respectively. A tabulation by school sizes of the number of magazines mentioned by each principal shows a similar

distribution of magazines mentioned.

Professional Books Read During the Last Year

An additional clue to the probable professional growth of the secondary-school principals is revealed by the professional books they read. A tabulation of the data showed that two hundred thirty-three of the respondents did not list the title of a book they had read during

TABLE XVIII

PROFESSIONAL BOOKS READ DURING THE LAST YEAR BY
SECONDARY-SCHOOL PRINCIPALS
(358 Responding Principals)

	Name of Book	Frequency of Mention
Douglass, Harl	<u>Secondary-School Administration</u>	17
Wiles, Kendall	<u>Supervision for Better Schools</u>	13
Jacobson, et. al.	<u>Duties of School Principals</u>	12
Douglass, Harl	<u>Education for Life Adjustment</u>	11
Erickson, C. E.	<u>Basic Textbook for Guidance</u>	9
Barr, et. al.	<u>Supervision</u>	8
Hulburd, David	<u>This Happened in Pasadena</u>	8
Anderson, et al.	<u>Duties of Secondary-School Principals</u>	7
French, Will	<u>The American High School</u>	7
Mort, P. R.	<u>Public School Finance</u>	7
Moehlman, A. B.	<u>School Administration</u>	6
Miel, Alice	<u>Changing the Curriculum</u>	6
A. A. S. A.	<u>Public Relations</u>	5
Mursell, James	<u>Successful Teaching</u>	5

the last year. Ninety titles of books were listed by the questionnaire respondents. Table XVIII lists the fourteen books mentioned with greatest frequency. When tabulated by school size the results did not tend to favor any one of the groups of school sizes. The average for the whole group was less than one book.

Summary. The data relative to the professional growth of principals through reading would indicate that the principals were not using one of the potent fields for professional growth while on the job. The

secondary-school principals in this study read the magazines of teacher organizations more than any other type of magazines. The availability of the magazines through membership in the teacher organization may be a major factor in their reading them regularly. Perhaps the range of reading professional magazines would be greater if these tools of the profession were made available by the individual schools. Teacher training institutions may make a material contribution by stimulating the prospective teacher to have more than a casual acquaintance with the resources for secondary education, general references, and professional magazines. If professional reading is an index of the professional interest of the principals, the interest is at low ebb.

Recency of Summer School Attendance

Another indication of the principal's interest in professional growth is the recency of his summer school attendance. Space was provided in the questionnaire for the respondent to write in the number of years since he last attended summer school. Table XIX shows that 72 per cent of those sending in the questionnaire had attended a summer session within the last three years. This high per cent of attendance is commendable. Four per cent of the principals did not answer the question. Fourteen per cent of the respondents had not attended in over six years. A tabulation of these data by school size indicated a trend toward more recent attendance by principals in the smaller schools. The high per cent of attendance of summer sessions shows interest in personal development among the principals.

TABLE XIX

REGENCY OF SUMMER SCHOOL ATTENDANCE AS REPORTED
BY SECONDARY-SCHOOL PRINCIPALS

Recency of Attendance	Number of Respondents	Per Cent
Within 3 years.....	259	72
Within 4, 5, 6 years.....	37	10
Over 6 years.....	49	14
No answer.....	11	4
Total.....	358	100

Summary: The purpose of this chapter was to analyze the data relative to each of the six areas of resources for in-service educational activities which were used in this study.

Using the information services of a college or university ranked at the top of the frequency list of activities which utilized the resources of institutions of higher learning, but this activity was given a lower rank in regard to helpfulness. Child development programs ranked near the bottom of the frequency list but was near the top in regard to helpfulness.

Leadership at the intermediate level is either ineffective or the principals are neglecting to utilize the resources at that level. The data indicate that the respondents were not only alert to the resources available in the local school system, but also they used the resources and found them helpful. The activities which utilize the resources of the local school system were experienced by a higher per cent of the responding principals, with greater frequency, than activities in any other area used in the questionnaire. The data would seem to indicate that the principals are neglecting the resources of the community.

An analysis of the data relative to the self-improvement activities experienced for the purpose of professional growth in-service would seem

to indicate that the respondents were neglecting these resources for in-service education. The evidence relative to the professional and non-professional reading done by respondents indicated that the quantity of the professional reading reported by the respondents was low.

The following chapter is devoted to the treatment of the data relative to principals of the different-sized schools.

CHAPTER VI

FREQUENCY AND HELPFULNESS OF ACTIVITIES EXPERIENCED BY PRINCIPALS OF DIFFERENT-SIZED SCHOOLS

A secondary purpose of this study was to discover whether the size of the school in which the principal was working had any effect upon the type of in-service activities in which the principal engaged, the frequency with which the principal experienced the activities and upon the degree of helpfulness to the principal. To determine the status of in-service education activities experienced by the secondary-school principals it would seem significant to determine if a difference does exist.

The size of school was determined by the number of teachers for whom the respondent served as principal. The respondent was asked to indicate in the questionnaire the number of teachers in the school where he served as principal. The schools were grouped into the following sizes: fewer than ten teachers, ten to nineteen teachers, twenty to twenty-nine teachers, and thirty or more teachers. The responses from the principals were grouped in regard to these four classifications.

The data show the types of in-service activities experienced, the frequency with which the respondents experienced the activities, and the judgment with respect to helpfulness as indicated by the respondents. Procedure was to show comparison of the activities engaged in with most frequency and to indicate the most helpful activities by the respondents from the various-sized schools.

Frequency With Which Activities were Experienced
by Principals of the Different-Sized Schools

According to Table XX, the data show that a slight difference exists in the types of activities experienced by the principals of the different-sized schools. The major difference is in the school group which employed thirty or more teachers. A greater per cent of the 41 responding principals in this group experienced more of the activities than any of the other groups and with greater frequency. The data indicate that more activities were engaged in and with greater frequency as the school groups became larger. The activities receiving the highest frequency with regard to usage in schools with 30 or more teachers included: (1) Attended group conferences held on a college campus, (2) used the information services of the Secondary-School Principals Association, (3) participated on a committee or as an individual in a program for curriculum revision, (4) participated in a group for the development of a student handbook, and (5) used a self-rating device.

The degree with which the thirty or more teacher group experienced the activities is shown by the observation that 50 or more per cent of the 41 respondents in this group experienced ten of the fifteen activities relative to resources of institutions of higher learning. In the area which had reference to the resources of the local school system, 50 or more per cent of the principals in the larger sized school group experienced thirteen of the fifteen activities. In the area which dealt with the activities of the professional organizations, 50 or more per cent of the respondents in schools having thirty or more teachers engaged in four of the five activities listed. Five of the seven activities

TABLE XX

COMPARISON OF THE ACTIVITIES EXPERIENCED WITH MOST FREQUENCY
BY PRINCIPALS OF THE DIFFERENT-SIZED SCHOOLS

In-Service Educational Activities Experienced	Number of Teachers			
	Fewer Than 10	10-19 ^b	20-29 ^c	30 and Over ^d
Worked with teachers and pupils to analyze and identify local problems.....	86	89	93	95
Attended district meetings — O.E.A.....	86	87	86	88
Attended state meetings — O.E.A.....	83	89	89	85
Attended O.E.A. workshops.....	83	83	84	83
Information service — State Department.....	79	83	89	93
Information service — O.E.A.....	77	80	82	90
Local or county schoolmaster meetings.....	77	87	86	80
Cooperated with staff to equalize load.....	76	77	84	85
Engaged in public relations between school and community.....	71	84	79	90
Individual consultative service.....	70	33	52	63
Small groups, inter-school and inter-community.....	67	71	77	93
Information service — U.S. Office Educa....	67	70	55	78
Planned teachers meetings cooperatively.....	64	76	75	90
Prepared annual report.....	61	67	73	83
Visited other principals.....	60	69	82	93
Pre-school workshops.....	59	65	64	88
Group conferences held on a campus.....	57	69	71	98
Extension services.....	55	66	55	66
Travel for self-improvement.....	55	58	66	93
State Department — Division of Health, Safety and Physical Education.....	53	61	57	66
Evening classes.....	52	52	42	61
Leader or chairman of group discussing educational problems.....	49	77	79	95
Civic organizations.....	48	65	71	85
Meetings of study groups.....	48	59	62	71
Information services — N.E.A.....	46	63	66	83

a Per cent of 126 responding principals

b Per cent of 135 responding principals

c Per cent of 56 responding principals

d Per cent of 41 responding principals

which had reference to self-improvement were experienced by 50 or more per cent of these principals. More respondents in this group reported writing articles for publication than in all the other groups combined.

The data presented in Table XX show the twenty-five top ranking activities used by the principals of the group with fewer than ten teachers. A comparison was made by showing the per cent of respondents from the different sized school groups who experienced the activities. An examination of the data shows a gradual increase of use in the following activities as the size of the school increases. (1) Used information services of N.E.A., (2) attended meetings of professional study groups, (3) participated in civic organizations, (4) functioned as a leader or chairman of a group discussing educational problems, (5) traveled for self-improvement, (6) attended group meetings held on college campus, (7) visited other schools for the purpose of observing the work of others, and (8) participated in small groups, inter-school and inter-community educational activities.

In addition to the activities presented in Table XX, certain activities were experienced by a higher per cent of the respondents from the thirty and more teacher groups but which were not accorded a high frequency in the top twenty-five of the other school groups. These included:

(1) Used the information services of the Association of Secondary Principals, (2) attended state meetings of the Association of Secondary Principals, (3) participated as an individual or in a committee for curriculum revision, and (4) made professional talks to groups.

It is noteworthy that one activity of the twenty-five activities accorded a high frequency was used by a higher per cent of the principals in the schools with fewer than ten teachers than in any other sized school group. This activity had reference to the use of individual consultative service from a college or university.

According to Table XXI the following activities were given a high

TABLE XXI

MOST HELPFUL, IN-SERVICE EDUCATIONAL ACTIVITIES
WITH RESPECT TO SIZE OF SCHOOLS

In-service Educational Activities Experienced ^a	Number of Teachers			
	Fewer Than 10	10-19 ^b	20-29 ^c	30 and over ^d
Engaged in public relation activities.....	94	91	96	100
Visited other principals.....	95	93	95	100
Information services -- North Central Association.....	72	63	100	100
Worked with teachers and students in an attempt to identify and analyze local problems.....	92	96	98	97
Attended meetings of professional study groups.....	88	99	91	97
Committee to study specific educational problems.....	65	51	95	95
Committee for curriculum revision.....	81	92	94	95
Planned teachers meetings cooperatively... Small groups inter-school and inter-community.....	93	96	97	95
Attended workshops for college credit.....	91	100	94	92
Information service -- C.E.A.....	84	85	94	92
Information service -- Association of Secondary-School Principals.....	86	88	100	92
Participated in civic clubs.....	90	88	93	92
Made use of self-rating device.....	97	85	97	92
Participated with lay people organized to consider educational problems.....	84	85	85	91
Cooperated with staff to equalize load....	51	96	91	51
Engaged in travel for self-improvement....	98	91	92	89
State Department -- Division of Secondary Education.....	80	87	93	89
Functioned as chairman or leader of groups.....	90	87	92	89
Attended non-credit college workshops.....	68	84	92	88
Attended group conference on campus.....	70	89	85	88
C.E.A. workshops.....	79	85	87	86
Information services -- State Department..	89	87	92	87

^aThese activities are paraphrased.

rank in helpfulness by all groups: (1) Engaged in public relations for the purpose of developing better understanding between school and community, (2) visited other schools for the purpose of observing other principals

at work, (3) used the service of State Department -- Division of Audio-Visual Education, (4) worked with teachers and students in an attempt to identify and analyze problems of the local school system, and (5) planned teachers meetings cooperatively with the staff.

An examination of Table XXI reveals that the respondents from the schools with fewer than ten teachers judged the following activities helpful enough to be included in the top twenty-five activities with respect to helpfulness: (1) Participating with members of a college staff and others in initiating a child development program, (2) participating in local or schoolmasters' meetings, (3) preparing an annual report, (4) attending evening classes, (5) attending Saturday classes, (6) using the consultative services of a member of a college staff, (7) using the information services of a college or university, (8) using the extension services of a college or university, (9) attending the district meetings of the Oklahoma Education Association, and (10) attending the state meetings of the Oklahoma Education Association.

Activities which were experienced frequently by 50 or more per cent of the respondents from the thirty or more teacher group were listed in the preceding section. An examination of the data relative to helpfulness shows the respondents ranked all except two activities near the top of the helpfulness list. The two exceptions were the Oklahoma Education Association meetings, both state and district. Twenty-eight per cent of the respondents attending the district meetings indicated that they received little help from the meetings and 17 per cent of those attending the state meetings reported little help from the meetings.

Five of the six activities engaged in occasionally by a very high per cent of principals in the thirty or more teacher group were judged

to be very helpful by the reporting principals. The exception was the activity of making professional talks to groups. Twenty-one per cent of those engaging in the activity received little help from the experience. Among those receiving a high rank in helpfulness from the principals of the larger schools were: (1) Prepared a thesis for Doctoral degree and (2) prepared a thesis in partial fulfillment of the Master's degree.

Summary. The in-service educational activities which were judged to be most helpful by smaller schools were, in most instances, also judged to be helpful by the respondents from the large schools. The principals from the larger schools received more help and experienced more activities than did the principals from smaller schools. In a few instances the participating respondents from the smaller schools received more help from activities which did not receive a similar rank in other groups. It should be noted, however, that in these instances there was a small percentage of principals who experienced the activities.

CHAPTER VII

IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED BY PRINCIPALS OF SCHOOLS HAVING MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION

One of the secondary purposes of this study was to determine if secondary-school principals of schools which had membership in the North Central Association of Colleges and Secondary Schools experienced similar in-service activities to those of non-member schools, and, in addition, to ascertain if the judgments of helpfulness of each activity experienced were similar for the principals of member schools and the principals of non-member schools.

The purpose of Chapter VII is to present and analyze the data with reference to principals of schools which had membership in the North Central Association. The principals were asked to indicate on the questionnaire whether or not the school in which they served was a member school. One hundred fifteen of the questionnaire respondents reported membership in the North Central Association of Secondary Schools and Colleges.

Table XXII presents the twenty-five activities experienced with most frequency by the 115 North Central Principals and compares the frequency of use with that of the 243 non-member principals. Column two shows the per cent of principals of the non-member schools using the activity. Column three shows the per cent of the principals of the member schools reporting the experience. The data indicate a

TABLE XXII

FREQUENCY WITH WHICH IN-SERVICE EDUCATIONAL ACTIVITIES
WERE EXPERIENCED BY NORTH CENTRAL ASSOCIATION MEMBERS
AND NON-MEMBERS
(115 Principals)

In-Service Educational Activities Experienced*	Non-	NCA
	Members (243)	Members (115)
	%	%
1	2	3
Worked with teachers and students in an attempt to identify and analyze local problems.....	87	93
Attended district meetings of the O.E.A.....	85	90
Attended state meetings of the O.E.A.....	87	86
Information services - State Department.....	81	88
Attended the O.E.A. workshops.....	83	83
Participated in local or county schoolmasters' meetings.....	81	86
Information service - O.E.A.....	78	86
Engaged in public relations activities.....	76	86
Information service - College or University.....	77	80
Cooperated with staff to equalize teaching load.....	69	82
Participated in small groups inter-school and inter-community.....	69	82
Planned teachers' meetings cooperatively with staff.....	70	81
Inter-school visitation.....	64	83
Functioned as a leader or chairman of a group.....	63	83
Attended group conferences held on a campus.....	66	75
Prepared an annual report.....	65	74
Used services of State Department - Audio-Visual Dept.....	65	71
Participated in pre-school workshops.....	63	71
Participated in civic organizations.....	55	78
Used extension services - College or University.....	58	66
Information services - N. E. A.....	51	78
Participated on committees to study specific problems.....	55	68
Engaged in travel for self-improvement.....	54	69
Services of State Department - Health, Safety, and Physical Education.....	56	65
Participated with lay people to consider educational problems.....	51	70
Attended meetings of professional study groups.....	52	67

*These activities are paraphrased.

difference between the frequency of use of in-service educational experiences reported by the principals serving in schools which were members of the North Central and those from the non-member schools. The data show the greatest difference in the per cent experiencing the activities near the bottom of the list of twenty-five activities. The widest spread between the two groups was in the following activities:

Participated with lay people to consider educational problems.

Used the information services of the N. E. A.

Participated in civic organizations.

Functioned as a leader or chairman of a group discussing educational problems.

Visited other schools for the purpose of observing the work of other principals.

The data in Table XXII show a higher per cent of the North Central members experienced the activities listed in the questionnaire. They not only experienced the activities with greater frequency but also experienced more activities frequently than did non-members. Table XXII reveals that activities listed below were experienced frequently by 50 per cent or more of the respondents.

	Per Cent
Participated in civic organizations.....	80
Attended state meetings of the O.E.A....	66
Participated in local or county schoolmasters' meetings.....	59
Attended district meetings of the O.E.A.	56
Prepared an annual report.....	56
Engaged in public relations activities.....	55
Worked with teachers and students in an attempt to identify and analyze problems in the local school system...	51

Table XXIII shows a comparison of the responses of the principals from schools having membership in the North Central Association and the

respondents from non-member schools. The activities shown are those which were experienced frequently by 40 per cent or more of the member principals. These activities were compared with the same activities experienced by the non-members. The table reveals that a higher per cent of member principals experienced the activities in all except two instances. These were, attending state meetings of O.E.A. and attending O.E.A. workshops. The data show that a greater per cent of the member principals experienced the activities frequently.

TABLE XXIII

COMPARISONS OF RESPONSES OF NORTH CENTRAL ASSOCIATION
MEMBERS WITH NON-MEMBERS WITH REFERENCE TO
ACTIVITIES EXPERIENCED FREQUENTLY

In-Service Educational Activities Experienced <u>Frequently</u>	Per cent* Using Activity	Used Frequently (per cent)
1	2	3
Made use of the information services of a college or university.....	Member 78 Non-member 78	35 26
Prepared an annual report.....	Member 74 Non-member 65	42 30
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	Member 93 Non-member 87	48 45
Planned teachers meetings cooperatively with the staff.....	Member 81 Non-member 70	42 32
Participated in local or county schoolmasters' meetings.....	Member 86 Non-member 81	35 59
Engaged in public relations activities for the purpose of developing better understanding between school and community.....	Member 86 Non-member 76	47 53
Participated in civic organi- zations.....	Member 78 Non-member 55	63 38

*115 respondents were principals of schools having membership in the North Central Association. Two hundred forty-three were non-members.

It is important to note the frequency with which the 115 member principals experienced the activities utilizing the resources of the local school system. Ninety-three per cent of those principals worked with teachers and students in an attempt to identify and analyze problems of the local school system. Forty-four per cent engaged in the activity occasionally and 51 per cent engaged in it frequently. Eighty-six per cent attended local or county schoolmasters' meetings and 86 per cent engaged in public relations activities. Eighty-four per cent functioned as a leader or chairman of a group discussing educational problems and 82 per cent participated in small group inter-school and inter-community educational activities. These data indicate the reporting principals are alert to the resources of the local school system.

Summary. Respondents from schools having membership in the North Central Association reported having used more in-service educational activities than had respondents from non-member schools. A greater per cent also experienced these activities frequently.

Judgment of Principals of Schools Having Membership in
North Central Association With Regard to the Helpfulness of In-Service Educational Activities Experienced

Principals reporting from North Central Association schools assigned a higher rank in helpfulness to the activities which they experienced than did the respondents from non-member schools. There were seven in-service educational activities experienced by the principals of the North Central schools in which 40 per cent of those experienced them regarded as extremely helpful. These activities are listed below with the per cent of the 115 member principals sending in the questionnaire

who indicated that the activities were extremely helpful.

	Per Cent
Prepared a thesis in partial fulfillment for the Doctoral degree.....	67
Visited other schools for the purpose of observing the work of other principals....	51
Attended meetings of the Secondary-Principals Association (National).....	49
Attended meetings of the North Central Association.....	46
Engaged in public relations activities for the purpose of developing better understanding between school and community.....	43
Participated in civic organizations.....	42
Worked with teachers and students in an attempt to identify and analyze local problems.....	41

Three of the activities for self-development were regarded as being helpful to the respondents. Using a self-rating device, traveling for self-improvement and visiting other schools were given a high rank with respect to helpfulness.

Activities which use the resources of institutions of higher learning were included among the more helpful activities as indicated by the respondents. Preparing a thesis in partial fulfillment for the Doctoral degree, attending workshops for college credit, attending Saturday classes, and participating in a child development program were given a high position in regard to helpfulness. Participatory and cooperative activities were accorded a high rank in helpfulness.

The growth promotion activities of professional organizations were helpful to the respondents through workshops sponsored by the National

TABLE XXIV

JUDGMENT OF 115 PRINCIPALS AS TO THE HELPFULNESS OF ACTIVITIES
EXPERIENCED BY PRINCIPALS OF SCHOOLS HAVING MEMBERSHIP
IN NORTH CENTRAL ASSOCIATION

In-Service Educational* Activities Experienced	Per Cent of Helpfulness			Per Cent Using Activity
	Little Help	Clearly Helpful	Extremely Helpful	
1	2	3	4	5
Preparing a thesis in partial fulfillment for the Doctoral degree..	0	33	67	3
Visiting other schools.....	2	47	51	83
Worked with teachers, students in an attempt to identify and analyze local problems.....	2	56	41	93
Planned meetings cooperatively with staff.....	2	65	32	81
Engaged in public relations.....	2	53	43	86
Participated in study groups in which educators, students and lay people make a study of community..	4	74	21	69
Attended workshops for college credit.....	7	70	23	38
Information services - Secondary Principals Association.....	8	60	30	70
Participated in civic clubs.....	6	51	42	78
Attended Saturday classes.....	8	73	19	34
Participated in North Central program for the evaluation of secondary schools.....	6	54	35	57
Cooperated with staff in an attempt to equalize teacher load.....	9	60	32	82
Participated on committee to study specific problem.....	8	55	37	68
Attended meetings of North Central Association.....	9	46	46	30
Use of self-rating device.....	6	68	24	63
Travel for self-improvement.....	8	63	29	69
State Department - Division of Secondary Education.....	9	62	29	67
Small groups inter-school and inter-community.....	10	62	29	82
Workshops sponsored by the N.E.A....	9	55	36	29
National meetings of the Secondary-Principals Association.....	5	46	49	36
Information service - O.E.A.....	9	76	15	86
Participated in child development program.....	8	75	15	35
Information service - State Department.....	10	71	19	88

*These activities are paraphrased. See Table XXIX in Appendix B.

Education Association, through the information services of the Oklahoma Education Association and the Secondary Principals Association, and through meetings of the Secondary Principals Association. The resources of the state and regional agencies were regarded as helpful to those who used the information services of the State Department of Education, the Division of Secondary Education, meetings of the North Central Association, and the evaluation program sponsored by the North Central Association.

Many of the activities which ranked high in frequency with which they were experienced were ranked low in terms of helpfulness. Twenty-four per cent of those who attended district meetings of the Oklahoma Education Association found little help from the activity. Three per cent indicated no help from the activity. Principals participating in a school survey indicated the activity was not helpful as 31 per cent reported little help from the experience and 10 per cent indicated no help from the activity. The respondents attended meetings of schoolmasters' clubs with frequency but assigned a low rank in helpfulness to the activity as 24 per cent indicated little help from the meetings.

CHAPTER VIII

IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED BY RESPONDENTS WHO WERE MEMBERS OF THE SECONDARY PRINCIPALS' ASSOCIATION

One of the secondary purposes of this study was to ascertain what in-service educational activities were engaged in by the members of the Secondary Principals' Association, the frequency with which they were experienced, and the degree of helpfulness assigned each activity experienced by the member principals.

Space was provided in the questionnaire for the responding principals to indicate whether or not they were members in the organization.

The purpose of this chapter was to present and analyze the data concerning the principals who indicated that they were members of the organization and to compare the data relative to the member principals and those principals who were not members of the association. One hundred twenty-four responding principals indicated that they were members of the Secondary Principals Association.

Table XXV shows a comparison of the responses of member principals and non-member principals with regard to the frequency with which respondents experienced the activities. The activities used with most frequency by the member principals were compared with the same activities experienced by the non-members. The data in this table show a greater per cent of the members experienced the in-service activities and used them more frequently. The identity and types of activities which were experienced most were similar to those reported by other groups tabulated.

TABLE XXV

FREQUENCY OF USE OF IN-SERVICE EDUCATIONAL ACTIVITIES ENGAGED
IN BY MEMBERS OF THE SECONDARY PRINCIPALS ASSOCIATION COM-
PARED WITH THE FREQUENCY OF USE BY NON-MEMBERS

In-Service Educational Activities Experienced by Responding Principals	Frequency of Use*	
	Members**	Non- Members***
1	2	3
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	93	87
Attended O. E. A. workshops.....	89	80
Attended state meetings of the O. E. A.....	89	85
Used information service -- State Dept. Educa..	89	81
Engaged in public relations activities for the purpose of developing better understanding between school and community.....	88	74
Functioned as a leader or chairman of a group discussing educational problems.....	86	61
Attended district meetings of the O. E. A.....	86	87
Participated in local or county school-master's meetings.....	85	81
Used the information service of the O. E. A.....	85	78
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	85	76
Participated in small group inter-school and inter-community educational activities....	85	67
Attended meetings sponsored by the Secondary Principals Association (National Association).	85	35
Used information service of college or university	84	75
Visited other schools for the purpose of observing the work of other principals.....	84	63
Planned teachers meetings cooperatively with the staff.....	84	68
Used the information service of Secondary Principals Association.....	82	31
Participated in civic organizations.....	81	53
Attended group conferences held on college campus.....	79	63
Prepared an annual report.....	77	63
Engaged in pre-school workshops.....	77	59
Used information service of the N. E. A.....	75	52
Participated on a committee to study specific educational problems.....	73	52
Made professional talks to groups about education.....	71	38

*per cent of principals who indicated the use of the activity.

**124 respondents were members of the Secondary Principals Assoc.

***234 respondents were non-members.

There is a difference in the frequency with which members and non-members used the activities. The greatest disparity is in the per cent of users of the activities. Seventy-one per cent of the member principals had made talks to groups about education while only 38 per cent of the non-members experienced this activity. Members of the association also participated in civic organizations with greater frequency than did non-members. The member principals experienced the following activities with an impressive difference in frequency.

Used the information services of the N. E. A.
 Visited other schools for the purpose of observing the work of other principals.
 Functioned as a leader or chairman of a group discussing educational problems.
 Engaged in public relations activities.
 Participated in small groups inter-school and inter-community educational activities.
 Planned teachers' meetings cooperatively.
 Attended group conferences held on a college campus.
 Engaged in pre-school workshops.

An unusually high per cent of the 124 member principals responding reported engaging in the following activities frequently:

	Per Cent
Participated in civic organizations.....	84
Visited other schools.....	84
Prepared an annual report.....	61
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	60
Participated in a local or county schoolmasters' meeting.....	58
Cooperated with the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	54
Engaged in public relations activities.....	51
Planned teachers' meetings cooperatively.....	47

Table XXV shows that two types of workshops appear in the first twenty-five activities used most frequently by the member principals.

Workshops sponsored by the Oklahoma Educational Association were attended by 89 per cent of the respondents and 77 per cent of the principals reported attendance in pre-school workshops. Growth activities stemming from the Association of Secondary Principals were utilized with considerable frequency. Eighty-five per cent of the principals attended national meetings of the Association. Eighty-two per cent of those responding used the information services of the Secondary Principals Association. Five activities utilizing the resources of the professional organizations were used by a high per cent of the member principals. These activities were: attended O.E.A. workshops, attended district meetings of the O.E.A., used the information services of the O.E.A., attended state meetings of the O.E.A., and used the information services of the N.E.A.

Summary. Respondents who indicated membership in the Secondary Principals Association reported having experienced more in-service educational activities with frequency than had respondents who were not members. They also reported a larger per cent had experienced these activities frequently. The disparity with which member principals and non-members experienced some activities is important. There was a wide range of difference in the frequency with which they participated in civic organizations. A similar disparity existed with respect to the use of the information services of the Secondary Principals Association. Two self-development activities were used with considerable more frequency by the members. They were: making talks to groups about education, and visiting other schools. Growth activities derived from professional organizations were utilized substantially. Activities which utilize the resources of the local school system were used widely. It is worthy of

note that 83 per cent of the member principals engaged in public relations activities for the purpose of developing better understanding between school and community. Activities which emphasize group and committee work were also used widely.

Principals' Judgment With Respect to Helpfulness
of In-Service Activities Experienced

Respondents who were members of the Secondary Principals Association attributed a higher degree of helpfulness to more activities than did the non-members. Table XXVI presents the most helpful activities in the judgment of the member respondents.

An examination of the data shows the members of the Association assigned a higher degree of helpfulness to the activities experienced. The types and identity of activities deemed most helpful were similar to other groups of principals in this study.

Eight activities were judged by 40 per cent or more of the principals who experienced them to be extremely helpful. These activities are listed below with the per cent using the activity and the per cent of the users who judged them to be extremely helpful.

	Extremely Helpful	Per Cent Using
Attended meetings sponsored by the Secondary Principals (National Assoc.)...	58	43
Prepared a thesis in partial ful- fillment for the Doctoral degree.....	50	3
Attended meetings of the North Central Association.....	48	25
Participated in civic organizations.....	45	81
Engaged in public relations activities.	44	88
Attended workshops sponsored by the N.E.A.	43	24
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	42	93
Used the information services -- U. S. Office of Education.....	40	82

TABLE XXVI

JUDGMENT OF 124 PRINCIPALS WHO WERE MEMBERS OF THE SECONDARY-SCHOOL
PRINCIPALS ASSOCIATION WITH REFERENCE TO THE IN-SERVICE ACTIVITIES

Educational Activities Experienced*	Per Cent of Helpfulness			Per Cent Using Activity
	Little Help	Clearly Helpful	Ex- tremely Helpful	
1	2	3	4	5
Doctoral thesis.....	0	50	50	3
Community Study groups.....	0	73	27	36
Identification of local problems....	3	56	43	93
National meetings - Secondary Principals.....	4	38	58	43
Planned staff meetings cooperatively.....	4	65	31	83
Committee to study specific problems.....	4	58	38	73
N. E. A. workshops.....	3	53	43	24
Committee for curriculum revision.....	4	67	28	61
Engaged in public relations.....	6	50	44	88
Participated in civic clubs.....	6	49	49	81
Leader or chairman of group.....	6	66	28	86
Workshops for college credit.....	6	65	29	48
North Central evaluation program....	18	56	38	44
Visitation.....	1	49	50	81
Meetings of professional study groups.....	7	59	35	60
Division of Audio-Visual Education.....	7	70	23	68
Child development program.....	5	73	20	33
Used self-rating device.....	5	70	23	69
Equalize teacher load.....	9	62	30	85
Developed student handbook.....	9	61	30	54
O.E.A. Research Department.....	25	56	13	26
Worked with Grange, Farm Bureau....	9	73	18	9
Continuing workshops.....	10	67	23	24
Small group inter-school and inter-community.....	11	61	29	85

*These activities are paraphrased. See
questionnaire in Appendix A for full statement.

It is important to note the degree of helpfulness reported for the eight activities experienced frequently which were discussed in the previous section. Six of those activities were given a high rank in the

helpfulness list. The remaining two activities rank lower in respect to helpfulness. These two activities were: (1) participated in local or county schoolmasters' meetings; and (2) prepared an annual report.

An examination of Table XXVI reveals a number of activities that had been experienced with less frequency than many other activities but were given a rank near the top with respect to helpfulness. These activities were:

- Participated in study programs in which educators, students and lay people made a study of the community.
- Attended workshops sponsored by the N. E. A.
- Participated as an individual or in a committee for curriculum revision.
- Attended workshops for college credit.
- Participated in the North Central Association's program for the evaluation of Secondary Schools.
- Attended meetings of professional study groups.
- Participated in a child development program.
- Used a self-rating device.
- Developed a student hand book.
- Participated in continuing workshops.

Table XXVII shows those activities which were arranged at the bottom of the helpfulness list. It should be pointed out that these activities have been designated as the least helpful because of the number of respondents who indicated that they were of no help or of little help. This arrangement does not indicate that they were not helpful activities to some respondents. Thirty-seven per cent of those who used the information services of the United States Department of Labor found little help from the service. Thirty-three per cent indicated little help was received from correspondence courses from institutions of higher learning. Twenty-seven per cent of the respondents who attended the district meetings of the Oklahoma Education Association reported little help from the meetings. One per cent found no help in the activity. Activities related to the Office of the County Superintendent of Schools were rated

low in helpfulness.

Summary. Respondents who were members of the Secondary Principals Association ranked activities which they had experienced to be more helpful than did non-members. There were eight activities in which 40 per cent or more of the member principals who experienced the activities experienced them frequently. Six of these activities were given a high rank with respect to helpfulness. A number of activities were given high ranks in helpfulness but were not experienced with great frequency. The area of in-service resources which member principals judged to be most helpful was in utilizing the resources of the local school system.

TABLE XXVII

LEAST HELPFUL IN-SERVICE EDUCATIONAL ACTIVITIES AS
INDICATED BY MEMBER OF THE SECONDARY
PRINCIPALS ASSOCIATION
(124 RESPONDING PRINCIPALS)

In-Service Educational Activities Experienced	Per Cent* Using Activity	No Help	Little Help
1	2	3	4
Used information service -- U. S. Department of Labor.....	35	0	37
Cooperated with institutions of higher learning in making a school building survey.....	35	9	28
Completed correspondence courses.....	27	0	33
Received curriculum assistance from the Office of the County Superintendent of schools.....	19	0	33
Participated in a regional or local defense program.....	33	0	32
Used the services of the State Department of Education -- Division of Research and Census.....	85	6	25
Attended district meetings of O. E. A.....	86	1	27
Used services of the State Department of Education -- Division of Adult Education..	17	5	24
Attended study groups organized by the County Superintendent of Schools.....	33	0	29
Worked with officers representing county agencies who act in a supervisory capacity.....	31	3	24
Used the services of the State Department of Education -- Division of School Facilities Survey.....	27	6	18
Participated in the North Central program for evaluating secondary schools.....	44	4	18
Worked cooperatively with representatives of institutions of higher learning in making a school survey.....	51	3	27
Participated in local or county school-masters' meetings.....	85	5	19
Written articles which have been published in educational periodicals.....	19	4	22

*124 respondents were members of the Secondary Principals Association.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The three-fold purpose of this study was (1) to identify the in-service educational activities experienced by the secondary-school principals of Oklahoma, (2) to ascertain the frequency with which these activities were experienced by the principals, and (3) to secure the principals' judgment as to the helpfulness of the activities.

In addition, the study had the following secondary purposes:

1. To discover which of the areas of resources for in-service education were used most frequently.
2. To determine which of the areas of resources for in-service education was judged to be most helpful to the principals.
3. To discover whether or not the size of the school in which the principal was working had any effect upon the type of in-service experience in which the principal engaged and upon the degree of helpfulness to the principal.
4. To determine if secondary-school principals of schools which had membership in the North Central Association of Colleges and Secondary-Schools experienced similar in-service activities to those of non-member schools and if judgments of helpfulness of each activity are similar to member schools and non-member schools.
5. To ascertain what in-service activities were most used and which were most helpful to principals who were members of the Secondary-Principals' Association.

An analysis of the data, gathered by means of a questionnaire from three hundred fifty-eight secondary-school principals, identified seventy-one activities engaged in by the 358 principals involved in this study. Only one activity listed in the questionnaire was not experienced by the respondents. The sabbatical leave was not experienced by the responding principals. The range of experiencing the activities was from 1.1 per cent of the respondents experiencing the thesis in partial fulfillment for the Doctoral degree to 89.1 per cent engaging in work with teachers and pupils in an attempt to identify and analyze problems within the local school system. There were twenty-nine activities in which 25 per cent or more of those who experienced the activity indicated that they experienced it frequently. These data indicate that the activities presented in the questionnaire are available and known to most of the respondents.

A trend is noted in the data relative to the high frequency with which the respondents experienced the participating group activities. Included in this type of experience are the workshops, the schoolmasters' club, the professional study clubs, and the cooperative attack on problems by educators, students and lay people. Other activities related to participatory group action were engaged in with considerable frequency. These activities include functioning as a leader or chairman of a group discussing educational problems, and cooperating with members of the staff in planning meetings or in attacking educational problems.

The information services of the various agencies were used with a high frequency and the indication is that there are an effective media for in-service education for the secondary-school principals. The information service of the State Department of Education was given a

high rank with respect to the frequency with which it is used by the respondents. The information services of the Oklahoma Education Association were accorded a rank near the top of the list in terms of frequency.

Only two of the activities of the self-development type ranked near the top of the frequency list. Visiting other schools for the purpose of observing the work of other principals and engaging in travel for self-improvement were experienced with a rather high per cent of frequency.

It is worthy of note that nine of the thirteen activities which utilize the resources of the local school system ranked within the first twenty-five items in regard to frequency. This evidence in this study indicates that the area of in-service education which utilizes the resources of the local school system has been experienced with most frequency.

Every activity experienced by the principals was judged to be helpful to them. The designated extent of helpfulness for a few activities was in agreement with the frequency with which they were experienced by the respondents. Participatory group activities ranked high in helpfulness as well as in frequency. Many of the activities which received a high rank in frequency dropped to a much lower rank in the helpfulness table. Three of the more popular activities with regard to frequency dropped to a lower rank in helpfulness. Attending district and state meetings of the Oklahoma Education Association and participation in local or county schoolmasters' meetings ranked 2.5 and 6 in the frequency list but dropped to the positions of 59 and 49.5, respectively, in the helpfulness list. The use of the information service of a college or university ranked tenth in frequency and 52.5 in helpfulness. The information service of the State Department of Education ranked fourth in the frequency list and thirty-second in terms of helpfulness. Three self-development

activities were ranked high in helpfulness. Visiting other schools, traveling for self-improvement, and using the check list for self-evaluation were given a high rank in helpfulness.

The professional organizations have provided growth activities through the information services of the associations. Each of the divisions of the State Department of Education has been used with varying degrees of frequency. The per cent of principals who reported little help from the activities in this area relative to state, regional, and national agencies is worthy of note. The data indicate that the respondents have neglected the resources of the national agencies. Leadership at the intermediate level is ineffective or the principals are disregarding a resource for in-service education.

The activities which utilized the resources of the local school system were experienced with greater frequency than those in any other area of in-service resources covered in the questionnaire. The data show that the respondents were alert to the resources available in the local school system. The degree of helpfulness accorded most of the activities in this area indicates that the local school system is a fertile field for the professional growth of the principal. Cooperative group activities concerned with educational problems received emphasis in this area. The data reveal that principals have overlooked activities for self-improvement activities as a means for in-service growth. These activities were not used widely but were assigned a high degree of helpfulness by those who experienced them. The evidence related to the professional magazines read regularly and the professional books read last year indicate that the amount of professional reading done by the respondents was lamentable. The professional magazines and books listed were of good

quality but only a small number of the respondents enjoyed the privilege.

A desire for continued growth in-service is evidenced by the data which show that 72 per cent of those sending in the questionnaire attended a summer session within the last three years. This may have been influenced by the new certification regulations that become effective in 1953. Fourteen per cent had not been in attendance within the last six years.

Principals responding from the larger schools reported having experienced more in-service educational activities with frequency than the respondents from the smaller schools. The principals of schools with fewer than ten teachers reported that the resources of institutions of higher learning have been most helpful to them. These principals also place more value on the meetings of local or county schoolmasters' meetings. They gave a high rank in helpfulness to the activities which refer to attendance of district and state meetings of the Oklahoma Education Association.

The frequency with which principals of schools having membership in the North Central Association experienced the activities utilizing the resources of the local school system is noteworthy. This area for in-service educational resources was utilized more than any other area. Respondents from schools having membership in the North Central Association used more activities than non-member principals.

Respondents who indicated membership in the Secondary Principals Association reported having experienced more in-service educational activities with frequency than had respondents from non-member schools. The disparity with which member principals and non-member principals experienced many activities is important. It was interesting to note that

88 per cent of the member respondents engaged in public relations activities for the purpose of developing better understanding between school and community.

Based upon the limitations previously recognized in this study including the weaknesses of the questionnaire method, the percentage of the principals who responded, the following tentative findings have been developed:

1. The area of activities which had reference to the use of the resources of the local school system was used most frequently and by a higher per cent of the respondents, and in addition, was judged most helpful.
2. The cooperative participatory group activities were used frequently and were judged to be highly helpful to the respondents. In addition, these activities were given a high rank in frequency.
3. Some activities were experienced with frequency but were given a low rank in helpfulness.
4. The quantity of the professional reading reported by the respondents in this study was low.
5. The size of the school did not seem to be a serious handicap to a planned program of in-service education.
6. The in-service educational activities for self-improvement were used infrequently by the principals involved in this study.
7. The secondary-school principals have given considerable attention to public relations activities.

8. Respondents from schools having membership in the North Central Association experienced more activities than did the non-members.
9. This study showed that considerable curriculum study was being carried on by the secondary-school principals responding. A majority of the large number of principals participating in the curriculum study activities judged the experience to be clearly and extremely helpful.

Based upon this study, and recognizing the limitations previously stated with respect to weaknesses of the instrument, the per cent of the principals responding, and the probability of error in judgment, the following conclusions have been evolved:

1. This study supports the findings of other studies in indicating that the local level is a fertile place for the in-service education program to germinate.
2. The evidence in the study indicates that the resources for an in-service educational program are available in each school and in each community.
3. In-service activities which employ group processes and group planning are extremely helpful to school principals.
4. Membership in professional organizations is conducive to the in-service growth of principals.
5. Self-improvement activities, which are available to most principals, are effective in-service experiences.
6. Cooperative group activities concerned with educational

problems are effective in-service activities.

7. The frequency of experiencing an activity is not necessarily a criteria for determining the helpfulness of in-service educational activities.

On the basis of this investigation, certain recommendations with respect to planning and implementing in-service education programs for secondary-school principals as well as self-improvement activities seem to result from this study. These include:

1. In-service educational activities judged by secondary-school principals to be clearly helpful, rather than to have been experienced with frequency, should be utilized in planning and implementing the in-service educational program. This is especially important in planning the program at the state, institutional, and local level.
2. Secondary-school principals should seek to identify local available resources and utilize them in in-service educational programs. Many of these resources are of such nature as not to require additional facilities or expense.
3. Leadership at the local school level should initiate and implement more cooperative planned activities involving the staff, pupils and laymen. These activities could well focus on problem identification and clarification in the local school and community situation.
4. Secondary-school principals should lend serious consideration to the imperative need to make provisions for more professional reading. Materials for professional reading should be readily available to the principal and his reading a

definite part of his planned routine.

5. This study has suggested further investigation into various aspects of the in-service education of secondary-school principals. These include:

1. The influence of membership in professional organizations.
2. Determine the effectiveness of in-service educational programs.
3. Case studies of certain group or cooperative activities involving principals, staff, students and lay people to determine factors contributing to their effectiveness.
4. Ways and means of helping principals in identifying local problems and organizing study groups to attack them.

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APPENDIX A

CHECK LIST
INFORMATION CONCERNING
SECONDARY PRINCIPAL'S OPINION
ON
IN-SERVICE EDUCATION ACTIVITIES EXPERIENCED
BY
PUBLIC SCHOOL SECONDARY PRINCIPALS IN OKLAHOMA

A. Explanation

The purpose of this check list is to find out what in-service activities the Secondary Principals of Oklahoma have experienced, the frequency of which the activity was experienced, and the degree of helpfulness to you as a principal.

In this study in-service education means that growth which takes place after the principal is on the job as a principal. It is growth through any activity which helps the principal do a better job. Broadly conceived, it is the professional growth which may be the result of activities initiated by the principal himself, by an institution of higher learning, by the public, by groups of professional people, or by a combination of these.

B. Directions

If you have experienced the activity suggested in the check list please check the 'yes' column and indicate the frequency of use by checking one of the columns labeled: one time, occasionally, or frequently. Evaluate the helpfulness of the activity in terms of your experienced judgement by checking one of the columns labeled: of no help, of little help, clearly helpful, or extremely helpful.

- . If you have not experienced the activity suggested in the check list a check in the 'no' column will be sufficient.
- . If your answer is 'yes' please check the appropriate frequency column and the appropriate helpfulness column.
- . Please answer every question.

to the Respondent:

The following items of information will be helpful in making this study and will add greatly to its value.

Number of teachers in your school_____. Total number of years as a teacher and administrator_____. Number of years as a principal_____. Degree(s) held_____. Age last birthday_____. Is your school a member of the North Central Association?_____. How many class periods in your school day?_____. How many classes do you teach?_____. Are you a member of the Association of Secondary Principals?_____. Encircle the grades of which you are the principal: 7 8 9 10 11 12 13 14.

Your careful and accurate checking of each question on the following pages will make a real contribution to the purpose stated above. Your cooperation will be greatly appreciated.

Signed:

Hiram Alexander
Will Rogers High School
Tulsa, Oklahoma

To the Respondent:

Please indicate by placing a check mark (✓) in the appropriate column whether or not you have experienced the activity. If your answer is 'yes', then in a like manner indicate the frequency with which you have made use of the service. In a like manner indicate the degree of helpfulness to you. PLEASE ANSWER ALL QUESTIONS COMPLETELY.

	Yes	No	Frequency of Use			De Hel
			Once	Occasionally	Frequently	
TYPES OF IN-SERVICE EDUCATIONAL ACTIVITIES						
I. ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF THE INSTITUTIONS OF HIGHER LEARNING.						
SINCE BECOMING A PRINCIPAL HAVE YOU,						
A. Completed correspondence courses? _____						
B. Attended evening classes? _____						
C. Attended workshops for college credit? _____						
D. Attended non-credit college workshops? _____						
E. Attended group conferences held on college campus? _____						
F. Attended Saturday classes? _____						
G. Used individual consultative service of a member(s) of a college staff? _____						
H. Made use of the information services of a college or university? (Bulletins, pamphlets, radio programs, etc.) _____						
I. Used the extension service of an institution of higher learning? _____						
J. Participated with members of the staff and others in initiating child development programs in which representatives of colleges and universities cooperated? _____						
K. Worked cooperatively with representatives of institutions of higher learning in making a school survey? _____						
L. Cooperated with institutions of higher learning in making a school building survey? _____						
M. Prepared a thesis in partial fulfillment for a Masters degree? _____						
N. Prepared a report in lieu of a thesis in partial fulfillment for a Masters degree? _____						
O. Prepared a thesis in partial fulfillment for a Doctoral degree? _____						
*P. _____						
*Q. _____						
*List any additional institutional contacts which you have experienced that have been helpful to you in meeting administrative problems.						
II. ACTIVITIES EXPERIENCED WHICH UTILIZE STATE, REGIONAL AND NATIONAL RESOURCES						
SINCE BECOMING A PRINCIPAL HAVE YOU,						
A. Attended study groups organized by the County Superintendent of Schools? _____						
B. Received curriculum assistance from the Office of the County Superintendent of Schools? _____						
C. Worked with officers representing county agencies who act in a supervisory capacity? _____						

			Frequency of Use			Degree of Helpfulness			
	Yes	No	Once	Occasionally	Frequently	Of No Help	Of Little Help	Clearly Helpful	Extremely Helpful
Worked with officers representing state agencies who act in a supervisory capacity? _____									
Worked with officers representing national agencies who act in a supervisory capacity? _____									
Used the information services of (Bulletins, pamphlets, radio programs, etc.):									
State Department of Education _____									
O.E.A. _____									
N.E.A. _____									
Association of Secondary Principals _____									
U.S. Office of Education _____									
U.S. Department of Labor _____									
U.S. Department of Agriculture _____									
North Central Association _____									
Used the services of the State Department of Education?									
The Division of School Facilities Survey _____									
The Division of Research and Census _____									
The Division of Health, Safety, and Physical Health _____									
The Division of Special Education _____									
The Division of Audio-Visual Education _____									
The Division of Secondary Education _____									
The Division of Adult Education _____									
The Division of School Finance _____									
Participated in the North Central Association of Colleges and Secondary Schools program for evaluating secondary schools? _____									
*List any additional activities experienced which utilize state, regional and national resources which you feel have been helpful to you.									
ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF THE LOCAL SCHOOL SYSTEM.									
SINCE BECOMING A PRINCIPAL HAVE YOU,									
Prepared an annual report? _____									
Participated in the development of a student handbook? _____									
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load? _____									
Worked with teachers and students in an attempt to identify and analyze problems within the local school system? _____									
Participated on a committee to study a specific educational problem? _____									
Functioned as a leader or chairman of a group discussing educational problems? _____									
Participated in small group inter-school and inter-community educational activities? _____									

			Frequency of Use			De Hel
	Yes	No	Once	Occasionally	Frequently	Of No Help
H. Participated in workshops						
Pre-school? _____						
Post-school? _____						
Continuing? _____						
I. Participated as an individual or in a committee for curriculum revision? _____						
J. Participated in a local or regional defense program? _____						
K. Planned teachers meetings cooperatively with the staff? _____						
L. Participated in local or county school masters meetings? _____						
M. Engaged in public relations activities for the purpose of developing better understanding between school and community? _____						
*N. _____						
*O. _____						

*List any additional activities experienced within your own school system which have been helpful to you.

IV. ACTIVITIES EXPERIENCED WHICH UTILIZE THE RESOURCES OF PROFESSIONAL ORGANIZATIONS

SINCE BECOMING A PRINCIPAL HAVE YOU,

A. Used the O.E.A. Research Department? _____						
B. Attended the O.E.A. Workshops? _____						
C. Attended workshops sponsored by the N.E.A.? _____						
D. Made use of the information services (Bulletins, pamphlets, magazines, lectures, radio programs, etc.) of the:						
O.E.A.? _____						
N.E.A.? _____						
Association of Secondary Principals? _____						
E. Attended District Meetings of the O.E.A.? _____						
F. Attended State Meetings of the O.E.A.? _____						
G. Attended National Meetings of the N.E.A.? _____						
H. Attended Meetings sponsored by the Association of Secondary Principals (National Association)? _____						
I. Attended Meetings sponsored by the Association of Secondary Principals (State Association)? _____						
J. Attended Meetings of the North Central Association? _____						
*K. _____						
*L. _____						

*List any additional activities experienced within professional organizations which you feel have been helpful.

V. ACTIVITIES EXPERIENCED WHICH UTILIZE COMMUNITY RESOURCES

SINCE BECOMING A PRINCIPAL HAVE YOU,

A. Participated in civic organizations such as the Lions, Kiwanis, Rotary, or Chamber of Commerce? _____						
--	--	--	--	--	--	--

	Frequency of Use			Degree of Helpfulness					
	Yes	No	Once	Occasionally	Frequently	Of No Help	Of Little Help	Clearly Helpful	Extremely Helpful
Participated with lay people organized to consider educational problems? _____									
Worked with such organizations as the Grange or the Farm Bureau? _____									
Participated in programs with local governmental agencies, such as agriculture, welfare, etc.? _____									
Participated in study programs in which educators, students, and lay people made a study of the community? _____									
*List any additional activities utilizing community resources which you feel have been helpful to you.									
LEARNING-IMPROVEMENT ACTIVITIES---INDIVIDUAL ACTIVITIES IN WHICH YOU HAVE ENGAGED FOR THE PURPOSE OF PROFESSIONAL GROWTH -SERVICE									
IN PREPARATION FOR BECOMING A PRINCIPAL HAVE YOU, Visited other schools for the purpose of observing the work of other principals? _____									
Made professional talks to groups about education? _____									
Written articles which have been published in educational periodicals? _____									
Made use of any self rating device or check list to evaluate your professional effectiveness? _____									
Engaged in travel for self-improvement? (Including recreation but exclusive of trips to conventions) _____									
Attended meetings of professional study groups? _____									
Taken a Sabbatical leave? _____									
*List any additional self-improvement activities which you feel have contributed to your growth in-service.									

How long since you last attended summer school? _____ years.
 List the professional books you have read during the last year.

List the professional magazines you read regularly.

List the general magazines that you read regularly.

Additional space is needed use the back of this page. Add any comments or suggestions.

APPENDIX B

TABLE XXVIII

IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED BY THE
358 RESPONDING SECONDARY-SCHOOL PRINCIPALS

Items in Question- naire	In-Service Educational Activities Experienced	Per Cent of Re- spondents	Rank
1	2	3	4
3-D	Worked with teachers and students in an attempt to identify and analyze local problems.....	89	1
4-E	Attended district meetings of O.E.A.....	87	2.5
4-F	Attended state meetings of the O.E.A.....	87	2.5
2-F	Used the information services -- State Department.....	84	4
4-B	Attended O.E.A. workshops.....	83	5
3-L	Participated in local or county schoolmaster's meetings.....	83	6
2-F	Used the information services -- O.E.A.....	81	7
3-M	Engaged in public relations activities for the purpose of developing better understanding between school and community.....	79	8
3-C	Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	79	9
1-H	Used the information service of College or University.....	78	10
3-G	Participated in small group inter-school and inter-community educational activities.....	73	11.5
3-K	Planned teachers meetings cooperatively with the staff.....	73	11.5
6-A	Visited other schools for the purpose of observing the work of other principals...	70	13
3-F	Functioned as a leader or chairman of a group discussing educational problems.....	70	14
1-E	Attended group conferences held on college campus.....	69	15
3-A	Prepared an annual report.....	68	16
2-G	Used services of the State Department Division of Audio-Visual Education.....	67	17
3-H	Participated in pre-school workshops.....	65	17
5-A	Participated in civic organizations such as the Lions, Kiwanis, Rotary, or Chamber of Commerce.....	63	19
1-I	Used extension services of institutions of higher learning.....	60	20
2-F	Used information services of N.E.A.....	60	21
3-E	Participated on a committee to study specific educational problems.....	59	22

TABLE XXVIII Con't.

Items in Question- naire	In-Service Educational Activities Experienced	Per Cent of Re- spondents	Rank
1	2	3	4
6-E	Engaged in travel for self-improvement.....	59	23
2-G	Used services of the State Department-- Division of Health, Safety and Physical Education.....	58	24
5-B	Participated with lay people organized to consider educational problems.....	57	25.5
6-F	Attended meetings of professional study groups.....	57	25.5
1-D	Attended non-credit college workshops.....	57	27
2-D	Worked with officers representing state agencies who act in a super- visory capacity.....	54	28
6-1	Attended meetings -- State Association of Secondary-School Principals Association.....	52	29
1-B	Attended evening classes.....	52	30
6-D	Made use of any self-rating device or check list to evaluate pro- fessional effectiveness.....	50	31
6-B	Made professional talks to groups about education.....	49	32
3-1	Participated as an individual or in a committee for curriculum revision.....	49	33.5
2-F	Used information services of the Secondary-School Principals Associa- tion.....	49	33.5
2-G	Used the services of the State Department Division of Secondary Education.....	47	35
5-D	Participated in programs with local governmental agencies, such as agriculture, welfare.....	47	36
1-K	Worked cooperatively with representa- tives of institutions of higher learning in making a school survey.....	45	37
2-F	Used information services -- U. S. Office of Education.....	44	38
2-A	Attended study groups organized by the county Superintendent of Schools.....	41	39
2-F	Used the information services of the U. S. Department of Agriculture.....	41	40
3-B	Participated in the development of a student handbook.....	39	41
1-G	Used individual consultative service of a member(s) of a college staff.....	37	42
2-C	Worked with officers representing county agencies who act in a super- visory capacity.....	36	43
3-H	Participated in post-school workshops.....	34	44

TABLE XXVIII Con't.

Items in Question- naire	In-Service Educational Activities Experienced	Per Cent of Re- spondents	Rank
1	2	3	4
1-W	Prepared a report in lieu of a thesis in partial fulfillment for a Master's degree.....	32	45
1-F	Attended Saturday classes.....	32	46
1-L	Cooperated with institutions of higher learning in making a school building survey.....	31	47.5
2-F	Used the information services of the North Central Association.....	31	47.5
5-E	Participated in study programs in which educators, students, and lay people made a study of the community.....	30	49
1-C	Attended workshops for college credit....	29	50
2-G	Used the services of the State Depart- ment -- Division of School Finance.....	29	51
2-B	Received curriculum assistance from the office of the County Superin- tendent of Schools.....	28	52
1-J	Participated with members of the staff and others in initiation child development programs in which repre- sentatives of colleges and universi- ties cooperated.....	26	53
2-F	Used the information services of the United States Department of Labor.....	25	54
1-A	Completed correspondence courses.....	25	55
2-G	Used the services of the State Depart- ment -- Division of Special Education...	25	56
3-J	Participated in a local or regional defense program.....	24	57
2-H	Participated in the North Central program for the evaluation of secondary schools.....	23	58
2-G	Used the services of the State Depart- ment -- Division of School Facilities Survey.....	23	59
1-M	Prepared a thesis in partial fulfill- ment for the Master's degree.....	22	60.5
2-G	Used the services of the State Depart- ment -- Division of Research and Census.....	22	60.5
4-A	Used the services of the O.E.A. Research Department.....	21	62
3-H	Attended continuing workshops.....	20	63
4-H	Attended national meetings of the Secondary-Principals Association.....	19	64
4-C	Attended workshops sponsored by the N.E.A.....	17	65

TABLE XXVIII Con't.

Items in Question- naire	In-Service Educational Activities Experienced	Per Cent of Re- spondents	Rank
1	2	3	4
5-C	Worked with such organizations as the Grange or the Farm Bureau.....	14	66
2-G	Used the services of the State Depart- ment -- Division of Adult Education.....	12	67
4-J	Attended meetings of the North Central Association.....	12	68
2-E	Worked with officers representing national agencies who act in a supervisory capacity.....	11	69
6-C	Written articles which have been published in educational periodicals.....	9	70
4-G	Attended National Meetings of the N.E.A...	7	71
1-O	Prepared a thesis in partial fulfill- ment for the Doctoral degree.....	1	72
6-G	Taken a Sabbatical leave.....	0	73

TABLE XXIX

FREQUENCY OF USE OF THE IN-SERVICE EDUCATIONAL ACTIVITIES
EXPERIENCED BY THE 358 RESPONDING SECONDARY-
SCHOOL PRINCIPALS

Activities	Reported Usage	Frequency of Use		
	of Activities Per Cent of Re- sponding Princi- pals	(per cent)		
1	2	Once	Occa- sion- ally	Pre- quent- ly
		3	4	5
Worked cooperatively with teachers and students to identify & analyze local problems.....	89.1	4	45	51
District meetings -- O.E.A.....	86.6	9	35	57
State meetings -- O.E.A.....	86.6	11	30	59
Information service -- State Department of Education.....	83.5	2	60	38
O.E.A. workshops.....	83.2	19	46	35
Schoolmaster's meetings.....	82.7	4	34	62
Information services -- O.E.A.....	80.5	.3	67	33
Public relations -- community and school.....	79.1	1	46	53
Cooperated with teachers to equalize load.....	78.8	8	45	46
Information services -- college or university.....	77.9	4	59	37
Small group inter-school and inter-community educational activities.....	73.	11	63	26
Planned staff meetings co-operatively.....	73.	4	51	45
Visitation.....	70.4	10	75	15
Leader or chairman of discussion group.....	69.6	19	59	22
Group conference on college campus.....	68.7	15	63	22
Prepared annual report.....	67.9	25	26	49
Service of State Department -- Audio-Visual Education.....	67.3	4	55	41
Pre-school workshops.....	65.4	28	45	27
Membership in civic organizations.....	62.6	1	25	73
Extension service -- college or university.....	60.3	24	52	25
Information services -- N.E.A.....	59.8	.9	67	32
Committee to study specific educational problems.....	59.2	11	60	30
Travel for self-improvement.....	58.9	9	71	20
Service of State Department of Edu. -- Health, etc.....	58.1	8	70	23

TABLE XXIX Con't.

Activities	Reported Usage	Frequency of Use		
	of Activities Per Cent of Re- sponding Princi- pals	(per cent)		
1	2	Once	Occa- sion- ally	Pre- quent- ly
		3	4	5
Participated with lay people to consider educational problems.....	57.	6	71	24
Meetings of professional groups.....	57.	9	72	19
Non-credit workshops.....	56.7	24	54	22
Worked with officers representing state agencies who act in supervisory capacity.....	53.6	15	68	17
State meetings -- Oklahoma Secondary Principals.....	52.2	22	45	32
Attended evening classes.....	52.	20	45	35
Self-rating device or check list.....	50.	32	59	9
Professional talks about edu....	49.2	15	70	14
Curriculum revision.....	48.6	31	54	15
Information services -- Assoc. of Secondary Principals.....	48.6	5	60	35
State Dept. of Education -- Div. of Secondary Education....	47.2	2	67	31
Programs with local governmental agencies.....	46.7	5	72	23
Cooperative school survey.....	45.3	45	45	10
Information services -- U. S. Office of Education.....	44.4	9	70	21
Study groups organized by County Superintendent.....	41.1	13	67	20
Information services -- U. S. Department of Agriculture.....	40.5	5	64	31
Development of student handbook.....	39.7	41	39	20
Individual consultative service -- college staff.....	37.2	17	65	18
Worked with officers representing county agencies who act in supervisory capacity.....	36.	13	67	20
Post-school workshops.....	33.8	16	60	25
Report in lieu of thesis in partial fulfillment for a Master's degree.....	32.1	100		
Attended Saturday classes.....	31.8	23	41	36
School building survey.....	31.3	71	22	7
Information services -- North Central Association.....	31.3	4	70	26
Participated in study programs in which educators, students and lay people made study of community.....	29.6	27	60	12

TABLE XXIX Con't.

Activities	Reported Usage of Activities	Frequency of Use (per cent)		
	Per Cent of Re- sponding Princi- pals	Once	Occa- sion- ally	Fre- quent- ly
1	2	3	4	5
Attended workshops for				
college credit.....	29.1	44	20	26
Services of State Dept. of Educ.--				
Division of School Finance.....	28.8	9	69	22
Curriculum assistance from				
County Superintendent.....	27.9	13	72	15
Child development programs.....	26.3	34	56	10
Information services -- U. S.				
Department of Labor.....	25.4	9	68	23
Completed correspondence courses..	25.1	41	48	11
Services State Dept. of Educ. --				
Division of Special Education....	24.9	22	65	12
Participated in local or				
regional defense programs.....	23.7	35	48	16
North Central program for				
evaluating schools.....	23.2	52	29	19
Services State Dept. of Educ. --				
School Facilities Survey.....	22.6	41	52	7
Prepared thesis in partial ful- fillment for Master's degree.....	22.1	100		
Services State Dept. of Educ. --				
Research and Census.....	22.1	25	62	13
O.E.A. Research Department.....	20.7	23	61	16
Continuing workshop.....	20.4	21	59	21
National meetings -- Secondary				
Principals Association.....	19.3	35	39	26
N.E.A. workshops.....	17.0	35	44	21
Worked with Grange, Farm Bureau, etc.	13.7	16	59	24
State Department of Education --				
Adult Education.....	12.3	14	70	16
Meetings, North Central Assoc.....	12.0	30	49	21
Worked with officers represent- ing national agencies who act in supervisory capacity.....	11.2	13	73	15
Written professional articles.....	8.9	38	59	3
National meetings, N.E.A.....	6.98	48	36	16
Thesis in partial fulfillment for Doctoral degree.....	1.2	100		
Sabbatical leave.....	0	0	0	0

TABLE XXX

PRINCIPALS' JUDGMENT WITH RESPECT TO THE HELPFULNESS OF ACTIVITIES
(358 responding principals)

Rank	In-Service Educational Activities Experienced	Per Cent of Helpfulness				% of Re- spondents Using Activity
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6	7
1.	Prepared thesis in partial fulfillment for Doctoral degree.....	50	50	0	0	1.1
2.	Study programs in which educators, students and lay people study the community.	27	69	4	0	29.6
4.5	Worked with teachers and students in an attempt to identify and analyze local problems.....	41	54	4	1	89.2
4.5	Public relations for better understanding between school and community.....	43	52	5	0	79.1
4.5	Planned staff meetings cooperatively with staff...	32	63	5	.3	73.2
4.5	Attended W.E.A. workshops...	36	59	5	0	17.1
7.5	Visitation.....	44	50	5	.4	70.4
7.5	Attended workshops for college credit.....	26	68	6	0	29.1
10.	Worked cooperatively with teachers to equalize load..	32	61	7	0	78.8
10.	Engaged in travel for self-improvement.....	34	59	7	0	59.
10.	North Central program for evaluation.....	36	57	5	4	23.2
12.5	Services of State Dept. -- Division of Audio-Visual...	32	60	8	0	67.4
12.5	National meetings - Secondary Principals Association.....	46	46	6	1	19.3
18.5	Small group and inter-school and inter-community activities.....	29	62	9	0	73.2
18.5	Civic organizations.....	38	53	9	.4	62.6
18.5	Committee to study a specific educ. problem.....	35	56	9	.4	59.3
18.5	Meetings of professional study groups.....	27	64	8	.5	57.
18.5	Use of self-evaluation check list.....	25	66	7	2	50.
18.5	Information services -- Secondary Principals Assoc.	33	58	9	.6	48.7
18.5	Participated as individual or in a committee for curriculum revision.....	28	63	9	1	48.7

TABLE XXX Con't.

Rank	In-Service Educational Activities Experienced	Per Cent of Helpfulness				% of Respondents Using Activity
		Extremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6	7
18.5	Attended Saturday classes...	27	64	9	0	31.9
18.5	Child development programs..	21	70	7	1	26.3
18.5	Continuing workshops.....	27	64	8	0	20.4
24.	Chairman or leader of discussion group.....	31	59	10	0	69.6
27.5	Information service -- N.E.A.	21	68	11	.5	59.8
27.5	Services of State Dept. -- Division of Secondary Educ..	30	59	11	0	47.3
27.5	Student handbook development	30	59	11	0	39.7
27.5	Information services -- North Central Association..	20	69	11	0	31.3
27.5	State Department -- Division of School Finance.....	29	60	11	0	28.8
27.5	O.E.A. Research Department..	30	59	9	1	20.7
32.	Information service -- O.E.A.	19	69	11	.7	80.5
32.	Information services -- State Dept. of Education...	22	66	11	0	83.6
32.	Attended meetings of North Central Association.....	44	44	9	2	12.1
35.5	Prepared an annual report...	25	62	12	.8	67.9
35.5	Extension services.....	22	65	13	.5	60.4
35.5	Evening classes.....	19	68	12	1	51.9
35.5	Post-school workshops.....	30	57	13	0	33.8
39.	Service of State Dept. -- Division of Health, Safety, and Physical Education.....	21	65	13	.5	58.2
39.	Cooperated with lay people to consider educational problems.....	24	62	12	1	57.
39.	Consultative service -- College	31	55	13	1	37.2
41.	Participated in programs with local governmental agencies.....	17	68	15	0	46.7
43.5	Pre-school workshops.....	28	56	13	3	65.4
43.5	Service of State Dept. -- Division of Special Educ...	18	66	15	1	24.9
43.5	National meetings -- N.E.A..	48	36	16	0	7.
43.5	O.E.A. workshops.....	30	54	14	2	83.3
46.5	Professional talks.....	14	69	15	2	49.2
46.5	State meetings -- Oklahoma Secondary Principals.....	22	61	15	2	52.3
49.5	Local or county school-master's meetings.....	27	55	16	3	82.7
49.5	Non-credit college workshops	19	63	17	2	56.8
49.5	U. S. Office of Education -- Information services.....	15	67	17	1	44.5

TABLE XIX Con't.

Rank	In-Service Educational Activities Experienced	Per Cent of Helpfulness				% of Re- spondents Using Activity
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6	7
49.5	Thesis in partial fulfill- ment for Master's degree...	29	53	10	8	27.1
52.5	Information service -- college or university.....	16	65	18	4	78.
52.5	Attended group conference held on college campus.....	16	65	17	2	68.8
54.	Information service -- U. S. Department of Agriculture..	19	61	20	1	40.6
55.5	Work with Grange or Farm Bureau.....	18	61	18	2	13.7
55.5	State Dept. of Education -- Div. of Adult Education....	27	52	16	5	12.3
57.	Worked with state agents in supervisory capacity....	14	64	21	.5	53.6
59.	State meetings -- O.E.A.....	21	55	21	2	86.6
59.	District meetings -- O.E.A..	20	56	21	3	86.6
59.	Worked with county agents in supervisory capacity....	15	61	22	2	36.1
62.5	Study groups organized by County Superintendent.....	16	59	24	2	41.1
62.5	Received curriculum assist- ance from County Supt.....	11	64	24	1	27.9
62.5	Information service -- U. S. Department of Labor.....	15	60	23	1	25.4
62.5	Written professional articles	19	56	22	3	9.
65.5	Report in lieu of thesis -- Master's degree.....	19	55	19	7	32.2
65.5	Local or regional defense program.....	18	56	26	0	23.8
67.	State Dept. of Education -- Division of Research and Census.....	15	58	24	3	22.1
68.	Worked with officers of a national agency.....	10	60	30	0	11.2
70.	Correspondence courses.....	17	49	32	2	25.1
70.	State Dept. of Education -- School Facilities Survey....	14	52	30	5	22.6
70.	School survey.....	15	51	26	7	45.3
72.	School building survey.....	11	44	35	11	31.3

TABLE XXXI

ACTIVITIES EXPERIENCED WITH MOST FREQUENCY BY PRINCIPALS
OF SCHOOLS WITH FEWER THAN TEN TEACHERS*

Activities**	Per Cent of respond- ents Using Activities	Frequency of Use (per cent)			
		Once	Occa- sion- ally	Fre- quent- ly	
1	2	3	4	5	
Worked with teachers and pupils to analyze and identify local problems.....	86	6	45	48	
Attended district meetings -- O.E.A.....	86	19	37	44	
Attended state meetings -- O.E.A.....	83	20	34	46	
Attended O.E.A. workshops.....	83	24	51	25	
Information service -- State Department...	79	3	62	35	
Information service -- O.E.A.....	77	1	69	30	
Local or county schoolmasters' meetings...	77	4	39	57	
Cooperated with staff to equalize load....	76	8	46	46	
Engaged in public relations between school and community.....	71	0	51	49	
Individual consultative service.....	70	5	59	36	
Small groups, inter-school and inter-community.....	67	14	64	22	
Information service -- U. S. Office of Education.....	67	5	55	40	
Planned teachers meetings cooperatively...	64	6	54	40	
Prepared annual report.....	61	30	32	38	
Visited other principals.....	60	19	67	15	
Pre-school workshops.....	59	38	43	19	
Group conferences held on a campus.....	57	19	68	13	
Extension services.....	55	22	57	22	
Travel for self-improvement.....	55	12	61	28	
State Department -- Division of Health, Safety and Physical Education.....	53	10	69	21	
Evening classes.....	52	18	42	39	
Leader or chairman of group discuss- ing educational problems.....	49	24	50	23	
Civic organizations.....	48	2	39	59	
Meetings of study groups.....	48	12	73	15	
Information service -- N.E.A.....	46	3	69	28	

*126 responding principals in this group.

**25 activities experienced with most frequency by respondents.

TABLE XXXII

MOST HELPFUL ACTIVITIES REPORTED BY RESPONDENTS FROM SCHOOLS
OF FEWER THAN TEN TEACHERS

126 Responding Principals

In-Service Educational Activities Experienced*	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Engaged in travel.....	55	39	59	2	0
Visitation.....	60	44	51	5	0
Public relations activities.....	71	37	57	6	0
Division of audio-visual.....	67	33	61	6	0
Planned staff meeting coopera- tively.....	64	30	63	7	0
Leader or chairman of group.....	49	45	48	6	0
Identify local problems.....	86	37	55	7	1
Equalize teacher load.....	76	35	56	8	0
Child development program.....	17	18	73	5	5
Information service -- State Department.....	79	20	69	11	0
Small group inter-school.....	67	29	60	11	0
Local or county schoolmasters' meetings.....	77	32	56	8	4
Prepared annual report.....	61	30	56	13	1
Information service -- Oklahoma Education Association.....	77	14	70	14	1
Evening classes.....	52	14	68	18	0
Saturday classes.....	25	25	56	19	0
Consultative services.....	26	33	48	18	0
Information service -- college or university.....	70	17	64	19	0
Oklahoma Education workshops....	83	27	52	15	6
Extension services.....	55	19	59	20	1
District meetings of the Oklahoma Education Association.	86	18	55	22	6
State meetings of the Oklahoma Education Association.....	83	21	52	23	4

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

TABLE XXXIII

ACTIVITIES EXPERIENCED WITH MOST FREQUENCY BY PRINCIPALS OF
SCHOOLS WITH 10-19 TEACHERS*

Activities**	Per Cent of Respond- ents Using Activities	Frequency of Use (per cent)		
		Once	Occa- sion- ally	Fre- quent- ly
1	2	3	4	5
State meetings -- O.E.A.....	89	8	24	68
Worked with teachers and pupils to identify and analyze local problems....	89	3	46	52
District meetings -- O.E.A.....	87	3	27	70
Local or county schoolmaster's meetings.	87	1	24	75
Engaged in public relations between school and community.....	84	1	43	56
O.E.A. workshops.....	83	17	38	45
Information services -- State Department	83	1	55	44
Information services -- college or university.....	81	2	63	35
Cooperated with staff to equalize load..	77	11	38	51
Leader or chairman of group discuss- ing educational problems.....	77	25	55	20
Planned teachers meetings cooperatively.	76	1	46	53
Small groups, inter-school and inter-community.....	71	13	56	31
Information service -- Office of Education.....	70	5	46	48
Saturday classes.....	70	13	65	22
Visited other principals.....	69	10	84	6
Prepared annual report.....	67	21	23	56
Extension services.....	66	25	51	25
Pre-school workshops.....	65	25	45	30
Civic organizations.....	65	1	23	76
Committee to study specific educational problems.....	65	15	57	28
Participated with lay people to consider educational problems.....	64	1	23	78
Information services -- N.E.A.....	63	0	72	28
State Department -- Division of Health, Safety, and Physical Education.....	61	6	65	29
Worked with officers representing state agencies in supervisory capacity.....	60	15	65	20
Professional study groups.....	59	9	70	21

*135 responding principals in this group.

**25 activities experienced with most frequency by respondents.

TABLE XXXIV

MOST HELPFUL ACTIVITIES REPORTED BY RESPONDENTS FROM SCHOOLS
HAVING FROM TEN TO NINETEEN TEACHERS

In-Service Educational Activities Experienced*	Per Cent		Per Cent of Helpfulness			
	of Respond- ents Using Activities	Ex- tremely Helpful	Clearly Helpful	Little Help	No Help	
1	2	3	4	5	6	
Group conferences on campus.....	34	30	70	0	0	
Equalizing teacher load.....	77	34	62	5	0	
Identify local problems.....	89	44	52	3	1	
Plan staff meetings cooperatively	76	29	67	4	0	
Visitation.....	69	40	53	6	1	
Professional study groups.....	59	28	65	8	0	
Evening classes.....	53	30	61	8	1	
Committee to study specific problems.....	64	36	55	9	0	
Public relations activities.....	84	44	47	9	0	
Travel for self-improvement.....	58	32	59	9	0	
Extension service.....	66	25	65	10	0	
Annual report.....	67	22	68	10	0	
Small group, inter-school.....	71	30	60	9	0	
Pre-school workshop.....	65	33	57	9	1	
Division of audio-visual.....	70	36	53	12	0	
Information service -- Assoc. of Secondary Principals.....	49	30	58	12	0	
Civic organizations.....	65	44	44	11	0	
Information service -- State Department.....	83	24	63	13	0	
Information service -- National Education Association.....	63	22	65	13	0	
Leader or chairman of group.....	77	26	61	13	0	
Division of Secondary Education. Lay people organized to consider educational problems.....	50	28	59	13	0	
Division of Research and Census.	64	26	60	14	0	
Division of Health, Safety, etc.	80	21	64	15	0	
Oklahoma Educational Workshops..	61	20	65	15	1	
Non-credit college workshops....	83	31	54	14	1	
Local or county schoolmaster's meetings.....	50	24	60	16	0	
Information service -- college or university.....	87	30	53	15	2	
District meetings of Oklahoma Education Association.....	81	17	63	19	1	
State meetings of Oklahoma Education Association.....	87	20	58	19	2	
State meetings of Oklahoma Education Association.....	89	21	57	23	2	

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

TABLE XXXV

ACTIVITIES EXPERIENCED WITH MOST FREQUENCY BY PRINCIPALS
OF SCHOOLS WITH 20-29 TEACHERS*

Activities**	Per Cent of Re- spondents Using Activities				
	1	2	3	4	5
Worked with teachers and pupils to identify and analyze local problems..	93	4	44	52	
Information services -- State Dept....	89	2	68	30	
State meetings -- O.E.A.....	89	6	28	66	
Local or county schoolmaster's meetings	86	10	35	54	
District meetings -- O.E.A.....	86	4	40	56	
Information services -- college or university.....	84	11	51	38	
Cooperated with staff to equalize load	84	2	57	40	
O. E. A. workshops.....	84	15	53	32	
Visited other principals.....	82	2	85	13	
Information services -- O. E. A.....	82	0	76	24	
Leader or chairman of group discussing educational problems.....	79	2	82	16	
Engaged in public relations between school and the community.....	79	7	45	48	
Small groups -- inter-school and inter-community meetings.....	77	7	72	21	
Planned teachers meetings cooperatively	75	5	57	38	
Prepared an annual report.....	73	22	24	59	
Group conference held on campus.....	71	13	68	20	
Civic organizations.....	71	3	23	75	
Non-credit college workshops.....	68	21	66	13	
Worked with officers representing state agencies in supervisory capacity	68	11	74	16	
State meetings -- Secondary-School Principals Association.....	68	16	47	37	
Information services -- N. E. A.....	66	0	68	32	
Professional talks to groups.....	66	8	78	14	
Travel for self-improvement.....	66	5	81	14	
State Department -- Division of Audio-Visual.....	64	0	75	25	
Committee to study specific educa- tional problems.....	64	11	58	31	

*56 responding principals in this group.

**25 activities experienced with most frequency by respondents.

TABLE XXXVI

MOST HELPFUL ACTIVITIES REPORTED BY RESPONDENTS FROM SCHOOLS
HAVING FROM TWENTY TO TWENTY-NINE TEACHERS

In-Service Educational Activities Experienced*	Per Cent of Respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Information service of Associa- tion of Secondary Principals.....	61	29	71	0	0
Identify local problems.....	93	38	60	2	0
Public relations activities.....	79	39	59	2	0
Information services of National Education Association.....	66	19	78	0	3
Division of Health, Safety, etc..	57	19	78	3	0
Plan staff meetings cooperatively	75	33	64	0	2
Self-rating device.....	61	29	68	3	0
Division of audio-visual educ....	64	17	78	6	0
Committee for specific problems..	64	28	67	6	0
Visitation.....	82	43	52	4	0
Information service of Oklahoma Education Association.....	82	20	74	7	0
Development of student handbook..	57	25	69	6	0
Division of Secondary Education..	55	32	61	6	0
Small group, inter-school.....	77	21	72	7	0
Civic organizations.....	71	40	53	8	0
Non-credit college workshops.....	68	16	76	8	0
Information service of State Department of Education.....	89	20	72	8	0
Professional talks.....	66	16	76	5	3
Travel for self-improvement.....	66	38	54	8	0
Equalize teacher load.....	84	23	68	9	0
Leader or chairman of group.....	79	16	75	9	0
Professional study groups.....	63	37	54	9	0
Information service -- college or university.....	84	13	74	13	0
Oklahoma Education Workshops.....	84	30	57	13	0
State meetings of Secondary Principals Association.....	68	18	68	13	0
Lay people organized to consider educational problems...	57	19	66	13	3
Annual report.....	73	22	63	13	0
Group conferences on campus.....	71	15	70	15	0
State meetings of Oklahoma Education Association.....	89	18	66	16	0
District meetings of Oklahoma Education Association.....	86	17	65	19	0
Schoolmaster's meetings.....	86	15	67	15	4

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

TABLE XXXVII

ACTIVITIES EXPERIENCED WITH MOST FREQUENCY BY PRINCIPALS
OF SCHOOLS WITH 30 OR MORE TEACHERS*

Activities**	Per Cent of Respond- ents Using Activities	Frequency of Use		
		Occa- sion- ally	Fre- quent- ly	
1	2	3	4	5
Attended group conference held on campus	96	15	45	40
Worked with teachers and students to identify and analyze local problems...	95	5	38	56
Leader or chairman of group.....	95	13	54	33
Information services -- State Dept.....	93	0	58	42
Information services -- Association of the Secondary-School Principals.....	93	3	53	45
Small groups, inter-school and inter-community meetings.....	93	3	71	26
Visited other principals.....	93	3	61	37
Information service -- O. E. A.....	90	0	59	41
Committee to study specific educational problems.....	90	5	62	32
Planned teachers meetings cooperatively	90	5	51	43
Engaged in public relations between school and the community.....	90	0	41	59
Pre-school workshops.....	88	17	39	44
District meetings -- O. E. A.....	88	0	36	64
State meetings -- Secondary-School Principals Association.....	88	8	39	53
Participated with lay people to consider educational problems.....	88	0	67	33
Cooperated with staff to equalize load.	85	9	49	43
Attended state meetings -- O. E. A.....	85	0	40	60
Civic organizations.....	85	0	11	89
Information services -- college or university.....	83	0	59	41
Information services -- N. E. A.....	83	0	53	47
Prepared annual report.....	83	29	18	53
Curriculum revision.....	83	20	59	21
Attended O. E. A. workshops.....	83	18	47	35
Made professional talks to groups.....	83	6	71	24
Local or county schoolmaster's clubs...	80	3	55	42
Attended non-credit college workshops..	78	22	47	31
U. S. Office of Education.....	78	9	66	25
Developed student handbook.....	78	38	38	25
Use of self-rating device.....	78	19	78	31

*41 responding principals in this group.

**29 activities experienced with most frequency by the respondents.

TABLE XXXVIII

MOST HELPFUL ACTIVITIES REPORTED BY RESPONDENTS FROM SCHOOLS
OF THIRTY AND MORE TEACHERS

In-Service Educational Activities Experienced*	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Thesis, Doctoral degree.....	9	50	50	0	0
Information service -- North Central Association.....	66	30	70	0	0
Visited other schools.....	93	58	42	0	0
Public relations activities.....	90	57	43	0	0
Identify and analyze local problems.....	95	46	51	3	0
Meetings of professional study groups.....	71	31	66	3	0
Committees for curriculum revision	83	29	68	3	0
State Department -- Audio-Visual	63	35	62	4	0
Specific educational problems...	90	47	49	5	0
Planned staff meetings cooperatively.....	90	41	54	5	0
Small groups inter-school.....	93	32	61	8	0
Civic organizations.....	85	46	46	8	0
Information service -- Associa- tion of Secondary Principals...	93	50	42	8	0
Information service -- Oklahoma Education Association.....	90	24	68	8	0
Workshops for college credit....	68	21	71	7	0
Lay people organized to consider educational problems..	88	33	58	8	0
Self-rating device.....	78	19	72	6	3
Cooperated with staff to equalize teacher load.....	85	31	60	9	0
Information service -- National Education Association.....	83	29	62	9	0
Division of Secondary Education.	68	32	57	11	0
Leader or chairman of dis- cussion group.....	95	38	51	10	0
Travel for self-improvement.....	66	22	67	11	0
Group conferences on campus.....	98	25	63	10	3
Workshops of Oklahoma Education Association.....	83	32	56	12	0
Non-credit college workshops....	78	19	69	13	0
Develop student handbook.....	78	28	59	13	0
Information service -- State Department.....	93	26	61	13	0
Pre-school workshops.....	88	42	44	14	0
Meetings of the National Asso- ciation of Secondary Principals	88	42	44	14	0
Information -- U. S. Office of Education.....	78	22	63	16	0

TABLE XXXVIII Con't.

In-Service Educational Activities Experienced	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Annual report.....	83	26	56	15	3
Professional talks.....	83	18	62	21	0
State meetings -- Oklahoma Education Association.....	85	29	51	17	3
Information service -- college or university.....	83	15	63	21	0
District meetings -- Oklahoma Education Association.....	88	28	42	28	0

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

TABLE XXXIX

FREQUENCY WITH WHICH RESPONDENTS WHO WERE PRINCIPALS OF SCHOOLS HAVING MEMBERSHIP IN THE NORTH CENTRAL EXPERIENCED THE ACTIVITIES*

In-Service Educational Activities Experienced	Per Cent of Respondents Using the Activities			
	Yes	Once	Occa-ally	Fre-quent-ly
1	2	3	4	5
Completed correspondence courses.....	29	39	52	9
Attended evening classes.....	47	28	52	20
Attended workshops for college credit.....	38	50	32	18
Attended non-credit college workshops.....	69	25	54	20
Attended group conferences held on college campus.....	75	14	60	26
Attended Saturday classes.....	32	19	49	32
Used individual consultative service of a member of a college staff.....	50	19	60	21
Made use of the information services of a college or university.....	80	5	51	43
Used the extension service of an institution of higher learning.....	66	24	50	26
Participated with members of the staff and others in initiating child development programs in which representatives of colleges and universities cooperated.....	35	38	55	8
Worked cooperatively with representatives of institutions of higher learning in making a school survey.....	46	49	40	11
Cooperated with institutions of higher learning in making a school building survey.	34	82	13	5
Prepared a thesis in partial fulfillment for a Master's degree.....	36	100	0	0
Prepared a report in lieu of a thesis in partial fulfillment for a Master's degree...	31	100	0	0
Prepared a thesis in partial fulfillment for a Doctoral degree.....	3	100	0	0
Attended study groups organized by the County Superintendent of Schools.....	33	16	66	18
Received curriculum assistance from the Office of the County Superintendent of Schools.....	25	17	72	10
Worked with officers representing county agencies who act in a supervisory capacity..	31	6	72	22
Worked with officers representing state agencies who act in a supervisory capacity..	72	13	72	15
Worked with officers representing national agencies who act in a supervisory capacity..	22	12	72	16
Used the information services of State Department of Education.....	88	.9	63	36
Used the information services of the O. E. A.	86	0	75	25

TABLE XXXIX Con't.

In-Service Educational Activities Experienced	Per Cent of Respondents Using the Activities			
	Yes	Once	Occa- sion- ally	Pre- quent- ly
1	2	3	4	5
Used the information services of the N. E. A..	78	0	73	27
Used the information services of the Asso- ciation of Secondary-School Principals.....	70	4	60	36
Used the information services of the United States Office of Education.....	60	10	68	22
Used the information of the United States Department of Labor.....	39	11	71	18
Used the information services of the:				
U. S. Department of Agriculture.....	50	5	70	25
North Central Association.....	71	2	67	30
Used the services of the State Dept. of Educa.				
Division of School Facilities Survey.....	28	44	50	6
Division of Research and Census.....	29	21	67	12
Division of Health, Safety, and Physical Education.....	65	8	73	19
Division of Special Education.....	39	24	64	11
Division of Audio-Visual Education.....	71	2	75	33
Division of Secondary Education.....	67	73	70	27
Division of Adult Education.....	18	10	81	10
Division of School Finance.....	31	8	72	19
Participated in the North Central Associa- tion of Colleges and Secondary Schools program for the evaluation of secondary schools.....	57	48	34	18
Prepared an annual report.....	74	28	15	56
Participated in the development of a student handbook.....	49	48	34	18
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load...	81	6	51	43
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	93	5	44	51
Participated on a committee to study a specific educational problem.....	68	15	54	31
Functioned as a leader or chairman of a group discussing educational problems.....	84	16	57	27
Participated in small group inter-school and inter-community educational activities...	82	13	61	27
Participated in workshops:				
Pre-school.....	72	23	51	26
Post-school.....	35	13	63	25
Continuing.....	28	22	56	22
Participated as an individual or in a committee for curriculum revision.....	62	24	61	15

TABLE XXXIX Con't.

In-Service Educational Activities Experienced	Per Cent of Respondents Using the Activities			
	Occa- sion- ally	Fre- quent- ly	Yes	Once
1	2	3	4	5
Participated in a local or regional defense program.....	27	42	48	10
Planned teachers meetings cooperatively with the staff.....	81	3	52	45
Participated in local or county school- master's meetings.....	86	1	40	59
Engaged in public relations activities for the purpose of developing better under- standing between school and community.....	86	1	44	55
Used the O. E. A. Research Department.....	26	30	57	13
Attended O. E. A. Workshops.....	84	19	45	36
Attended workshops sponsored by the N. E. A....	29	30	52	18
Attended District meetings of the O. E. A.....	90	7	37	56
Attended State meetings of the O. E. A.....	86	7	27	66
Attended National meetings of the N. E. A.....	18	52	38	10
Attended meetings sponsored by the Associa- tion of Secondary-School Principals (National Association).....	36	41	34	24
Attended meetings sponsored by the Associa- tion of Secondary-School Principals (State Association).....	76	16	37	47
Attended meetings of the North Central Assoc..	30	29	51	20
Participated in civic organizations.....	78	1	19	80
Participated with lay people organized to consider educational problems.....	70	6	75	19
Worked with such organizations as the Grange or the Farm Bureau.....	11	23	62	15
Participated in programs with local governmental agencies, such as agriculture, welfare, etc.....	51	5	75	20
Participated in study programs in which educators, students, and lay people made a study of the community.....	41	6	85	9
Visited other schools for the purpose of observing the work of other principals.....	83	6	73	21
Made professional talks to groups about education.....	69	9	72	19
Written articles which have been published in educational periodicals.....	17	40	60	0
Made use of any self-rating device or check list to evaluate your professional effectiveness.....	63	33	63	4
Engaged in travel for self-improvement.....	69	6	73	20
Attended meetings of professional study groups	67	9	71	19
Taken a Sabbatical leave.....	0			

*115 respondents reporting in this group.

TABLE XL

HELPLEFULNESS OF ACTIVITIES IN THE JUDGMENT OF RESPONDENTS WHO WERE
PRINCIPALS OF SCHOOLS HAVING MEMBERSHIP IN THE NORTH CENTRAL
(115 Principals)

In-Service Educational Activities Experienced	%	Per Cent of Designated extent of Helpfulness			
		No Using Help	Little Help	Clear- ly Helpful	Ex- tremely Helpful
1	2	3	4	5	6
Completed correspondence courses...	29	0	42	48	9
Attended evening classes.....	47	2	9	72	17
Attended workshops for college credit.....	38	0	7	70	23
Attended non-credit college workshops.....	69	3	13	63	22
Attended group conferences held on a college campus.....	75	2	13	69	16
Attended Saturday classes.....	32	0	8	73	19
Used individual consultative ser- vice of a member of a college staff	50	0	12	60	28
Made use of the information service of a college or university.....	80	0	18	68	13
Used the extension service of an institution of higher learning....	66	1	13	67	18
Participated with members of the staff and others in initiating child development programs.....	35	3	8	75	15
Worked cooperatively with repre- sentatives of institutions of higher learning in making a school survey.....	46	9	25	47	19
Cooperated with institutions of higher learning in making a school building survey.....	34	10	31	54	5
Prepared a thesis in partial ful- fillment for a Master's degree....	36	5	10	59	27
Prepared a report in lieu of a thesis in partial fulfillment for the Master's degree.....	31	6	19	61	14
Prepared a thesis in partial ful- fillment for a Doctoral degree....	3	0	0	33	67
Attended study groups organized by the County Superintendent of Schools.....	33	0	26	66	8
Received curriculum assistance from the Office of the County Superin- tendent of Schools.....	25	3	31	59	7
Worked with officers representing county agencies who act in a supervisory capacity.....	31	0	22	61	17

TABLE XI Con't.

In-Service Educational Activities Experienced	Per Cent of Designated Extent of Helpfulness				
	%	No Help	Little Help	Clear-	Ex-
				ly Helpful	tremely Helpful
1	2	3	4	5	6
Worked with officers representing state agencies who act in a supervisory capacity.....	72	0	23	66	11
Worked with officers representing national agencies who act in a supervisory capacity.....	22	0	32	56	12
Used the information services of:					
State Department of Education.	88	0	10	71	19
O. E. A.....	86	0	9	76	15
N. E. A.....	78	0	9	72	19
Association of Secondary Principals.....	70	0	8	60	30
U. S. Office of Education.....	60	0	17	68	14
U. S. Department of Labor.....	39	0	29	58	13
U. S. Department of Agriculture	50	2	26	56	16
North Central Association.....	71	0	9	70	22
Used the services of the State Department of Education:					
Division of School Facili- ties Survey.....	28	6	28	56	9
Division of Research and Census	29	6	21	61	12
Division of Health, Safety, and Physical Education.....	65	0	17	69	13
Division of Special Education.	39	0	11	76	13
Division of Audio-Visual Edu..	71	0	10	63	27
Division of Secondary Education	67	0	9	62	29
Division of Adult Education...	18	5	24	52	19
Division of School Finance....	31	0	14	56	31
Participated in the North Central Association's program for the evaluation of secondary schools.	57	5	6	54	35
Prepared an annual report.....	74	1	13	61	25
Participated in the development of a student handbook.....	49	0	13	54	34
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load.....	81	0	9	60	32
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	93	.9	2	56	41

TABLE XL Con't.

In-Service Educational Activities Experienced	Per Cent of Designated Extent of Helpfulness				
	%	No Help	Little Help	Clear- ly Helpful	Ex- tremely Helpful
1	2	3	4	5	6
Participated on a committee to study a specific educational problem.....	68	0	8	55	37
Functioned as a leader or chairman of a group discussing educational problems.....	84	0	10	59	30
Participated in small group inter-school and inter-community educational activities	82	0	10	62	29
Participated in workshops:					
Pre-school.....	72	2	9	59	30
Post-school.....	35	0	15	55	30
Continuing.....	28	0	13	66	22
Participated as an individual or in a committee for curricula revision.....	62	0	11	56	32
Participated in a local or regional defense program.....	27	0	39	52	10
Planned teachers meetings cooperatively with the staff.....	81	1	2	65	32
Participated in local or county schoolmaster's meetings..	86	3	21	49	26
Engaged in public relations activities for the purpose of developing better understanding between school and the community	86	0	4	53	43
Used the O. E. A. Research Dept.	26	0	17	53	30
Attended O. E. A. workshops.....	84	1	14	50	35
Attended workshops sponsored by the N. E. A.....	29	0	9	55	36
Attended District Meetings of O. E. A.....	90	3	24	56	17
Attended State Meetings of the O. E. A.....	86	2	15	61	22
Attended National Meetings of N. E. A.....	18	0	19	38	43
Attended meetings sponsored by the Association of Secondary Principals (National Assoc.)....	36	0	5	46	49
Attended meetings of the Association of Secondary Principals (State).....	76	0	11	60	29
Attended meetings of the North Central Association.....	30	0	9	46	46
Participated in civic organizations	78	1	6	51	42

TABLE XL Con't.

In-Service Educational Activities Experienced	%	Per Cent of Designated Extent of Helpfulness			
		No Help	Little Help	Clear- ly Helpful	Ex- tremely Helpful
1	2	3	4	5	6
Participated with lay people organized to consider educational problems.....	70	0	14	63	24
Worked with such organizations as the Grange or the Farm Bureau...	11	0	15	77	8
Participated in programs with local governmental agencies such as agriculture, welfare, etc....	51	0	17	68	15
Participated in study programs in which educators, students, and lay people made a study of the community.....	41	0	4	74	21
Visited other schools for the purpose of observing the work of other principals.....	83	0	2	47	51
Made professional talks to groups about education.....	69	0	14	71	15
Written articles which have been published in educational periodicals.....	17	0	25	60	15
Made use of any self-rating device or check list to evaluate your professional effectiveness.	63	0	6	68	24
Engaged in travel for self-improvement.....	69	0	8	63	29
Attended meetings of profes- sional study groups.....	67	0	10	58	31

TABLE XII

FREQUENCY WITH WHICH PRINCIPALS WHO WERE MEMBERS OF THE SECONDARY-SCHOOL PRINCIPALS ASSOCIATION EXPERIENCED THE ACTIVITIES*

In-Service Educational Activities Experienced	Per Cent of Respondents Using the activities			
	% Using	Once	Occa- sion- ally	Fre- quent- ly
1	2	3	4	5
Completed correspondence courses.....	27	24	58	18
Attended evening classes.....	48	23	50	27
Attended workshops for college credit.....	48	37	38	25
Attended non-credit college workshops.....	67	23	52	25
Attended group conferences held on campus.	79	14	56	30
Attended Saturday classes.....	37	22	43	35
Used individual consultative service of a member of a college staff.....	46	16	68	14
Used information services of university or college.....	84	2	55	43
Used the extension service of an institution of higher learning.....	61	21	59	20
Participated with members of the staff and others in initiating child develop- ment programs in which representatives of colleges and universities cooperated..	33	37	54	10
Worked cooperatively with representatives of institutions of higher learning in making a school survey.....	51	44	48	8
Cooperated with institutions of higher learning in making a school building survey.....	35	70	23	7
Prepared a thesis in partial fulfill- ment for a Master's degree.....	39	100	0	0
Prepared a report in lieu of a thesis in partial fulfillment for a Master's degree.....	31	100	0	0
Prepared a thesis in partial fulfill- ment for a Doctoral degree.....	3	100	0	0
Attended study groups organized by the County Superintendent of Schools.....	33	12	78	10
Received curriculum assistance from the Office of the County Supt. of Schools....	19	17	71	13
Worked with officers representing county agencies who act in a super- visory capacity.....	31	13	66	21
Worked with officers representing state agencies who act in a super- visory capacity.....	69	11	73	16
Worked with officers representing national agencies who act in a super- visory capacity.....	22	15	70	15

TABLE XLI Con't.

In-Service Educational Activities Experienced	Per Cent of Respondents Using the Activities			
	% Using	Once	Occa- sion- ally	Pre- quent- ly
1	2	3	4	5
Used the information services of:				
State Department of Education.....	89	0	63	37
O. E. A.....	85	0	65	35
N. E. A.....	75	0	61	39
Association of Secondary Principals....	82	2	52	46
U. S. Office of Education.....	63	5	68	27
U. S. Department of Labor.....	35	9	70	21
U. S. Department of Agriculture.....	44	4	72	24
North Central Association.....	52	3	64	33
Used the services of the State Depart- ment of Education:				
Division of School Facilities Survey...	27	40	48	12
Division of Research and Census.....	26	25	59	16
Division of Health, Safety, and Physical Education.....	63	9	71	21
Division of Special Education.....	34	26	60	14
Division of Audio-Visual Education.....	68	0	60	40
Division of Secondary Education.....	64	3	67	30
Division of Adult Education.....	17	10	76	14
Division of School Finance.....	31	10	64	26
Participated in the North Central Association's program for the evalua- tion of secondary schools.....				
Prepared an annual report.....	44	45	35	20
Participated in the development of a student handbook.....	77	24	15	61
Participated in the development of a student handbook.....	54	42	37	25
Cooperated with members of the staff in attempting to analyze duties and to work out an equitable and efficient time budget for the purpose of equalizing teacher load				
Worked with teachers and students in an attempt to identify and analyze problems within the local school system.....	85	8	38	54
Participated on a committee to study a specific educational problem.....	93	5	35	60
Functioned as a leader or chairman of a group discussing educational problems....	73	11	59	30
Participated in small group inter-school and inter-community educational activities	86	11	63	26
Participated in small group inter-school and inter-community educational activities	85	9	68	24
Participated in workshops:				
Pre-school.....	77	28	44	27
Post-school.....	44	15	57	28
Continuing.....	24	23	53	23
Participated as an individual or in a committee for curriculum revision.....	61	24	61	16

TABLE XII Con't.

In-Service Educational Activities Experienced	Per Cent of Respondents Using the Activities			
	% Using	Once	Occa- sion- ally	Pre- quent- ly
1	2	3	4	5
Participated in a local or regional defense program.....	33	36	54	10
Planned teachers meetings cooperatively with staff.....	83	3	50	47
Participated in local or county schoolmaster's meetings.....	85	4	38	58
Engaged in public relations activities for the purpose of developing better under- standing between school and community....	88	1	48	51
Used the O. E. A. Research Department.....	26	22	63	16
Attended the O. E. A. workshops.....	89	19	47	34
Attended workshops sponsored by the N.E.A.	24	37	43	20
Attended District meetings of the O.E.A....	86	4	32	64
Attended State meetings of the O. E. A....	89	5	27	67
Attended National meetings of the O.E.A....	17	52	29	19
Attended meetings sponsored by the Association of Secondary Principals (National Association).....	43	38	30	32
Attended meetings of the Association of Secondary Principals (State Association).	85	12	43	45
Attended meetings of the North Central....	25	22	55	23
Participated in civic organizations.....	81	0	16	84
Participated with lay people organized to consider educational problems.....	69	5	72	23
Worked with such organizations as the Grange or the Farm Bureau.....	9	9	73	18
Participated in study programs in which educators, students, and lay people made a study of the community.....	36	29	62	9
Visited other schools for the purpose of observing the work of other principals...	84	6	77	17
Made professional talks to groups about education.....	71	7	75	18
Written articles which have been pub- lished in educational periodicals.....	19	35	65	0
Made use of any self-rating device or check list to evaluate your pro- fessional effectiveness.....	59	29	66	5
Engaged in travel for self-improvement....	65	9	66	25
Attended meetings of professional study groups.....	60	1	75	24
Taken a Sabbatical leave.....	0	0	0	0

*124 respondents in this group.

TABLE XLIII

HELPLEFULNESS OF THE IN-SERVICE EDUCATIONAL ACTIVITIES EXPERIENCED
BY THE PRINCIPALS WHO WERE MEMBERS OF THE SECONDARY
PRINCIPALS ASSOCIATION

In-Service Educational Activities Experienced*	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Ex- tremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Correspondence courses.....	27	12	55	33	0
Evening classes.....	48	18	73	8	0
Workshops for college credit....	48	29	65	6	0
Non-credit college workshops....	67	19	67	13	0
Group conferences on college campus.....	79	18	68	11	3
Saturday classes.....	37	39	50	11	0
Consultative services.....	46	32	58	9	2
Information service -- college..	84	14	71	14	0
Extension services.....	61	18	71	11	0
Child development programs.....	33	20	73	5	2
School survey.....	51	21	49	27	3
School building survey.....	35	12	51	28	9
Thesis for Master's degree.....	39	23	58	13	6
Report in lieu of thesis for the Master's degree.....	31	26	55	13	5
Thesis for Doctoral degree.....	3	50	50	0	0
Study groups organized by the County Superintendent of Schools	33	15	56	29	0
Curriculum assistance from the Office of County Superintendent.	19	8	58	33	0
Worked with supervisory county agencies.....	31	11	66	21	3
Worked with supervisory state agencies.....	69	11	71	18	1
Worked with supervisory national agencies.....	22	11	59	30	0
Used the information services of:					
State Department of Education	89	20	67	13	0
Oklahoma Education Association	85	18	71	11	0
National Education Association	75	20	74	5	1
Association of Secondary Principals.....	82	40	55	5	0
U. S. Office of Education....	63	17	65	18	0
U. S. Department of Labor....	35	12	51	37	0
U. S. Dept. of Agriculture...	44	19	54	28	0
North Central Association....	52	27	69	5	0
Used the services of the State Department of Education:					
Division of School Facili- ties Survey.....	27	15	61	18	6
Division of Research and Census.....	26	13	56	25	6

TABLE XLIII Con't.

In-Service Educational Activities Experienced	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Extremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Division of Health, Safety and Physical Education.....	63	13	71	17	0
Division of Special Education....	34	14	69	17	0
Division of Audio-Visual.....	68	23	70	7	0
Division of Secondary Education..	64	29	58	13	0
Division of Adult Education.....	17	24	28	44	4
Division of School Finance.....	31	31	56	13	0
North Central program for evaluating secondary schools....	44	38	56	18	4
Prepared an annual report.....	77	28	60	11	1
Development of student handbook..	54	30	61	9	0
Equalizing teacher load.....	85	30	62	9	0
Analyze local school problems....	93	42	56	3	0
Committee to study specific educational problem.....	73	38	58	4	0
Leader or chairman of a group discussing educational problems..	86	28	66	6	0
Inter-school and inter-community educational activities.....	85	29	61	11	0
Participated in pre-school workshops.....	77	29	56	15	0
Participated in post-school workshops.....	44	31	56	13	0
Participated in continuing workshops.....	24	23	67	10	0
Participated with curriculum revision.....	61	28	67	4	1
Participated in defense program..	33	15	54	32	0
Planned teachers meetings co- operatively with the staff.....	83	31	65	4	0
Schoolmaster's meetings.....	85	20	57	19	15
Public relations activities.....	88	44	50	6	0
Used the Research Department of the Oklahoma Education Assoc....	26	28	63	9	0
Attended the workshops of Oklahoma Education Association.....	89	31	56	13	0
Attended the workshops sponsored by National Education Association	24	43	53	3	0
Attended District Meetings of the Oklahoma Education Association..	86	21	51	27	1
Attended State Meetings of the Oklahoma Education Association..	89	25	55	18	1
Attended meetings of the National Education Association.....	17	48	33	19	0
Attended meetings sponsored by the National Association of Secondary Principals.....	43	58	38	4	0

TABLE XLII Con't.

In-Service Educational Activities Experienced	Per Cent of respond- ents Using Activities	Per Cent of Helpfulness			
		Extremely Helpful	Clearly Helpful	Little Help	No Help
1	2	3	4	5	6
Attended meetings sponsored by the State Association of Secondary Principals.....	85	26	61	13	0
Attended meetings of North Central Association.....	25	48	42	10	0
Participated in civic organizations.....	81	45	49	6	1
Participated with lay people.....	69	26	62	13	0
Worked with such organizations as Grange or Farm Bureau.....	9	18	73	9	0
Participated with governmental agencies such as agriculture, welfare, etc.....	49	18	62	20	0
Programs to study community.....	36	27	73	0	0
Visitation.....	84	50	49	1	0
Made professional talks.....	71	17	68	15	0
Written articles.....	19	17	57	22	4
Used self-rating device.....	59	23	70	5	1
Engaged in travel.....	65	36	56	8	0
Attended meetings of profes- sional study groups.....	60	35	59	7	0

*These activities are paraphrased. For the list of complete statements see the questionnaire in Appendix A.

VITA

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candidate for the degree of
Doctor of Education

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EXPERIENCED BY THE SECONDARY-SCHOOL PRINCIPALS OF
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The content and form have been checked and approved by the author and the 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.

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