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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE OKLAHOMA PUBLIC SCHOOL SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES AND THE "IDEAL" ACTIVITIES OF LOCAL PARENT-TEACHER ASSOCIATIONS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

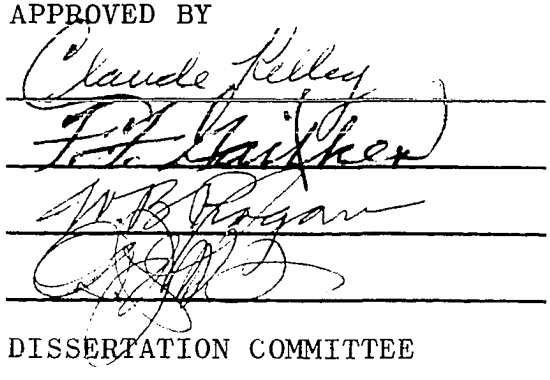
ROBERT EARL SPLAWN

Norman, Oklahoma

1966

THE OKLAHOMA PUBLIC SCHOOL SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES AND THE "IDEAL" ACTIVITIES OF LOCAL PARENT-TEACHER ASSOCIATIONS

APPROVED BY



DISSERTATION COMMITTEE

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THE OKLAHOMA PUBLIC SCHOOL SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES AND THE "IDEAL" ACTIVITIES OF LOCAL PARENT-TEACHER ASSOCIATIONS

CHAPTER I

INTRODUCTION

Background and Need

Citizen interest in schools dates back to the very beginning of this nation. This interest has been expressed in various forms and in varying degrees of intensity and has caused many organizations to conduct programs with educational features that are designed to stimulate and promote improved public school education. Labor unions, for example, have continuously maintained a platform on behalf of free, universal education and have urged the enactment of legislation to improve and increase the educational opportunities for children and youth. Civic clubs, such as Rotary, Kiwanis, and Lions, have for many years sponsored projects designed to improve the educational opportunities of American children. Actually, there is no end of groups that work on recreation, juvenile delinquency, vocational guidance, aid for crippled children,

and a host of other very commendable services.[1]

One of the earliest of the formally organized citizens' groups interested specifically in education was the National Congress of Mothers which was founded in 1897 by Alice McLellan Birney and Phoebe Apperson Hearst. Its original objectives included the education of parents for child development, the cooperation of home and school, the promotion of the kindergarten movement, the securing of legislation for neglected and dependent children, and the education of young people for motherhood. In 1908, the name of this organization was changed to the National Congress of Mothers and Parent-Teacher Associations. In 1924, the name was again changed to the name the organization presently bears, the National Congress of Parents and Teachers.[2]

The objectives of the National Congress of Parents and Teachers have remained unchanged since they were first set up in 1924. These objectives are the same for each state congress and for each local unit as well as for the National Congress. These objectives are:

1. To promote the welfare of children and youth in home, school, church, and community.
2. To raise the standards of home life.

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[1]Leslie W. Kindred, School Public Relations (Englewood Cliffs: Prentice-Hall, Inc., 1957), p. 120.

[2]Julian E. Butterworth, The Parent-Teacher Association and Its Work (New York: The Macmillan Co., 1929), p. 7.

3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relation the home and the school that the parents and teachers may cooperate intelligently in the training of the child.
5. To develop between educators and the general public such united effort as will secure for every child the highest advantages in physical, mental, social, and spiritual education.[3]

The permanent platform based on these objectives includes in its goals good homes, sound health, safety, equalized educational opportunity, conservation of human values and natural resources, vocational adjustment, constructive use of leisure time, active spiritual faith and world outlook.

The parent-teacher association is, according to its bylaws, strictly a voluntary organization that strives to unite the forces of community, school, and home on the behalf of children and youth. It is supposed to be noncommercial, nonsectarian, and nonpartisan in nature. Its educational program is developed through conferences, committees, and projects at the national, state, and community level.[4]

An examination of the history of the National Congress of Parents and Teachers and various state congresses, including the Oklahoma Congress of Parents and Teachers, reveals that much has been done by parent-

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[3] PTA Manual (Chicago: National Congress of Parents and Teachers, 1965), p. 7.

[4] Ibid., pp. 8-10.

teacher associations on both the state and national level to benefit children and youth. Through an annual legislation program the National Congress supports legislative measures concerned with child welfare. It has urged adequate appropriations for the school lunch program and for such federal offices as the Office of Education, the Children's Bureau, and the Public Health Service. The Oklahoma Congress of Parents and Teachers has always been very active in promoting school legislation, in working for improved teacher working conditions, and in promoting health programs for the school population of this state.

It is quite easy to identify what the state and national associations have done and are continuing to do, but it becomes extremely difficult to point out what the local units have done. Much criticism has been leveled at local parent-teacher associations during the years since they first came into existence. Kindred, for instance, made the following statement regarding the work done by local parent-teacher associations

> It is questionable that the rank and file exert much influence on the home, school and community. According to reported studies and observations their ineffectualness is due to: (1) Professional attitudes, (2) Lack of objectives, (3) Poor leadership, (4) Unbalanced programs, (5) Conduct of meetings, and (6) Conflict situations.[5]

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[5] Kindred, Op. Cit., p. 185.

Kindred suggests that perhaps the attitudes of superintendents, principals, and teachers are partially responsible for the weaknesses of local parent-teacher associations. Superintendents who are opposed to the idea of parent groups and who do not appreciate their values try to prevent their growth and development. They may recommend, as a matter of policy, that staff members attend regular meetings of the association, but may seldom urge them to take an active part. They may approve parent-teacher conferences during the school week, but openly discourage any attempt to extend the opportunity for cooperation. They may endorse projects on the behalf of the school, but refuse to have the teachers participate because they are too busy. They may suggest speakers for meetings and outline means for making money to buy supplies and equipment, but seldom permit parents to get to the basic issues and the fundamental needs of the school. They may display enthusiasm for the group and the ideals it stands for, but use it merely to put across their own pet interests and to indoctrinate members to their own way of thinking. They may cancel any suggestions for school improvements which are inherently dangerous to their security. They may give detailed answers to parent questions, but never invite parents to aid in planning the school program or in exploring ways of working together.

The superintendent's attitude will naturally be reflected by the principals and teachers. Teachers will stay away from meetings unless compelled to attend them for appearance sake. No effort will be made to share in the work of the association or to consult with parents on problems which should receive their attention. Whenever criticisms are implied in questions raised about the instructional program, they will become defensive and accuse parents of disloyalty.[6]

The parent-teacher association is a massive organization. Annual national membership is now over twelve million, and membership in the Oklahoma Congress of Parents and Teachers is now over 200,000. Some 50,000 groups meet throughout the nation each month. William Kvaraceus, Professor of Education and Director of Youth Studies, Lincoln Filene Center of Citizenship and Public Affairs, Tufts University, made the following statement concerning the great numbers of people who meet each month:

> Many of these millions of sincere people are wasting their time with activities which don't have much to do with the worthwhile goals of PTA.[7]

Surely there is no better idea than that of school-home cooperation. It creates an unusual opportunity for pooling

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[6] Ibid., pp. 185-186.

[7] William C. Kvaraceus, "Ten Ways to Upgrade Your PTA," Parents, XI (February, 1965), p. 45.

information and support from both home and school. Perhaps, the following suggestions coupled with greater enthusiasm and support from superintendents would help to make the local parent-teacher associations of Oklahoma much stronger and more effective organizations.

> The over-all objectives--to raise the standards of home life, to promote the welfare of children and secure adequate laws concerning them, and to develop unified public support for better schools--are too vague and generalized. Goals must be made specific, with reference to local chapter needs and situations, and they should be practical and attainable within a given period of time. For example, the local unit must decide which standards of home life need to be taken under consideration. This will narrow the focus to such immediate and pressing problems as early dating, drinking, home study, and use of the family car. Items of particular concern to any local group should be given priority and kept in focus during the year.[8]

A review of the literature reveals that there have been no studies which reveal what Oklahoma public school superintendents believe to be the "real" activities or what they believe to be the "ideal" activities of local parent-teacher associations. Neither has such a study been done in other states. There are many articles such as Trump's[9] "Eight Million at Our Side" which point out one individual's ideas of what the activities of the local parent-teacher association ought to be, but these are certainly not

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[8] Ibid.

[9] J. L. Trump, "Eight Million at Our Side," Phi Delta Kappan, XXXIV (June 1953), pp. 409-413.

satisfactory substitutes for studies of the activities as perceived by the superintendents of public schools. In 1953, Gross[10] did a study of the Massachusetts' public schools in which he attempted to discover who superintendents thought were running the schools of the state. He included the parent-teacher association in the study, but he made no attempt to identify what superintendents perceived to be the "ideal" role of the local association. In 1929, Whitley[11] studied both the Oklahoma Congress and the National Congress; but she, like Gross, made no attempt to identify what superintendents thought to be the "ideal" role of the local association.

There is much discussion and disagreement among the superintendents of the public schools of Oklahoma as to whether the local parent-teacher association is doing anything worthwhile and as to what the local parent-teacher association should be doing ideally. No matter what a particular superintendent may think of the activities of the parent-teacher association, he must, if he is a realistic individual, accept the fact that it is a permanent part of the educational scene. If the superintendents of Oklahoma public schools would carefully and critically

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[10]Neal Gross, Who Runs Our Schools? (New York: John Wiley and Sons, Inc., 1958).

[11]Ada V. Whitley, "Parent-Teacher Associations" (Unpublished Master's thesis, College of Education, University of Oklahoma, 1929).

examine what they perceive to be the "ideal" activities and what they perceive to be the "real" activities of local parent-teacher associations and would let these perceptions be known, perhaps both they and the local associations could be more realistic and more effective in working toward their common goal--improved educational opportunities for Oklahoma children and youth.

Purpose of Study

The purpose of this study was to determine what the public school superintendents of Oklahoma perceive to be the "real" activities of local parent-teacher associations and what they perceive to be the "ideal" activities of the local parent-teacher association. The results of this study should be of value to superintendents, to local parent-teacher associations, and to the Oklahoma Congress of Parents and Teachers in planning for better local parent-teacher units and for bringing about improved relationships between local parent-teacher associations and superintendents.

The Problem

The problem of this study was to determine what the superintendents of Oklahoma public schools perceive to be the "real" activities of local parent-teacher associations and what they perceive to be the "ideal" activities of local parent-teacher associations.

This problem involved finding answers to the following questions:

A. Does the geographical location of a school affect the way a superintendent perceives the activities of the local parent-teacher association?

B. Does the size of the school affect the way a superintendent perceives the activities of the local parent-teacher association?

C. Does the number of years a superintendent has served in a school having a parent-teacher association affect the way he perceives the local association?

D. Does the educational level of a superintendent affect the way he perceives the activities of the local parent-teacher association?

Answers were also obtained for the following questions. The number of answers to these questions were not subjected to statistical tests of significance, but were merely reported in percentages:

A. Are children used regularly as a part of the program in order to encourage attendance at monthly meetings?

B. Is the leadership of the parent-teacher association composed chiefly of women or men or is it equally distributed between men and women?

C. Is attendance at monthly meetings primarily men or women or is it equally distributed between men and women?

D. What social classes are represented at monthly meetings?

Delimitation of the Problem

This study was limited to those independent school districts which presently have a local parent-teacher association affiliated with the Oklahoma Congress of Parents and Teachers.

Hypotheses

In order to find an answer to the questions previously listed, the following null hypotheses were tested:

H_{O_1} There is no statistically significant dependency between the geographical location of a school and the superintendents' perceptions of the "real" activities of local parent-teacher associations.

H_{O_2} There is no statistically significant dependency between the size of a school and the superintendents' perceptions of the "real" activities of local parent-teacher associations.

H_{O_3} There is no statistically significant dependency between the number of years superintendents have served in a school having parent-teacher associations and the way they perceive the "real" activities of local parent-teacher associations.

H_{O_4} There is no statistically significant dependency between the educational level of superintendents and the way they perceive the "real" activities of local parent-teacher associations.

H_{0_5} There is no statistically significant dependency between the geographical location of a school and superintendents' perceptions of the "ideal" activities of local parent-teacher associations.

H_{0_6} There is no statistically significant dependency between the size of a school and superintendents' perceptions of the "ideal" activities of local parent-teacher associations.

H_{0_7} There is no statistically significant dependency between the number of years superintendents have served in a school having parent-teacher associations and the way they perceive the "ideal" activities of local parent-teacher associations.

H_{0_8} There is no statistically significant dependency between the educational level of superintendents and the way they perceive the "ideal" activities of local parent-teacher associations.

H_{0_9} There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local parent-teacher associations and their perceptions of the "ideal" activities in relation to the geographical location of the school.

$H_{0_{10}}$ There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local parent-teacher associations and their perceptions of the "ideal" activities in relation to the size of the school.

$H_{0_{11}}$ There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local parent-teacher associations and their perceptions of the "ideal" activities in relation to the number of years superintendents have served in schools having local parent-teacher associations.

$H_{0_{12}}$ There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local parent-teacher associations and their perceptions of the "ideal" activities in relation to the educational level of the superintendent.

$H_{0_{13}}$ There is no statistically significant relationship between the way superintendents rank the "real" activities of local parent-teacher associations and the geographical location of the school.

$H_{0_{14}}$ There is no statistically significant relationship between the way superintendents rank the "real" activities of local parent-teacher associations and the size of the school.

$H_{0_{15}}$ There is no statistically significant relationship between the way superintendents rank the "real" activities of local parent-teacher associations and the number of years they have served in schools having parent-teacher associations.

$H_{0_{16}}$ There is no statistically significant relationship between the way superintendents rank the "real"

activities of local parent-teacher associations and their educational level.

$H_{0_{17}}$ There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local parent-teacher associations and the geographical location of the school.

$H_{0_{18}}$ There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local parent-teacher associations and the size of the school.

$H_{0_{19}}$ There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local parent-teacher associations and the number of years they have served in schools having parent-teacher associations.

$H_{0_{20}}$ There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local parent-teacher associations and their educational level.

Definition of Terms

"Real" Activities

Those activities in which the public school superintendents of Oklahoma perceive the local parent-teacher association to be actually engaged are "real" activities.

"Ideal" Activities

Those activities in which the public school superintendents of Oklahoma would like to see the local parent-teacher association engaged are "ideal" activities.

Local Parent-Teacher Association

The local parent-teacher association is the term used to designate the parent-teacher association at the local level. It is more commonly referred to as the PTA.

Method of Research

Research Design and Procedure

There is a total of 464 independent school districts in Oklahoma. Out of this group, 190 have PTA's affiliated with the Oklahoma Congress of Parents and Teachers.

In order to determine whether the geographical location of a school affected superintendents' perceptions of the activities of local PTA's, the state was divided into four regions: Northwest, Northeast, Southwest, Southeast. The counties in each of these regions are presented in Table 1.

To determine whether the size of a school affected the superintendents' perceptions of PTA's, the schools were grouped within each region according to the number of teachers employed. The number of teachers in each school was obtained from the Oklahoma Educational Directory, 1965-66. The schools were grouped within each region as

TABLE I

COUNTIES LOCATED IN EACH GEOGRAPHICAL REGION

Northwest	Northeast	Southeast	Southwest
Alfalfa	Cherokee	Atoka	Beckham
Beaver	Craig	Bryan	Caddo
Blaine	Creek	Choctaw	Canadian
Cimarron	Delaware	Haskell	Carter
Dewey	Lincoln	Hughes	Cleveland
Ellis	Mayes	Johnston	Comanche
Grant	McIntosh	Latimer	Cotton
Garfield	Muskogee	LeFlore	Garvin
Harper	Nowata	Marshall	Grady
Kay	Okmulgee	McCurtain	Grear
Kingfisher	Osage	Murray	Jackson
Logan	Ottawa	Pittsburg	Jefferson
Major	Pawnee	Pontotoc	Kiowa
Noble	Rogers	Pottawattimie	McLain
Payne	Sequoyah	Seminole	Oklahoma
Texas	Tulsa		Stephens
Woods	Wagoner		Tillman
Woodward	Washington		Washita

follows: Group A, 16 or fewer teachers; Group B, 17 to 35 teachers; Group C, 36 to 75 teachers; Group D, 76 or more teachers. The schools in each group are presented in Table 2.

In order to determine whether or not the number of years a superintendent had served in schools having PTA's affected perceptions of the activities of PTA's, the

TABLE 2

SCHOOLS IN GROUPS A, B, C, D

Group A (16 or less teachers)	Group B (17 - 35 teachers)	Group C (36 - 75 teachers)	Group D (76 or more teachers)
Arcadia	Adair	Anadarko	Ada
Arkoma	Afton	Alva	Altus
Asher	Allen	Atoka	Ardmore
Avant	Balko	Bethany	Bartlesville
Billings	Barnsdall	Bristow	Blackwell
Bokchito	Bethel	Buffalo	Broken Arrow
Braman	Binger	Burns Flat	Chickasha
Calumet	Bixby	Catoosa	Choctaw
Cameron	Cache	Checotah	Crooked Oak
Carrier	Cement	Claremore	Clinton
Copan	Chandler	Cleveland	Duncan
Custer City	Checotah	Collinsville	Durant
Depew	Cherokee	Cordell	Edmond
Dewar	Choteau	Cushing	El Reno
Dustin	Colbert	Dewey	Enid
Eagletown	Colcord	Drumright	Guthrie
Earlsboro	Commerce	Elk City	Idabel
Foyil	Crescent	Eufaula	Lawton
Freedom	Dale	Frederick	McAllister
Ft. Towson	Davis	Hartshorne	Miami
Gage	Fairland	Healdton	Midwest City
Glencoe	Garber	Hennessey	Moore
Goltry	Grove	Henryetta	Muskogee
Harris	Hinton	Holdenville	Norman
Hughes	Hooker	Hominy	Okmulgee
Hunter	Hulbert	Hugo	Oklahoma City
Indianola	Keyes	Lindsay	Pauls Valley
Liberty	Konowa	Madill	Ponca City
Macomb	Maysville	Mangum	Pryor
Marland	Millwood	Newkirk	Putnam City
Oakwood	Minco	Nowata	Sand Springs
Oilton	Noble	Owassa	Sapulpa
Preston	Oologah	Pawhuska	Shawnee
Red Rock	Picher	Pawnee	Stillwater
Savanna	Piedmont	Perry	Tahlequah
Sequoyah	Ringling	Poteau	Tulsa
Slick	Shidler	Purcell	West.Heights
St. Louis	Snyder	Sallisaw	Woodward
Turpin	Sperry	Sayre	
Tyrone	Stonewally	Seminole	

TABLE 2--Continued

Group A (16 or less teachers)	Group B (17 - 35 teachers)	Group C (36 - 75 teachers)	Group D (76 or more teachers)
Verden	Stratford	Skiatook	
Wann	Stroud	Stigler	
Wapanucka	Temple	Sulphur	
Waukomis	Tipton	Velma-Alma	
Whitesboro	Tishimingo	Vinita	
Wynona	Tonkawa	Wagoner	
	Tuttle	Weatherford	
	Union	Wewoka	
	Valliant	Wynnewood	
	Waurika	Yukon	
	Waynoka		
	Welch		
	Wetumka		
	Wilburton		
	Wister		
	Wyandotte		

following divisions were made: 0 to 5 years, 6 to 10 years, 11 to 20 years, 21 to 42 years. The number in each group is presented in Table 3.

In order to determine whether or not the educational level of superintendents affected their perceptions of the activities of PTA's, the following divisions were set up: Master's degree, Master's degree plus 16 hours, Master's degree plus 17 to 33 hours, Master's degree plus 33 hours to Doctor's degree. Table 4 presents the number of superintendents found in each of these educational levels.

TABLE 3

TOTAL NUMBER OF SUPERINTENDENTS IN EACH OF THE FOUR EXPERIENCE LEVELS WHO RESPONDED TO SECOND QUESTIONNAIRE

0-5 Years	6-10 Years	11-20 Years	21-42 Years
51	35	35	20

TABLE 4

TOTAL NUMBER OF SUPERINTENDENTS IN EACH OF THE FOUR EDUCATIONAL LEVELS WHO RESPONDED TO SECOND QUESTIONNAIRE

Master's Degree	Master's Degree plus 16 hours	Master's Degree plus 17 to 32 hours	Master's Degree plus 33 hours to Doctor's
29	39	35	38

Initial Questionnaire

The purpose of the initial questionnaire, an open-end questionnaire, was to establish statements of "real" and "ideal" activities of local PTA's to be used in the second questionnaire. The initial questionnaire was sent to sixteen superintendents representing each size of school in each region of the state. The geographical location of each school and the size of school represented by each

superintendent are presented in Table 5. Ninety-nine percent of the superintendents receiving the initial questionnaire responded.

TABLE 5

LOCATION OF SUPERINTENDENTS RECEIVING INITIAL QUESTIONNAIRE

Group A, Northwest:	Depew
Group B, Northwest:	Fairfax
Group C, Northwest:	Vinita
Group D, Northwest:	Pryor
Group A, Northeast:	Carrier
Group B, Northeast:	Hooker
Group C, Northeast:	Perry
Group D, Northeast:	Guymon
Group A, Southeast:	Savanna
Group B, Southeast:	Davis
Group C, Southeast:	Healdton
Group D, Southeast:	Durant
Group A, Southwest:	Verden
Group B, Southwest:	Temple
Group C, Southwest:	Velma-Alma
Group D, Southwest:	Clinton

The initial questionnaire consisted of two parts. Part I dealt with "real" activities and Part II dealt with "ideal" activities. The questions were built around the objectives and activities set forth in the PTA Manual. The initial questionnaire and the covering letter are presented in the Appendix.

Second Questionnaire

The second questionnaire, which was formed by combining the responses to each question on the initial questionnaire, was for the purpose of determining what the superintendents of all independent districts having PTA's perceived to be the "real" activities of local PTA's and what they perceived to be the "ideal" activities. The questionnaire included a horizontal scale on which the respondents indicated whether each statement applied to their local PTA (a) to an exceptional extent, (b) to a great extent, (c) to an average extent, or (d) to no extent. Superintendents were also asked to rank the first nine statements on each part of the questionnaire.

After the questionnaire had been designed and before it had been sent to the participants, it was administered to a number of superintendents in order to determine whether or not each statement was clear. On the basis of the information gathered during the tryout period, part of the statements were reworded and some of the directions rewritten. The basic content of the questionnaire was not changed.

The second questionnaire and the covering letter are presented in the Appendix.

Each of the superintendents of the independent districts having PTA's affiliated with the Oklahoma Congress of Parents and Teachers were sent this questionnaire. Three

weeks from the date of the mailing of this questionnaire, a follow-up postcard was sent for the purpose of obtaining additional responses. Two weeks later a second card was mailed as a final reminder. One hundred forty one, or 74 per cent of those receiving the second questionnaire, returned it.

Treatment of Data

The data for hypotheses 1 to 12 were treated statistically thusly: Fisher's Exact Probability was computed for each item on both the questionnaire pertaining to the "real" activities of local PTA's and the questionnaire pertaining to the "ideal" activities of local PTA's for the following variables: geographical location of the school, size of schools, the number of years' experience superintendents had in schools having PTA's, and the educational level of superintendents. The required level of significance was set at the .05 level of confidence. The data for hypotheses 13 to 20 were treated statistically thusly: Kendall's Coefficient of Concordance was computed for both the questionnaire pertaining to the "real" activities of local PTA's and the questionnaire pertaining to the "ideal" activities of local PTA's for the following variables: geographical location of the school, size of schools, the number of years' experience superintendents had in schools having PTA's, and the educational level of

superintendents. The required level of significance was set at the .05 level of confidence.

Certain questions were posed which could not be subjected to statistical analysis. The answers to these questions were tabulated and are presented in percentages.

Organization of the Study

This study is divided into four chapters. Chapter I is devoted to background and need, purpose, the problem, hypotheses, definition of terms, nature and source of data, method of research and the organization of the study.

Chapter II contains a review of related research and literature. An analysis and interpretation of the data is presented in Chapter III. Chapter IV contains the summary of the findings and conclusions drawn from the study.

CHAPTER II

A REVIEW OF RELATED LITERATURE

A survey of the professional literature in education revealed that much material has been written presenting one person's opinion of the values and the activities of local PTA's, but that no objective studies had been done which deal entirely with Oklahoma public school superintendents' perceptions of the "real" activities and the "ideal" activities of local PTA's. Since no objective studies have been done on this subject in Oklahoma, this chapter will be concerned with a survey of the general literature dealing with the values and activities of PTA's as perceived by various individuals throughout the nation.

Moehlman's evaluation of PTA's in his book on social evaluation points out that PTA's are not to be used by either parents or teachers for the exploitation of the other group. Both communities and the schools should control these agencies. There should be mutual planning and direction by the professional and the lay membership. Potentially, they provide an unusual means for cooperative effort for improving both community and school, but unfortunately these potentialities are not always fully

realized. Some local units seem unaware of the PTA's purposes. In spite of published purposes and evident logic, whether and to what extent these organizations are helpful or harmful to the best interests of their constituencies depends mostly upon local leadership.[1]

Hagman states that the PTA has served usefully as a lay body actively promoting the cause of public education. Local chapters have been the principal means in many communities by which school systems have reached the people of the districts to seek support, explain policies, and disseminate news of the schools. National, state, and local units have worked for favorable school legislation and have defended the schools against unfavorable legislation. Many times school bond issues have been approved because PTA's promoted them when educators could not have won favorable support by themselves in the issue to be decided. Teachers and parents have become acquainted at PTA chapter meetings and have found sometimes that acquaintance brings about understanding. The PTA cannot be overlooked as an avenue of school public relations, and for this reason, if for no other, it is desirable to organize a unit in each school and to develop a good program of activities.[2]

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[1]A.B. Moehlman, Social Interpretation (New York: Appleton-Century-Crofts, Inc., 1938), p. 250.

[2]Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Company, Inc., 1951), p. 369.

At times the criticism is expressed that PTA meetings are dull and do not produce any good results. It is asserted that in some communities the PTA interferes in the administration of the school or creates gossip harmful to the school. Some superintendents object to the organizing of PTA's because they feel that they are organizing their enemies. Another criticism expressed by some superintendents is that the people who really need to attend the PTA do not do so. The remedies for each of the criticisms lies in improved leadership and in better programs. If the local PTA's are not functioning as they should in the partnership activities of education, the administrator as well as others who may be concerned may well consider the following reasons:

> The purposes of the Parent-Teacher Association are not understood.
>
> The parents feel that the organization is dominated by teachers or by administrators.
>
> A great number of the parents are not drawn into the activities and find that passive membership is unrewarding.
>
> There is no provision for fathers to participate in the organization or the meetings are held at such a time that few men can or will attend.
>
> There is no long-range planning and activities are uncoordinated and of no real interest or value.
>
> The officers are a kind of self-perpetuating hierarchy.
>
> Newcomers among school patrons are not brought into active membership.
>
> The teachers do not participate freely or willingly in the activities of the Parent-Teacher Association.
>
> The activities are of little interest to parents or teachers.
>
> The meetings are planned to entertain only and not to interpret or to assist the educational effort.

> The membership does not represent a true cross-section of the community.
> The school administrator does not provide leadership or significant assistance.
> There is a failure to recognize problems which might be attacked profitably by the organization.
> The organization is too large to permit all members to participate actively in the group as a whole.[3]

Pittinger states that there may be disaffected lay leaders who get control and make things unnecessarily hard for the teachers and the administrators. In other cases the professional educators seem to regard local PTA's as propaganda instruments only for educating the lay public in that leadership's ideas. Undoubtedly, there are legitimate propaganda uses for PTA's, but their greatest potential value lies in the opportunities for cooperative effort that they afford.[4]

The evaluation of PTA's given by Grieder, Pierce, and Rosenstengel is similar to that given by Hughes. They also consider the PTA to be the most important single element in the program of school and community interpretation. The elimination of PTA's from the educational scene would create a disastrous void. They state that it is quite true that many superintendents have had disillusioning experiences but they feel that the number is much less than the numbers who have learned to appreciate the

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[3] Ibid., p. 370.

[4] Benjamin F. Pittinger, Local Public School Administration (New York: McGraw-Hill Book Company, Inc., 1951), p. 462.

PTA and to value its program and contributions. They maintain that most of the unfortunate experiences have been brought about because superintendents fail to understand the legitimate functions and potentialities of the PTA and because local PTA's have violated the principles of the National Congress of Parents and Teachers. They feel that poor PTA leadership and conflicts of personality, interference by local PTA's with the work of the regularly elected school officials, and too much emphasis on money raising are also sources of failure.[5]

Huggett and Stinnett devote a very small part of their book to what they think the PTA should do. It should furnish a common meeting place where teachers and parents can come together to discuss their mutual problems. It should give the parents and teachers a better chance to become acquainted with each other. It should afford the school administrator an opportunity to issue complete and accurate information regarding the operation and needs of the school. It should arrange for meetings at which the problems of the school can be discussed. It should use its efforts to educate the public to the values of an expanded educational program.[6]

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[5]Calvin Grieder, T.M. Pierce, and W.M. Rosentengel, Public School Administration (New York: Ronald Press Co., 1956), p. 319.

[6]A.J. Huggett and T.M. Stinnett, Professional Problems of Teachers (New York: Macmillan Company, 1956), p. 319.

In their book on educational leadership, Anderson and Davies state that the PTA is undoubtedly one of the most popular and wide-spread existing channels of the organized educational public relations program. In spite of this, some administrators tend to shun the formation of organized PTA's. Other administrators tend to dominate existing groups because of the fear that these groups will try to dictate or control school policy. They argue that it is very important for administrators to encourage the formation and active participation of PTA's. The administrator creates through this means an increased understanding of children and of the aims, the operation, and the needs of the school program. The freedom of the PTA to assume a genuine interest and responsibility in the school and the development of friendly cooperation and interaction between parents, teachers, and administrators will help to insure a healthy balance of activity and responsibility.[7]

Kindred discusses the PTA quite extensively in his book. He states that the relationship of a PTA to an individual school and school system has been a controversial question throughout the history of PTA. This controversy has been brought about for various reasons: interference from parents in the administrative affairs of schools, parental dictation to members of the instructional staff,

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[7]Vivienn Anderson and D.R. Davies, Patterns of Educational Leadership (Englewood Cliffs: Prentice-Hall, Inc, 1956), pp. 107- 108.

lack of cooperation, very minor achievements over a period of years, political exploitation of the PTA membership, causes more work for teachers and administrators, and the activities of socially and politically ambitious PTA leaders. More often than not the fundamental issue is where to draw the line between the rights of the parents and those of school authorities.[8]

The functions of the PTA are inquiry, discussion, participation, and recommendation. It may ask for information about instructional policies and practices and the reasons on which they are based. The PTA may discuss any matter pertinent to the educational system that falls within the scope of its objectives and join with the board of education, administrators and teachers in undertaking projects and studying problems for school improvement. The PTA may legitimately make recommendations, though these recommendations are not at all binding on school officials. Perhaps the PTA's greatest contribution lies in the field of parent and community education regarding child and instructional problems and the formation of public opinion favorable to the school system.[9]

Apart from the direct benefits of parent-teacher cooperation received by children and youth in the home, school, and community, several public relations by-products

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[8]Kindred, Op. Cit., p. 173.

[9]Ibid., pp. 173-174.

must be considered in looking at the importance of local PTA's. Good public relations start when teachers and parents come to know one another and to talk about what they want for young people and children. Through these conversations, parents soon become acquainted with the school, to understand what the teachers are trying to do for children, and to appreciate instructional conditions and problems. At the same time, administrators and teachers become cognizant of the needs, interests, and attitudes of people in the community and the responsibility they have for adjusting the school program to local conditions. Mutual confidence grows as parents and teachers continue to exchange information and to acquire skill in working together on home and school problems. Suggested changes in instructional policies and practices and other proposals are more readily accepted. Parents who understand the school system and the individual school and its purposes and limitations are able to inform the community and serve as partners in the advancement of public school education.[10]

Kindred realistically brings out the point that despite the good work done by PTA's that it is questionable that the rank and file actually exert much influence on the home, school, and community. Their ineffectualness is due to professional attitudes, lack of objectives, poor leadership, unbalanced programs, conduct of meetings, and conflict

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[10] Ibid., pp. 185-190.

situations. Kindred suggests that PTA's could be improved by finding out what parents would like to take up in meetings, by establishing guiding principles for planning the monthly meetings, and by involving parents in the educational program of the school.[11]

In his analysis of PTA's Hughes states that the PTA of all the structural arrangements to provide a channel for expanded lay participation is potentially the one best suited to the achievement of wholesome and effective participation. He stresses the administrators' part in making the PTA function effectively and maintains that in those instances where the PTA does not achieve the objectives of the National Congress the cause is very apt to be inexpert direction on the part of the administrator.[12]

In 1952-53 Gross made a study of who the school board members and the superintendents of the public schools of Massachusetts perceived to be running the schools of that state. While this study did not deal primarily with PTA's, it did include superintendents and school board members perceptions of the organization. Out of 105 superintendents included in this study, 69 per cent included PTA's in their lists of organizations which do the most to promote public education. The rest of the superintendents

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[11] Ibid.

[12] James M. Hughes, Human Relations in Educational Organization (New York: Harper and Brothers, 1957), p. 367.

considered PTA's to be one of the greatest obstacles to education.[13]

Burrup states that the National Congress of Parents and Teachers is the most effective organization whose function is to correlate the educational activities of the home and the school. The National Congress with its state and local units unites the forces of home, school, and community in the behalf of improved education for children and youth. While some local PTA units have been guilty of trying to run the schools they represent, violations of this kind have not been widespread. Usually a frank understanding between PTA leaders and school administrators will prevent such undesirable relationships. The function of any association of teachers and parents is to serve the interests of children of all ages. The PTA helps the home and the school to agree on the aims and objectives of the educational program. Maximum educational benefits are possible only when parents and teachers share their knowledge of individual students and unite their efforts and resources to provide the best possible environment, facilities, and experiences for the proper development of all students. A good PTA organization serves its young people, and, in so doing, it also serves their parents and teachers. It provides an opportunity for parents to meet other parents who have similar problems. It provides opportunities for

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[13]Gross, Op. Cit., p. 36.

them to meet their children's teachers, and this often results in a better understanding between them. The PTA aids the parents in understanding the school curriculum and school regulations and policies. Parents may also become acquainted with the school's needs. The PTA offers a fine opportunity to school administrators to interpret the school to the community. Here is the organ through which the public may be informed about new procedures and methods in education. Through a good organization the superintendent can explain both the needs and the problems of the school. It provides the superintendent with a sounding board for new ideas. Here also is his public forum where free and open discussion of his problems and his anticipated innovations can be held with benefits to all. Here the superintendent finds almost unlimited opportunity to discuss such problems as school dropouts, adequate salaries, teacher recruitment, new methods of student and teacher evaluation and many others.[14]

Burrup thinks that those who are critical of the functions and achievements of local PTA units should weigh carefully the fact that even the National Congress of Parents and Teachers admits that some local units are ineffective, but that not all local PTA's that appear to be ineffective from the outside deserve criticism, for

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[14]Percy E. Burrup, The Teacher and the Public School System (New York: Harper and Brothers, 1960), pp. 372-378.

accomplishments in a PTA are not always tangible to hasty critics. A gift of materials or equipment can easily be seen, but a PTA program that results in better parent-child relationships, in more frequent parent-teacher conferences, or in an adolescent's self-imposed code of conduct cannot be easily weighed.[15]

Jacobsen, Reavis, and Logson, after interviewing many principals, both praise and denounce the PTA. At times it has been influential in preventing curtailment of the school program, while at other times it has retarded the development of a sound educational program. They contend that administrators should not overlook the social aspects of a PTA, for it provides many parents with a needed contact with other people. For all parents it offers an opportunity to become acquainted with the teachers of their children. From such an understanding, the PTA can go on to an interpretation of what is being done, answering questions which are of concern to parents, and interpreting the entire school system.[16]

The best PTA's are those that work for intelligent correlation between the home and the school. The PTA should be concerned first of all with local problems and then with state and national problems. Situations where

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[15] Ibid., p. 380.

[16] Paul B. Jacobsen, W.C. Reaves, and J.D. Logsdon, The Effective School Principal (Englewood Cliffs: Prentice-Hall, Inc., 1963), pp. 475-476.

associations are impotent or unusually belligerent are almost without exception the result of lack of leadership and poorly planned or unbalanced programs. The PTA need not be a stumbling block but may be a vital force in interpreting the schools; and, except where the PTA has miserably failed, a forward-looking administrator will see to it that one exists.[17]

In 1929, Whitley wrote a dissertation which was devoted in part to finding out various individuals' perceptions of PTA's in Oklahoma. Superintendents were included in this group. Her study revealed that Oklahoma PTA's were then doing the following things:

1. School ground beautification
2. Books bought for library
3. Furnish rest rooms for teachers
4. Reward pupils for outstanding work
5. Secured health services
6. Sponsored Saturday movie
7. Furnish milk and graham crackers free for poor children
8. Paying for piano and victrola
9. Bought pictures for all rooms
10. Provide hot lunches
11. Paid hospital bill for poor child
12. Secured boarding place for teachers
13. Served banquet to football team
14. Sponsored "Summer Round-up"
15. Entertained teachers
16. Sent quilts to storm sufferers
17. Chaperoned at high school functions
18. Bought playground equipment
19. Installed sanitary drinking fountains
20. Furnished domestic science department
21. Sponsored an early-to-bed movement for children
22. Furnish supplementary readers
23. Cooperated with school in publicity program

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[17] Ibid., p. 477.

24. Run school cafeteria
25. Sponsored school for parents
26. Sponsored lecture course on better homes
27. Established reading circle for parents
28. Put books for parents in school library.[18]

In evaluating PTA's, Moehlman, in an article written in 1931, stated that associations may be divided into three divisions representing different tendencies and different concepts of leadership and function. In the first group he places those associations that do all they possibly can to establish intelligent, cooperative relationships between the home and the school through parental education and are also attempting to interpret the schools to the community. The outstanding characteristic of this group is superior professional and lay leadership, with the practical elimination of selfish personal ambitions. Moehlman feels that this type of PTA is in the majority.[19]

In the second group of PTA's, Moehlman includes a series of dying associations which have been developed primarily as window dressing and which are impotent because of poor leadership. Certain school executives consider the PTA to be a distinct danger to established complacency and traditional routine. Yet it is the fashion to have PTA's; therefore, they are organized and purposely kept harmless and innocuous. Their potential powers for good are never used.

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[18]Whitley, Op. Cit., pp. 75-77.

[19]Arthur B. Moehlman, "Defining the Rights and Duties of Parent-Teacher Associations," The Nation's Schools, VII (June 1931), p. 55.

Within this division is another group, which, because of community conflict or unwise leadership, has lost its prestige and has degenerated into merely a name. Sometimes these groups live for many years with little or no constructive achievement. Some elect officers yearly, but they have little else in their favor. Some die out after a hypothetical life of four or five years.[20]

The third group represents those aggressive groups that mistake their real function for one reason or another and take unto themselves a fair share of popular sovereignty and become the dominating force in the educational life of the community. These groups more often than not represent the trouble spots in the school district. They can be found sitting in on the board of education meeting and offering advice with respect to policy and procedure. They attempt to interfere with the appointment of teachers, with the discharge of incompetent teachers, and with method and practice. In fact, they act as if the group had a sovereign mandate to operate the schools. These associations are sometimes used by individuals in the teaching profession to obtain their own personal advancement. Lay leaders within the association find them excellent steps for climbing to elective offices and political preferment. Sometimes such an association represents the intense and bitter struggle of two women for social supremacy in a small, narrow-minded

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[20] Ibid.

community. The outstanding characteristics of this small group are social conflict, unbalanced programs, poor leadership, misconceptions of function, and trouble-making in general.[21]

The functional definition of a PTA might be described as follows: the PTA is an extra-legal agency composed of parents and of the teachers of children. Its primary purpose is that of a clearing house for the presentation and discussion of educational problems in order that parents and teachers may develop through personal contact greater understanding and better cooperation and may thus solve more effectively the intricate educational problems of the individual child. A secondary purpose of the association is that of a social nucleus for the education of the community to the purpose, worth, condition, and needs of public education.[22]

There is a definite place for the PTA in the functional organization. Here the PTA is recognized as an extra-legal educational agency. It is composed of teachers and parents in their personal aspect. It is brought into contact with superintendent and principal both in their professional and in their personal capacities. It is distinctly an organized agency for the carrying on of essential parental educational activity. The effect of this program

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[21] Ibid.

[22] Ibid., p. 58.

of education should be the development of definite attitudes and their dissemination among the general populace of the community. It does not advise, threaten, or cajole the legal or professional organization but functions simply and completely as an extra-legal public relations agency.[23]

It is obvious that the functional conception of a PTA calls for more intelligent and careful leadership, for greater patience and greater faith, and for more hard work and less immediate action. Over a long period of time it will result in better community understanding and appreciation of the purpose, conditions, worth, and needs of public education. Finally, the ultimate success of the PTA, a movement that possesses inherently great social potentialities, will depend upon how clearly its leaders realize its real contribution and how they direct their energies completely into these channels.[24]

Miller stated in 1933 that the PTA is the principal and best-known expression of the home and school movement. It is necessary to forget the mediocre attempts of the past and to view the organization as a cooperative effort to unite the home and the school--the two great forces of education--in order that they may work successfully with the third major influence, the community. Such a program should appeal to teachers and school administrators, because

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[23] Ibid., p. 59.

[24] Ibid.

improvement in school conditions is not possible until it is demanded by a strong public opinion. No group can influence public opinion so successfully as an enthusiastic and interested group of parents. Parents will not be interested and enthusiastic unless they understand conditions and see clearly the possibilities for improvement. The best way to acquaint parents with school conditions and to arouse their interest in improvements is through an active PTA. An organization that is composed of both parents and teachers is much stronger and carries much more influence than an organization composed exclusively of either parents or teachers. Full and free discussion of general school problems in a joint meeting of parents and teachers often leads to an easy solution of troublesome spots.[25]

Eckert urges that the work of our local PTA's be strengthened. We must start to think of PTA as parents, teachers, and administrators, for the administrator is vital to the success of any PTA. If the administrator is not enthusiastic, his faculty reflects it; but if he will recognize in the PTA one of the most powerful friends of education and a tremendous potential force for good not only in the school but in the community, then we can begin to realize the full possibilities of home-school cooperation.[26]

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[25]E.E. Miller, "The PTA--What It Can Do to Help the School," The Nation's School, XII (November 1933), p. 33.

Eckert perceives the PTA to be only as strong as its leadership. Because of the rapid turnover of local leadership, frequently with lack of preparation for the job; because of the tendency to quickly siphon off outstanding leadership into other organizations; it becomes incumbent upon teachers and principals who remain with the school program year after year to furnish a kind of stabilizing and vital leadership. Another way in which the PTA can be strengthened is by increasing the trend toward the grade level type of organization. Almost inevitably in a PTA program in which there is a wide range of children, the program becomes geared to the interests and needs of newcomers each year.[27]

Burgard states that modern education is a cooperative enterprise. The schools will fail if they are forced to stand alone. They cannot effectively do their work without the support and information which parents can furnish. The PTA furnishes the channel through which the cooperation of the school, home, and community can be secured. It is through this organization that the school may interpret the philosophy, procedures, course of study, and other problems to the patrons and the public. The school and the home must be brought together in full and intelligent understanding

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[26]Ralph G. Eckert, "Moving Five Steps Ahead," Educational Leadership, V (November 1947), p. 106.

[27]Ibid., p. 107.

of the problems and principles of modern education in their application to the life of youth.[28]

An important element in determining the effectiveness of a PTA is the type of program that it presents. Good programs result in a number of desirable results such as the promotion of the well-being of the child, friendly relations between the home and the school, and a better support of education by the general public. The most successful associations provide well-balanced programs.[29]

Hart states that school administrators who quake at the thought of a potent group of persons concerning themselves actively with the education, training, growth, and development of their children are completely unaware of the fact that the public school system in a democracy such as ours is an institution created by organized society, supported by organized society, and controlled by organized society to do whatever organized society wishes to have done.[30]

McKown, while bringing out some good points of the PTA, protests against PTA programs starting late, long business meetings, the typical programs of pupil numbers, the presence of small children in the meeting, and the

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[28]Earl H. Burgard, "The Parent-Teacher Association," The Bulletin of the National Association of Secondary School Principals, XXXII (February 1948), p.246.

[29]Ibid.

[30]Harry C. McKown, "Protest to Makers of PTA Programs," Clearing House, XXVII (September 1952), p. 39.

failure to capitalize effectively on the outside speaker's presentation.[31]

Trump states that there is considerable disagreement among both parents and teachers and between parents and teachers as to what the PTA should and should not do. Illinois PTA members felt that PTA's should discuss with the school board the strengths and weaknesses of the school system, take an active part in working to get new school buildings, help plan social and recreational activities of students, and have volunteer members of the PTA assist classroom teachers in tours, parties, and after-school play activities. A majority of the parents and teachers polled felt that the following activities were not appropriate: hiring and firing of teachers should be a function of the school board, not the PTA; decisions regarding the dropping or addition of subjects should be left to the administration and the board of education; and such matters as class size should be left to school authorities.[32]

Trump asserts that he believes very strongly in the potential worth of the PTA in the continuing improvement of public education. The statement of purposes prepared by the National Congress testify to the high ideals of the

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[31]Frank W. Hart, "From Toleration to Cooperation with the PTA," National Parent-Teacher, XLII (February 1948), p. 19.

[32]Trump, Op. Cit., p. 411.

planners. The elaborate organization for making suggestions to those working in local units provides worthy ideas and helps. The size of the National Congress both in membership and geographic spread of local units assures nationwide coverage. The potential worth of the PTA is obvious. Whether or not this organization will do a better job in the future in fulfilling the high purpose it has depends upon the parents and teachers of this nation. If it does fulfill these high ideals and purposes, public education will be very greatly benefited and youth of this nation will be better served.[33]

Spears looks upon the PTA as a worthwhile organization but argues that in spite of the total good done by the PTA movement, the local association needs to rededicate itself to the basic principles of the movement, to the idea that a wholesome parent and teacher organization serves as a bridge between the home and the school, a bridge across which mutual understanding and cooperation can move freely. This bridge between the school and the home is suspended on loyalty and constructive effort. It is not suspended for the purpose of giving bickering and criticism a chance to move in on the school under the guise of the parent-teacher name.[34]

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[33] Ibid., p. 413.

[34] Harold Spears, "Rededicate the Bridge Between Home and School," The Nation's Schools, LVI (August 1955), pp. 38-39.

In recent years, parent-teacher units have set up fine study programs through which parent members have come to better understand the school curricula and the methods of teaching. Hearsay has been dispelled time and time again through this first-hand study of the school. Association work does not stop, however, with such a study program. In fact, a study program is not an end in itself and means little unless the PTA then acts to dispel the influence of the isolated critics who find it easier to write letters to the editor than to take time to ally themselves with the constructive movement for better schools which is best represented by the PTA.[35]

The local PTA is in a position in the community to counterbalance the misconceptions of education and schools that are spread through many articles and books by writers who know the sales value of conflict and place it before the welfare of the school. The local PTA by its actions can stand as a tower of strength in protecting and promoting the American public school system, or it can get through the year as a miscellaneous assortment of meetings and offices, loosely coordinated and without worthy goals.[36]

Anderson points out that although we should expect the relationship of school people and PTA's to be one of close, harmonious cooperation, it is in many cases more

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[35] Ibid.

[36] Ibid.

likely to be merely one of peaceful coexistence. This is caused by a lack of understanding on both sides. Many schoolmen have misgivings about the role the PTA should play in the life of the school, and many PTA members do not know their proper function and the best ways of carrying out the PTA program. It is up to the school to take the initiative in bringing about a better relationship between them and the PTA. The school has an obligation to aid the PTA in its work. The administrator should provide the PTA with cost-free use of working facilities and assist them with the details of carrying out their work. PTA's quite often fail because they lack the direct support of school leaders, because of an overconcern for money, because of a poor use of the representative government idea, because of irrelevant and superficial programs, and because not enough men being in the organization.[37]

Brickman's analysis of PTA's is quite critical. He states that quite often PTA groups become militant and act as pressure groups. He contends that parents should run the homes without uninvited direction by principals and teachers and that principals and teachers should be able to operate the schools without interference by parents. Only in this way can the PTA be what it is supposed to be, an important adjunct to the educational

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[37]Robert H. Anderson, "PTA and Educators Need Each Other," School Executive, LXXIV (July 1955), pp. 54-55.

system. Brickman fears that educators have encouraged the development and growth of an auxiliary which is growing so fast as to threaten the peace of mind and freedom of action of the profession.[38]

Bahou considers the local PTA to be one of the most crucially weak, if not the most vulnerable aspect, of our public school system. He contends that the ritual of monthly meetings which brings parents and teachers together in groups with the teachers attempting to explain the school programs, plans, and their teaching has many disadvantages as well as many harmful effects. Bahou, writing from a layman's and a parent's viewpoint argues that as a layman he does not feel competent to determine what should or should not be included in a child's curriculum. He questions the rights as well as the competency and, in many cases, the motives of parents who take it upon themselves to help formulate, if not completely determine, what school policy should be. It is well known that interference is commonplace in our public schools and is encouraged by the organization and conduct of parent-teacher group meetings. It is also obvious that the major interference of this part comes from that select group of the community power elite. They have interfered far too long with decisions which should be the exclusive perogative of those professionally trained both

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[38] W. W. Brickman, "The PTA As a Pressure Group," School and Society, LXXXIV (December 22, 1956), p. 219.

to formulate and execute school policies and procedures. It is time that parents tended to their proper domains while the teachers get on with the business of education.[39]

The rigid, traditional, ritualistic approach towards the pattern of parent-teacher organization may be more detrimental to our school systems than we have been willing to admit. Moreover, it is obviously supported and perpetuated by many parents, not because they are capable of contributing positively to the goals of the institution, but because such involvement is functional as an instrument of personal and community power. This community power elite exercises much influence over the faculties and is an excellent manipulator of those parents who are either disinterested or readily admit their incompetence before the impressive exhibitionism of the well-groomed, well-mannered, articulate organization men and women of the community. Teachers must share the blame for this unfortunate state of affairs. Any realistic person must immediately recognize that power does not exist in a vacuum. As long as teachers and administrators continue to abdicate their rights and fail to assert their power, then others certainly will be all too willing to do so for them. This does not mean that the only alternative is parental apathy, however. Parents should always be able to visit and consult with the teacher as often as is necessary and desirable.

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[39]Victor Bahou, "PTA Reconsidered," School and Society, LXXXVII (November 7, 1959), pp. 446-448.

Such personal consultation should be undertaken in the same spirit and manner that a physician is consulted.[40]

Kvaraceus states that too much of the activities in which local PTA's engage are worthless and have very little to do with the really worthwhile goals of PTA. The idea of home-school cooperation is an excellent one. The PTA provides a rare opportunity for pooling information and support from both home and school to the advantage of all students. He states that if local, state, and national associations would review their activities with reference to the following guidelines, they might get a more realistic evaluation of their effectiveness. Perhaps they would become more aware of the discrepancy that exists between their stated goals and the actual practice of irrelevant activities. The guidelines are:

1. The over-all objectives are too vague and generalized. Goals must be made specific, with reference to local chapter needs and situations, and they should be practical and attainable within a given period of time.

2. The monthly meetings must be planned as a unified effort. Monthly meetings should not be episodic, reflecting random unconnected programming. What is needed is an overall plan with each meeting treating a specific aspect of the local group's overall specific goal.

3. Fund raising projects must be kept under control.

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[40] Ibid.

4. An effort must be made to attract parents from poorer and less culturally advantaged homes, and to include them in PTA activities which are now primarily efforts of the middle class.

5. Leadership training should be offered to members elected to PTA administrative and committee posts.

6. The use of the outside speaker should be kept to a minimum.

7. The local PTA must clearly distinguish its auxiliary responsibility from that of the professional responsibility of the school staff.

8. Male participation in the PTA should be decidely encouraged.

9. Greater effort must be made to invest the power to plan and program in the local chapters. Currently the direction of all PTA memoranda is from top to bottom. The time has come to set up a direct line flowing from the local chapter to the home office.

10. The local chapter must reduce time-wasting rituals at the monthly meetings.[41]

The question of whether or not the local PTA is of value has been argued almost from the very beginning of its existence, but most of those who have expressed themselves consider the PTA to be potentially the organization best suited for bringing parents into wholesome and active participation with teachers and administrators for advancing public education.

Most writers feel that despite the unpleasant experiences some have had with local PTA's administrators

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[41]Kvaraceus, Op. Cit., pp. 126-128.

should encourage the formation and active participation of active PTA's. Many feel that the administrator should and when the PTA fails, it is because of poor direction on the part of the administrator.

It seems to be the consensus that local PTA's would be much more effective if they would re-examine their goals in the light of present circumstances, set objectives suitable to the local community, attract parents from all social classes, spend less effort on fund raising, attract more men, have better programs, and train lay people who are elected to fill the positions of leadership.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The information obtained by tabulating the returns to the "real" and the "ideal" second questionnaire is reported and analyzed in this chapter. The statistical analyses of the replies to each item of each questionnaire were prepared in tabular form and are presented in the Appendix.

The reporting of the findings is in terms of the hypotheses and questions listed in Chapter I. The tables of responses to each statement pertaining to each of these hypotheses and questions are referred to in reporting answers to the hypotheses and questions. The statements on each one of the second questionnaires were obtained by condensing the responses to each of the questions on the initial questionnaires. The format of the questionnaires and the placement of the items in them were based upon the order of the PTA objectives and aims as listed in state and national PTA manuals.

Twenty specific null hypotheses were established in order to accomplish the purposes of this study. Hypotheses 1 to 4 were related to superintendents' perceptions of the

"real" activities of local PTA's; hypotheses 5 to 8 were related to superintendents' perceptions of the "ideal" activities of local PTA's; hypotheses 9 to 12 were related to the relationship between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's; hypotheses 13 to 16 were related to the order in which superintendents rank the "real" activities of local PTA's; and hypotheses 17 to 20 were related to the "ideal" activities of local PTA's. For the purposes of this study the required level of significance was set at the .05 level of significance.

The total number of responses and per cent of responses to each item on each questionnaire are presented in Table 6 and Table 7. Table 6 presents the number of responses and per cent of responses to each item on the questionnaire pertaining to the superintendents' perceptions of the "real" activities of local PTA's; Table 7 presents the number of responses and per cent of responses to each item on the questionnaire pertaining to superintendents' perceptions of the "ideal" activities of local PTA's.

Hypotheses 1-4

"Real" Activities of Local PTA's

Hypotheses 1 was--There is no statistically significant dependency between the geographical location of schools and superintendents' perceptions of the "real" activities of local PTA's. Between the Northeast region and the Northwest

TABLE 6

NUMBER AND PER CENT OF RESPONSES OF THE 141 SUPERINTENDENTS WHO RETURNED THE QUESTIONNAIRE TO EACH ITEM ON THE QUESTIONNAIRE PERTAINING TO SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S

Statement		Number of Responses	Percent of Responses
1.	A*	30	21.27
	B**	75	53.19
	C***	36	25.24
2.	A	25	17.73
	B	32	27.70
	C	84	59.57
3.	A	36	25.54
	B	65	46.09
	C	40	28.37
4.	A	27	19.15
	B	58	41.13
	C	56	39.72
5.	A	30	21.28
	B	52	36.88
	C	59	41.84
6.	A	25	17.23
	B	70	49.63
	C	46	32.62
7.	A	31	21.99
	B	63	44.68
	C	47	33.33
8.	A	43	30.49
	B	61	43.26
	C	37	26.25
9.	A	41	29.08
	B	65	46.10
	C	35	24.82
10.	A	64	45.39
	B	21	14.89
	C	56	39.72
11.	A	37	26.44
	B	44	31.21
	C	60	42.55

TABLE 6--Continued

Statement		Number of Responses	Percent of Responses
12.	A	43	30.50
	B	39	27.66
	C	59	41.84
13.	A	27	19.15
	B	42	29.79
	C	72	51.06

*Above average extent
**Average extent
***Below average extent

TABLE 7

NUMBER AND PER CENT OF RESPONSES OF THE 141 SUPERINTENDENTS WHO RETURNED THE QUESTIONNAIRE TO EACH ITEM ON THE QUESTIONNAIRE PERTAINING TO SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S

Statement		Number of Responses	Percent of Responses
1.	A*	72	51.06
	B**	38	26.95
	C***	31	21.99
2.	A	44	31.22
	B	43	30.49
	C	54	38.29
3.	A	62	43.97
	B	42	29.79
	C	37	26.24
4.	A	68	48.23
	B	33	23.40
	C	40	28.37

TABLE 7--Continued

Statement		Number of Responses	Percent of Responses
5.	A	72	51.06
	B	31	21.99
	C	38	26.95
6.	A	60	42.56
	B	35	24.82
	C	46	32.62
7.	A	68	48.23
	B	39	27.66
	C	34	24.11
8.	A	74	52.49
	B	46	32.62
	C	21	14.89
9.	A	48	34.04
	B	50	35.47
	C	43	30.49
10.	A	72	51.06
	B	42	29.79
	C	27	19.15
11.	A	41	29.08
	B	47	33.33
	C	53	37.59
12.	A	15	10.64
	B	32	22.70
	C	94	66.66

*Above average extent
**Average extent
***Below average extent

region on Statement 4, the obtained Fisher's Exact Probability was 0.01152; between the Northeast region and the Southwest region on Statement 4, the obtained exact probability was 0.02882; between the Northeast region and the Northwest region on Statement 10, the obtained exact probability was

0.01264; and between the Southeast region and the Southwest region on Statement 13, the obtained exact probability was 0.04375. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Northeast region versus Northwest region--Statement 4; Northeast region versus Southwest region--Statement 4; Northeast region versus Northwest region--Statement 10; and Southeast region versus Southwest region--Statement 13; and in these comparisons the geographical location of schools did not affect superintendents' perceptions of the "real" activities of local PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the geographical location of schools apparently had no effect upon superintendents' perceptions of the "real" activities of local PTA's. In terms of the probability of small sampling theory, the four significant values out of 78 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the geographical location of schools is not a significant determinant of superintendents' perceptions of the "real" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 8.

Hypothesis 2 was--There is no statistically significant dependency between the size of schools and superintendents perceptions of the "real" activities of local PTA's.

TABLE 8

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S--GEOGRAPHICAL LOCATION

Statement		Responses of Supt. in Northeast Region	Responses of Supt. in Northwest Region	Responses of Supt. in Southeast Region	Responses of Supt. in Southwest Region
1.	A*	9	5	9	6
	B**	9	7	11	8
2.	A	5	3	9	8
	B	26	14	18	16
3.	A	13	6	9	8
	B	11	7	12	12
4.	A	12	2	7	6
	B	9	12	14	17
5.	A	10	6	8	5
	B	14	11	14	19
6.	A	11	2	7	5
	B	11	8	14	12
7.	A	11	4	9	9
	B	15	7	14	10
8.	A	15	7	9	11
	B	13	11	12	7
9.	A	13	8	11	9
	B	8	6	12	9
10.	A	9	15	15	16
	B	18	7	14	16
11.	A	8	6	13	7
	B	18	11	13	18
12.	A	14	5	12	12
	B	14	12	15	18
13.	A	8	3	12	4
	B	19	14	18	20

*Above average extent
**Below average extent

Schools in Group A had 16 or less teachers, schools in Group B had 17 to 35 teachers, schools in Group C had 36 to 75 teachers, and schools in Group D had 76 or more teachers. Between Group C and Group D on Statement 5, the obtained Fisher's Exact Probability was 0.02932; between Group A and Group D, between Group B and Group D, and between Group C and Group D on Statement 7, the obtained exact probabilities were 0.05029, 0.05029, and 0.05179 respectively; between Group A and Group D and between Group B and Group D on Statement 9, the obtained exact probabilities were 0.01969 and 0.01969 respectively; between Group D and Group B on Statement 10, the exact probability was 0.00339; between Group A and Group C and between Group B and Group C on Statement 12, the obtained exact probabilities were 0.04891 and 0.04891 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group C versus Group D--Statement 5; Group A versus Group D, Group B versus Group D, Group C versus Group D--Statement 7; Group A versus Group D and Group B versus Group D--Statement 8; Group A versus Group D and Group B versus Group D--Statement 9; Group C versus Group D--Statement 10; Group A versus Group C and Group B versus Group C--Statement 12; and in these comparisons the size of the school did affect superintendents' perceptions of the "real" activities of local PTA's. The obtained exact probabilities for the remainder of the

of the comparisons on all statements were above .05; therefore, the null hypothesis was not rejected: and in these comparisons the size of the school apparently had no effect upon superintendents' perceptions of the "real" activities of local PTA's. In terms of the probability of small sampling theory the 11 significant values out of 78 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the size of the school is not a significant determinant in superintendents' perceptions of the "real" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 9.

Hypothesis 3 was--There is no statistically significant dependency between the number of years superintendents have served in schools having PTA's and the way they perceive the "real" activities of local PTA's. Those superintendents with 0 to 5 years' experience are referred to as Group A; those with 6 to 10 years' experience are referred to as Group B; those with 11 to 20 years' experience are referred to as Group C; and those with 21 years and more experience are referred to as Group D. Between Group A and Group D and between Group B and Group D on Statement 3, the obtained Fisher's Exact Probabilities were 0.00987 and 0.05034 respectively; between Group A and Group D and between Group B and Group D on Statement 4, the obtained exact probabilities were 0.01099 and 0.01709 respectively; between Group A

TABLE 9

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S--SIZE OF SCHOOL

Statement		Responses of Supt. in Group A (16 or less teachers)	Responses of Supt. in Group B (17-35 teachers)	Responses of Supt. in Group C (36-75 teachers)	Responses of Supt. in Group D (76 or more teachers)
1.	A*	7	10	5	7
	B**	10	7	9	9
2.	A	5	8	6	6
	B	19	23	22	12
3.	A	8	6	11	13
	B	9	14	13	5
4.	A	8	5	7	7
	B	11	18	17	7
5.	A	8	6	5	9
	B	14	20	19	8
6.	A	5	5	10	8
	B	13	16	11	7
7.	A	8	5	9	11
	B	13	17	14	5
8.	A	7	10	10	15
	B	12	13	7	5
9.	A	6	12	9	14
	B	11	12	7	5
10.	A	14	17	13	21
	B	11	19	19	6
11.	A	6	10	11	10
	B	14	20	16	9
12.	A	12	14	9	8
	B	12	14	24	11
13.	A	8	8	7	5
	B	12	20	21	19

*Above average extent
**Below average extent

and Group D, between Group B and Group D, and between Group C and Group D on Statement 5, the obtained exact probabilities were 0.00004, 0.00223, and 0.00595 respectively; between Group A and Group D, between Group B and Group D, and between Group C and Group D on Statement 6, the obtained exact probabilities were 0.00007, 0.00899, and 0.00832 respectively; between Group A and Group D on Statement 7, the obtained exact probability was 0.02855; between Group A and Group D on Statement 8, the obtained exact probability was 0.00639; and between Group A and Group D, between Group B and Group D and between Group C and Group D on Statement 9, the obtained exact probabilities were 0.00029, 0.01002, and 0.01095 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A versus Group D and Group B versus Group D--Statements 3, 4, 5, 6, 8, 9; Group A versus Group D--Statement 7; Group C versus Group D--Statements 5, 6, and 9; and in these comparisons there was a relationship between the number of years superintendents had served in schools having PTA's and their perceptions of the "real" activities of local PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the number of years superintendents had served in schools having PTA's apparently had no effect upon their perceptions of the "real" activities of local PTA's.

In terms of the probability of small sampling theory, the 16 significant values out of 78 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the number of years superintendents have served in schools having PTA's is apparently not a significant determinant in superintendents' perceptions of the "real" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 10.

Hypothesis 4 was--There is no statistically significant dependency between the educational level of superintendents and the way they perceive the "real" activities of local PTA's. Those superintendents having Master's degrees are referred to as Group A; those having Master's degrees plus 16 hours are referred to as Group B; those having Master's degrees plus 17 to 32 hours are referred to as Group C; and those having Master's degrees plus 33 hours to the Doctor's degree are referred to as Group D. Between Group A and Group B on Statement 1, the obtained Fisher's Exact Probability was 0.01763; between Group B and Group D on Statement 5, the obtained exact probability was 0.02210; between Group A and Group D, between Group B and Group D, and between Group C and Group D on Statement 8, the obtained exact probabilities were 0.03384; 0.04406, and 0.04406 respectively; and between Group B and Group D on Statement 12, the obtained exact probability was 0.04510. Since the

TABLE 10

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S--YEARS OF EXPERIENCE IN SCHOOLS HAVING PTA'S

Statement		Responses of Supt. in Group A (0-5 years)	Responses of Supt. in Group B (6-10 yrs.)	Responses of Supt. in Group C (11-20 yrs)	Responses of Supt. in Group D (21-42 yrs)
1.	A*	18	5	8	6
	B**	15	6	12	2
2.	A	9	5	8	3
	B	30	22	18	8
3.	A	10	7	10	8
	B	21	10	11	2
4.	A	8	4	8	7
	B	25	14	10	3
5.	A	6	6	6	10
	B	31	16	13	2
6.	A	3	7	6	8
	B	22	13	12	1
7.	A	8	7	10	6
	B	23	9	13	3
8.	A	11	12	11	9
	B	17	12	6	1
9.	A	10	12	9	10
	B	19	10	8	0
10.	A	24	12	15	12
	B	21	14	16	5
11.	A	12	9	8	6
	B	25	14	16	5
12.	A	15	13	10	5
	B	13	15	16	5
13.	A	9	8	7	4
	B	23	16	20	11

*Above average extent
**Below average extent

required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A versus Group B--Statement 1; Group B versus Group D--Statement 5; Group A versus Group D, Group B versus Group D, and Group C versus Group D--Statement 8; and Group B versus Group D--Statement 12; and in these comparisons the educational level of superintendents had an effect upon the way they perceived the "real" activities of local PTA's. The obtained probabilities for the remainder of the comparisons were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the educational level of superintendents apparently had no effect upon the way they perceived the "real" activities of local PTA's. In terms of the probability of small sampling theory, the 6 significant values out of 78 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the educational level of superintendents is not a significant determinant in superintendents' perceptions of the "real" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 11.

Hypotheses 5-8

"Ideal" Activities of Local PTA's

Hypothesis 5 was--There is no statistically significant dependency between the geographical location of schools and superintendents' perceptions of the "ideal" activities of local PTA's. Between the Northeast region and

TABLE 11

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S--EDUCATIONAL LEVEL

Statement		Responses of Supt. in Group A (Masters)	Responses of Supt. in Group B (Masters + 16 hrs.)	Responses of Supt. in Group C (Masters + 17-33 hrs)	Responses of Supt. in Group D (Masters + 33 to Drs.)
1.	A*	9	5	7	8
	B**	4	14	8	9
2.	A	5	5	5	6
	B	15	21	20	18
3.	A	6	9	11	10
	B	5	17	10	10
4.	A	5	7	6	9
	B	10	13	13	16
5.	A	5	5	7	12
	B	13	20	13	12
6.	A	4	5	8	8
	B	13	15	10	13
7.	A	4	9	9	11
	B	10	15	12	9
8.	A	7	10	10	15
	B	11	13	13	6
9.	A	7	12	9	13
	B	7	10	8	10
10.	A	11	19	11	13
	B	14	16	16	9
11.	A	7	7	10	10
	B	14	20	10	16
12.	A	7	18	9	9
	B	10	16	14	20
13.	A	6	7	6	8
	B	12	18	20	22

*Above average extent
**Below average extent

the Northwest region, between the Northwest region and the Southwest region, and between the Southeast region and the Southwest region on Statement 11, the obtained Fisher's Exact Probabilities were 0.01456, 0.02139, and 0.02131 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Northeast region versus Northwest region, Northwest region versus Southwest region, and Southeast region versus Southwest region--Statement 11; and in these comparisons the geographical location of schools had an effect upon superintendents' perceptions of the "ideal" activities of local PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the geographical location of schools apparently had no effect upon superintendents' perceptions of the "ideal" activities of local PTA's. In terms of the probability of small sampling theory, the 3 significant values out of 72 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the geographical location of schools is not a determinant in superintendents' perceptions of the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 12.

Hypothesis 6 was--There is no statistically significant dependency between the size of a school and

TABLE 12

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S--GEOGRAPHICAL LOCATION

Statement		Responses of Supt. in Northeast Region	Responses of Supt. in Northwest Region	Responses of Supt. in Southeast Region	Responses of Supt. in Southwest Region
1.	A*	20	14	21	17
	B**	8	5	5	6
2.	A	16	5	8	14
	B	13	11	13	13
3.	A	21	9	13	19
	B	12	3	10	11
4.	A	22	5	15	17
	B	13	7	8	11
5.	A	20	13	21	18
	B	11	6	8	11
6.	A	15	14	17	13
	B	16	6	11	13
7.	A	20	13	17	17
	B	11	5	10	9
8.	A	24	12	23	15
	B	6	5	5	10
9.	A	15	8	15	10
	B	12	5	9	14
10.	A	13	16	22	15
	B	7	4	5	11
11.	A	8	11	12	10
	B	16	4	14	17
12.	A	5	2	5	4
	B	28	18	23	23

*Above average extent
**Below average extent

superintendents' perceptions of the "ideal" activities of local PTA's. Between Group A and Group C, between Group A and Group D, and between Group B and Group D on Statement 3, the obtained Fisher's Exact Probabilities were 0.03949, 0.00508, and 0.03729 respectively; between Group B and Group D on Statement 4, the obtained exact probability was 0.02032; between Group A and Group D and between Group B and Group D on Statement 6, the obtained exact probabilities were 0.03747 and 0.00645 respectively; between Group A and Group D and between Group B and Group D on Statement 7, the obtained exact probabilities were 0.02413 and 0.02413 respectively; between Group A and Group D on Statement 9, the obtained exact probability was 0.03223; and between Group A and Group C and between Group A and Group D on Statement 10, the obtained exact probabilities were 0.04675 and 0.03024 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A versus Group C, Group A versus Group D, and Group B versus Group D--Statement 3; Group B versus Group D--Statement 4; Group A versus Group D and Group B versus Group D--Statements 6 and 7; Group A versus Group D--Statement 9; Group A versus Group C and Group A versus Group D--Statement 10; and in these comparisons the size of school did affect superintendents' perceptions of the "ideal" activities of local PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were

above .05; therefore, the null hypothesis was not rejected; and in these comparisons the size of schools apparently had no effect upon superintendents' perceptions of the "ideal" activities of local PTA's. In terms of the probability of small sampling theory, the 11 significant values out of 72 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the size of schools is not a significant determinant in superintendents' perceptions of the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 13.

Hypothesis 7 was--There is no statistically significant dependency between the number of years superintendents have served in a school having parent-teacher associations and the way they perceive the "ideal" activities of local PTA's. Between Group A and Group B and between Group B and Group C on Statement 5, the obtained Fisher's Exact Probabilities were 0.01033 and 0.04793 respectively; between Group A and Group B on Statement 7, the obtained exact probability was 0.02394. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A versus Group B and Group B versus Group C--Statement 5;and Group A versus Group B--Statement 7; and in these comparisons the number of years superintendents had had in schools having PTA's did not affect their perceptions of the "ideal" activities of local

TABLE 13

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S--SIZE OF SCHOOL

Statement		Responses of Supt. in Group A (16 or less teachers)	Responses of Supt. in Group B (17-35 teachers)	Responses of Supt. in Group C (36-75 teachers)	Responses of Supt. in Group D (76 or more teachers)
1.	A*	7	17	20	20
	B**	5	9	5	5
2.	A	10	11	15	11
	B	9	16	17	12
3.	A	7	15	20	19
	B	12	13	11	5
4.	A	13	16	20	20
	B	9	15	11	5
5.	A	14	20	19	19
	B	9	12	13	5
6.	A	13	12	18	17
	B	13	18	13	5
7.	A	14	14	20	22
	B	12	12	10	5
8.	A	10	19	24	21
	B	6	8	6	5
9.	A	8	13	13	14
	B	13	13	11	6
10.	A	11	20	23	19
	B	11	8	8	5
11.	A	7	12	13	10
	B	14	14	12	13
12.	A	5	8	5	5
	B	21	23	30	20

*Above average extent
**Below average extent

PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the number of years superintendents had served in schools having PTA's apparently had no effect upon their perceptions of the "ideal" activities of local PTA's. In terms of the probability of small sampling theory, the 4 significant values out of 72 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the number of years' experience superintendents have had in schools having PTA's is not a significant determinant in their perceptions of the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 14.

Hypothesis 8 was--There is no statistically significant dependency between the educational level of superintendents' and the way they perceive the "ideal" activities of local PTA's. Between Group A and Group D and between Group B and Group D on Statement 1, the obtained Fisher's Exact Probabilities were 0.03687 and 0.00751 respectively; between Group A and Group D, between Group B and Group C, between Group B and Group D, and between Group C and Group D on Statement 3, the obtained exact probabilities were 0.00302, 0.03630, 0.02953, and 0.00007 respectively; between Group B and Group C and between Group B and Group D on Statement 4, the obtained exact probabilities were

TABLE 14

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S--YEARS OF EXPERIENCE IN SCHOOLS HAVING PTA'S

Statement		Responses of Supt. in Group A (0-5 years)	Responses of Supt. in Group B (6-10 years)	Responses of Supt. in Group C (11-20 yrs)	Responses of Supt. in Group D (21-42 yrs)
1.	A*	29	17	17	10
	B**	7	7	4	3
2.	A	13	11	12	5
	B	25	15	9	9
3.	A	21	15	17	11
	B	13	12	7	5
4.	A	28	13	18	9
	B	13	13	9	5
5.	A	31	13	20	9
	B	9	14	8	5
6.	A	22	15	17	8
	B	17	16	9	6
7.	A	29	12	20	6
	B	9	12	8	10
8.	A	28	16	20	5
	B	8	5	4	11
9.	A	18	9	14	4
	B	14	12	10	7
10.	A	28	17	19	5
	B	13	5	4	11
11.	A	19	10	9	4
	B	17	11	15	8
12.	A	6	5	4	1
	B	38	22	23	10

*Above average extent
**Below average extent

0.04356 and 0.03089 respectively; between Group A and Group D on Statement 5, the obtained exact probabilities were 0.00789, 0.02361, and 0.00050 respectively; between Group B and Group D on Statement 6, the obtained exact probability was 0.00089; between Group A and Group D, between Group B and Group C, and between Group B and Group D on Statement 7, the obtained exact probabilities were 0.00243, 0.00583, and 0.00002 respectively; between Group B and Group C on Statement 8, the obtained exact probability was 0.02452; and between Group A and Group C on Statement 12, the obtained exact probability was 0.02526. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A versus Group D and Group B versus Group D--Statement 1; Group A versus Group D, Group B versus Group C, Group B versus Group D, and Group C versus Group D--Statement 3; Group B versus Group C and Group B versus Group D--Statement 4; Group A versus Group D, Group B versus Group C, Group B versus Group D--Statement 5; Group B versus Group D--Statement 6; Group A versus Group D, Group B versus Group C, and Group B versus Group D--Statement 7; Group B versus Group C--Statement 8; and Group A versus Group C--Statement 12; and in these comparisons there was a relationship between the educational level of superintendents' and their perceptions of the "ideal" activities of local PTA's. The obtained exact probabilities for the remainder of the comparisons on all statements were above .05;

therefore, the null hypothesis was not rejected; and in these comparisons the educational level of superintendents' apparently had no effect upon their perceptions of the "ideal" activities of local PTA's. In terms of the probability of small sampling theory, the 14 significant values out of 72 values might be considered as chance occurrences. This would lead one to make the general statement that apparently the educational level of superintendents is not a significant determinant in superintendents' perceptions of the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 15.

Hypotheses 9-12

"Real" Versus "Ideal" Activities of Local PTA's

Hypothesis 9 was--There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities in relation to the geographical location of the school. Between the "real" and "ideal" activities the obtained Fisher's Exact Probability for Statement 1 for Southeast region was 0.01114; between the "real" and "ideal" activities for the Southeast region and the Southwest region on Statement 4, the obtained exact probabilities were 0.02709 and 0.01101 respectively; between the "real" and the "ideal" activities for the Northeast region, the Northwest region, the Southeast region, and the Southwest region on Statement 5, the obtained exact

TABLE 15

141 SUPERINTENDENTS' RESPONSES TO ITEMS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S--EDUCATIONAL LEVEL

Statement		Responses of Supt. in Group A (Masters)	Responses of Supt. in Group B (Masters + 16 hrs.)	Responses of Supt. in Group C (Masters + 17-33 hrs)	Responses of Supt. in Group D (Masters + 33 to Drs.)
1.	A*	11	12	22	27
	B**	6	9	6	3
2.	A	6	15	11	12
	B	8	14	17	20
3.	A	9	11	18	31
	B	9	16	9	4
4.	A	11	12	18	18
	B	9	15	8	7
5.	A	11	14	22	25
	B	9	16	8	3
6.	A	11	14	19	15
	B	10	19	13	4
7.	A	10	11	21	25
	B	9	17	7	2
8.	A	15	18	22	19
	B	4	11	3	8
9.	A	13	19	21	18
	B	6	14	12	8
10.	A	12	17	20	17
	B	5	11	5	6
11.	A	8	11	11	13
	B	9	18	10	14
12.	A	0	5	9	2
	B	12	26	19	17

*Above average extent
**Below average extent

probabilities were 0.05382, 0.03905, 0.00879, and 0.00235 respectively; between the "real" and "ideal" activities for the Northwest region and the Southeast region on Statement 6, the obtained exact probabilities were 0.01199 and 0.03951 respectively; between the "real" and "ideal" activities for the Northeast region and the Northwest region on Statement 7, the obtained exact probabilities were 0.05353 and 0.05448 respectively; between the "real" and "ideal" activities for the Northeast region, the Northwest region, and the Southeast region on Statement 8, the obtained exact probabilities were 0.02347, 0.04850, and 0.00444 respectively; between the "real" and "ideal" activities for the Northwest region on Statement 11, the obtained exact probability was 0.02986; between the "real" and "ideal" activities for the Northeast region, the Southeast region, and the Southwest region for Statement 12, the obtained exact probabilities were 0.00320, 0.02503, and 0.00147 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons between "real" activities and the "ideal" activities: Southeast region--Statement 1; Southeast region and Southwest region--Statement 4; Northeast region, Northwest region, Southeast region and Southwest region--Statement 5; Northeast region and Southeast region--Statement 6; Northwest region and Northeast region--Statement 7; Northwest region, Northeast region, and Southeast region--Statement 8;

Northwest region and Southeast region--Statement 10; Northeast region--Statement 11; and Northwest region, Southeast region and Southwest region--Statement 12; and for these comparisons of the superintendents' perceptions of the "real" activities of local PTA's with their perceptions of the "ideal" activities of local PTA's there was a relationship between the perceptions of the "real" activities and the perceptions of the "ideal" activities and the geographical location of schools. The obtained exact probabilities for the remainder of the comparisons were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the geographical location of schools apparently had no effect upon the way superintendents perceived the "real" activities of local PTA's in relation to the way they perceived the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 16.

Hypothesis 10 was--There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities in relation to the size of school. Between the "real" and the "ideal" activities, the obtained Fisher's Exact Probabilities for Group C and Group D on Statement 1 were 0.00705 and 0.01720 respectively; between the "real" and the "ideal" activities, the obtained exact probability for Group A on Statement 2 was 0.02591; between

TABLE 16

141 SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S VERSUS SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO GEOGRAPHICAL LOCATION OF SCHOOLS

Statement		Northeast Region		Northwest Region		Southeast Region		Southwest Region	
		Real	Ideal	Real	Ideal	Real	Ideal	Real	Ideal
1.	A*	9[1]	20	5	14	9	21	6	17
	B**	9	8	7	5	11	5	8	6
2.	A	5	16	3	5	9	8	8	14
	B	26	13	14	11	18	13	16	13
3.	A	13	21	6	9	9	13	8	19
	B	11	12	7	3	12	10	12	11
4.	A	12	22	2	5	7	15	6	17
	B	9	13	12	7	14	8	7	11
5.	A	10	20	6	13	8	21	5	18
	B	14	11	11	6	14	8	19	11
6.	A	11	15	2	14	7	17	5	13
	B	11	16	8	6	14	11	12	13
7.	A	11	20	4	13	9	17	9	17
	B	15	11	7	5	14	10	10	9
8.	A	15	24	7	12	9	23	11	15
	B	13	6	11	5	12	5	7	10
9.	A	13	15	8	8	11	15	9	10
	B	8	12	6	5	12	9	9	14
10.	A	9	13	15	16	15	22	16	15
	B	18	7	7	4	14	5	16	11
11.	A	8	8	6	11	13	12	7	10
	B	18	16	11	4	13	14	18	17
12.	A	14	5	5	2	12	5	12	4
	B	14	28	12	18	15	23	8	23

*Above average extent

**Below average extent

[1]Numbers in each column indicate total number of superintendent responses to each statement on both the "Real" and the "Ideal" questionnaires.

the "real" and the "ideal" activities, the obtained exact probabilities for Group B and Group C on Statement 5 were 0.00234 and 0.00399 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group B and Group C on Statement 7 were 0.02203 and 0.03151 respectively; between the "real" and the "ideal" activities, the obtained exact probability for Group B on Statement 8 was 0.03772; between the "real" and the "ideal" activities, the obtained exact probabilities for Group B and Group C on Statement 10 were 0.03156 and 0.00559 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group B on Statement 12 were 0.01806 and 0.03530 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group C and Group D--Statement 1; Group A--Statement 2; Group B, Group C, and Group D--Statement 4; Group B and Group C--Statement 5; Group B and Group C--Statement 7; Group B--Statement 8; Group B and Group C--Statement 10; and Group A and Group B--Statement 12; and in these comparisons there was a relationship between superintendents' perceptions of "real" activities and their perceptions of the "ideal" activities of local PTA's and the size of school in which they work. The obtained exact probabilities for the remainder of the comparisons were above .05; therefore, the null hypothesis was not rejected; and in these comparisons there was

apparently no relationship between the size of the school in which superintendents work and their perceptions of the "real" activities of local PTA's versus their perceptions of the "ideal" activities of local PTA's. In terms of the probability of small sampling theory the 14 significant values out of 48 values might be considered as chance occurrences. This would lead one to make the general statement that apparently there is no relationship between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's as far as size of school is concerned. The responses used in analyzing this hypothesis are presented in Table 17.

Hypothesis 11 was--There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's in relation to the number of years superintendents have served in schools having local PTA's. Between the "real" and the "ideal" activities, the obtained Fisher's Exact Probabilities for Group A on Statement 1 was 0.01470; between the "real" and the "ideal" activities, the obtained exact probabilities for Group B and Group C on Statement 2 were 0.04202 and 0.04704 respectively; between the "real" and the "ideal" activities, the obtained exact probability for Group A on Statement 3 was 0.01211; between the "real" and the "ideal" activities, the

TABLE 17

141 SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S VERSUS SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO SIZE OF SCHOOL

Statement		Northeast Region		Northwest Region		Southeast Region		Southwest Region	
		Real	Ideal	Real	Ideal	Real	Ideal	Real	Ideal
1.	A*	7[1]	7	10	17	5	20	7	20
	B**	10	5	7	9	9	5	9	5
2.	A	5	10	8	11	16	15	6	11
	B	19	9	23	16	22	17	12	12
3.	A	8	7	6	15	11	20	13	19
	B	9	12	14	13	13	11	5	5
4.	A	8	13	5	16	7	20	7	20
	B	11	9	18	15	12	11	7	5
5.	A	8	14	6	20	5	19	9	19
	B	14	9	20	12	19	13	8	5
6.	A	5	13	5	12	10	18	8	17
	B	13	13	16	18	11	13	7	5
7.	A	8	14	5	14	9	20	11	22
	B	13	12	17	12	14	10	5	5
8.	A	7	10	10	19	10	24	15	21
	B	12	6	13	8	7	6	5	5
9.	A	6	8	12	13	9	13	14	14
	B	11	13	12	13	7	11	5	6
10.	A	14	11	7	20	13	23	21	19
	B	11	11	19	8	19	8	6	5
11.	A	6	7	10	12	11	13	10	10
	B	14	14	20	14	16	12	9	13
12.	A	12	5	14	8	9	5	8	5
	B	12	21	14	23	24	30	11	20

*Above average extent
**Below average extent
[1]Numbers in each column indicate total number of superintendent responses to each statement on both the "Real" and the "Ideal" questionnaire.

obtained exact probabilities for Group A and Group B on Statement 4 were 0.00014 and 0.0437 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group C on Statement 5 were 0.00001 and 0.00671 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group C on Statement 6 were 0.00029 and 0.02882 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group C on Statement 7 were 0.00002 and 0.03107 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group B on Statement 8 were 0.00162 and 0.04988 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group C and Group D on Statement 9 were 0.04926 and 0.03007 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group B and Group C on Statement 10 were 0.02203 and 0.00828 respectively; between the "real" and the "ideal" activities, the obtained exact probability for Group A on Statement 11 was 0.04117; and between the "real" and the "ideal" activities, the obtained exact probabilities for Group A, Group B, Group C, and Group D were 0.00595, 0.02098, 0.03878, and 0.05108 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group A--Statement 1; Group B and

Group C--Statement 2; Group A--Statement 3; Group A and Group B--Statement 4; Group A and Group C--Statement 5; Group A and Group C--Statement 6; Group A and Group C--Statement 7; Group A and Group B--Statement 8; Group A and Group D--Statement 9; Group B and Group C--Statement 10; Group A--Statement 11; and Group A, Group B, Group C, and Group D--Statement 12; and in these comparisons there was a relationship between superintendents' perceptions of the "real" and the "ideal" activities of local PTA's and the number of years they had served in schools having PTA's. The exact probabilities for the remainder of the comparisons were above .05; therefore, the null hypothesis was not rejected; and in these comparisons there was apparently no relationship between superintendents' perceptions of the "real" and the "ideal" activities of local PTA's and the number of years they had served in schools having PTA's. The responses used in analyzing this hypothesis are presented in Table 18.

Hypothesis 12 was--There is no statistically significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's in relation to the educational level of the superintendent. Between the "real" and the "ideal" activities, the obtained Fisher's Exact Probabilities for Group B, Group C,and Group D on Statement 1 were 0.03851, 0.03093, and 0.00188 respectively; between

TABLE 18

141 SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S VERSUS SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO NUMBERS OF YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S

Statement		Group A		Group B		Group C		Group D	
		Real	Ideal	Real	Ideal	Real	Ideal	Real	Ideal
1.	A*	18[1]	29	5	17	8	17	6	10
	B**	15	7	6	7	12	4	2	3
2.	A	9	13	5	11	8	12	3	5
	B	30	25	22	15	18	9	8	9
3.	A	10	21	7	15	10	17	8	11
	B	21	13	10	12	11	7	2	5
4.	A	8	28	4	13	8	18	7	9
	B	25	13	14	13	10	9	3	5
5.	A	6	31	6	13	6	20	10	9
	B	31	9	16	14	13	8	2	5
6.	A	3	22	7	15	6	17	8	8
	B	22	17	13	16	12	9	1	6
7.	A	8	29	7	12	10	20	6	10
	B	23	9	9	12	13	8	3	5
8.	A	11	29	12	16	11	20	9	11
	B	17	8	12	5	6	4	1	4
9.	A	10	18	12	9	9	14	10	7
	B	19	8	10	12	8	10	0	5
10.	A	24	28	12	17	15	19	12	11
	B	21	13	14	5	16	4	5	5
11.	A	12	19	9	10	8	9	6	4
	B	25	17	14	11	16	15	5	8
12.	A	15	6	13	5	10	4	5	1
	B	23	38	15	22	16	23	5	10

*Above average extent

**Below average extent

[1]Numbers in each column indicate total number of superintendent responses to each statement on both the "Real" and the "Ideal" questionnaires.

the "real" and the "ideal" activities, the obtained exact probability on Statement 2 was 0.01013; between the "real" and the "ideal" activities, the obtained exact probability on Statement 3 was 0.00222; between the "real" and the "ideal" activities, the obtained exact probabilities for Group C and Group D on Statement 4 were 0.01123 and 0.00909 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group B, Group C, and Group D on Statement 5 were 0.02754, 0.00673, and 0.00197 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group D on Statement 6 were 0.05425 and 0.00888 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group C and Group D on Statement 7 were 0.01846 and 0.00338 respectively; between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group C on Statement 8 were 0.01317 and 0.00116 respectively; between the "real" and the "ideal" activities, the obtained exact probability for Group C on Statement 10 was 0.00360; and between the "real" and the "ideal" activities, the obtained exact probabilities for Group A and Group B on Statement 12 were 0.01246 and 0.00164 respectively. Since the required value for significance was .05, the null hypothesis was rejected for the following comparisons: Group B, Group C, and Group D--Statement 1; Group B--Statement 2; Group D--Statement 3; Group C and Group D--Statement 4;

Group B, Group C, and Group D--Statement 5; Group A and Group D--Statement 6; Group C and Group D--Statement 7; Group A and Group C--Statement 8; Group C--Statement 10; and Group A and Group B--Statement 12; and in these comparisons there was a relationship between the way superintendents perceived the "real" activities of local PTA's and the way they perceived the "ideal" activities of local PTA's and their educational level. The exact probabilities for the remainder of the comparisons were above .05; therefore, the null hypothesis was not rejected; and in these comparisons the educational level of superintendents apparently did not affect the way they perceived the "real" activities of local PTA's in relation to the way they perceived the "ideal" activities of local PTA's. The responses used in analyzing this hypothesis are presented in Table 19.

Hypotheses 13-16

Superintendents' Rankings of "Real" Activities of Local PTA's

Hypothesis 13 was--There is no statistically significant relationship between the way superintendents rank the "real" activities of local PTA's and the geographical location of the school. Kendell's W for the Northeast region was .73967 and the obtained Chi-square was 199.713; the required value for significance was 43.773. Kendell's W for the Northwest region was .96344 and the obtained Chi-square was 147.407; the required value for significance was 27.587.

TABLE 19

141 SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S VERSUS SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO THEIR EDUCATIONAL LEVEL

Statement		Group A		Group B		Group C		Group D	
		Real	Ideal	Real	Ideal	Real	Ideal	Real	Ideal
1.	A*	9[1]	11	5	12	7	22	8	27
	B**	4	6	14	9	8	6	9	3
2.	A	5	6	5	15	5	11	6	12
	B	15	8	21	14	20	17	18	20
3.	A	6	9	9	11	11	18	10	31
	B	5	9	17	16	10	9	10	4
4.	A	5	11	7	12	6	18	9	8
	B	10	9	13	15	13	8	16	7
5.	A	5	11	5	14	7	22	12	25
	B	13	9	20	16	13	8	12	3
6.	A	4	11	5	14	8	19	8	15
	B	13	10	15	19	10	13	13	4
7.	A	4	10	9	11	9	21	11	25
	B	10	9	15	17	12	7	9	2
8.	A	7	15	10	18	10	22	15	19
	B	11	4	13	11	13	3	6	8
9.	A	7	13	12	19	9	21	13	18
	B	7	6	10	14	8	12	10	8
10.	A	11	12	19	17	11	5	13	17
	B	14	5	16	11	16	11	9	6
11.	A	7	8	7	11	10	10	10	13
	B	14	9	20	18	10	9	16	14
12.	A	7	0	18	5	9	9	9	2
	B	10	12	16	26	14	19	20	17

*Above average extent
**Below average extent
[1]Numbers in each column indicate total number of superintendent responses to each statement on both the "Real" and the "Ideal" questionnaires.

Kendell's W for the Southeast region was .83939 and the obtained Chi-square was 196.418; the required value for significance was 38.885. Kendell's W for the Southwest region was .82680 and the obtained Chi-square was 200.912; the required value for significance was 40.113. Since the obtained Chi-square values exceeded the required value for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "real" activities of local PTA's and the geographical location of the school. Superintendents' rankings for each region are presented in Tables 20-A, 20-B, 20-C, and 20-D.

TABLE 20-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- NORTHEAST REGION

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9*
**1.	2	9	1	6	7	5	8	4	3
2.	7	5	3	1	2	4	6	9	8
3.	5	7	6	1	2	8	9	4	3
4.	2	6	3	1	7	8	5	9	4
5.	1	9	2	8	3	7	4	6	5
6.	4	3	9	1	5	6	2	8	7
7.	4	5	3	9	1	6	7	2	8
8.	4	9	7	1	6	8	5	2	3
9.	4	6	5	7	8	1	9	2	3

TABLE 20-A--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
32.	6	7	1	9	8	3	2	5	4
33.	2	8	1	9	7	4	5	6	3
35.	1	4	5	3	7	2	6	8	9
37.	8	9	6	7	5	1	4	2	3
38.	2	8	9	6	5	7	3	1	4
39.	1	4	2	8	6	9	3	7	5
41.	7	8	9	6	1	2	5	4	3
42.	5	2	6	7	1	3	4	8	9
73.	9	8	2	1	3	6	4	5	7
74.	1	3	2	4	9	7	6	8	5
75.	3	8	1	6	4	7	9	5	2
77.	5	7	2	1	6	9	8	3	4
78.	9	8	7	2	6	4	1	5	3
79.	9	4	7	2	6	3	1	5	8
80.	1	3	4	2	5	6	8	9	7
81.	2	9	5	8	7	1	6	4	3
113.	3	9	4	8	6	1	7	2	5
114.	7	9	1	2	4	3	6	5	8
115.	1	8	2	4	6	5	7	9	3
118.	2	9	4	6	5	1	7	8	3
119.	2	3	9	8	5	7	1	6	4
120.	8	7	1	9	2	3	4	6	5

*Statement Number
**Superintendent Number

TABLE 20-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- NORTHWEST REGION

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**10.	3	8	1	4	9	7	2	6	5
12.	9	8	4	7	1	6	3	5	2
13.	1	4	5	8	9	2	7	6	3
14.	6	7	1	8	4	9	5	3	2
15.	6	4	5	9	8	3	2	7	1
18.	8	7	6	9	5	1	2	4	3
47.	8	9	7	3	5	2	4	6	1
48.	7	8	2	6	3	1	4	5	9
49.	4	5	3	2	6	1	9	8	7
50.	5	4	3	6	2	9	1	7	8
87.	2	9	5	8	7	6	4	1	3
88.	7	8	1	9	2	3	5	4	6
89.	5	7	8	9	1	2	3	6	4
90.	1	2	3	4	7	5	8	9	6
121.	1	2	9	3	8	4	7	6	5
122.	3	4	1	5	2	7	8	9	6
123.	2	4	3	1	7	9	8	6	5
125.	9	8	3	4	2	1	5	6	7

*Statement Numbers
**Superintendent Numbers

TABLE 20-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SOUTHEAST REGION

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**19.	2	4	3	1	8	9	7	5	6
21.	2	5	3	1	6	9	8	4	7
22.	3	6	4	7	5	9	1	8	2
23.	2	8	6	7	1	5	9	4	3
25.	7	5	6	8	9	1	2	4	3
26.	5	1	3	8	2	4	9	3	6
27.	7	9	4	5	8	6	2	1	3
28.	1	9	4	7	6	8	3	2	5
51.	2	9	6	3	5	8	4	7	1
52.	3	1	2	9	5	7	8	6	4
53.	5	8	3	4	9	7	6	1	2
55.	9	8	6	4	3	2	5	7	1
56.	2	9	6	7	3	5	8	4	1
58.	1	2	4	5	3	7	9	8	6
59.	4	2	1	7	9	8	3	6	5
91.	1	2	4	5	8	3	6	9	7
94.	2	7	8	6	3	1	4	5	9
95.	5	3	6	2	7	4	1	8	9
96.	4	6	3	9	5	7	8	1	2
97.	5	8	2	1	3	7	9	4	6
98.	5	7	6	3	4	2	9	8	1
99.	8	9	7	4	6	1	5	2	3
126.	8	9	5	3	7	4	6	2	1
127.	5	2	8	4	7	9	1	6	3
128.	3	6	1	5	8	7	2	4	9

TABLE 20-C--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
129.	6	2	1	9	7	8	4	3	5
130.	2	9	5	1	7	6	4	8	3

*Statement Numbers
**Superintendents' Numbers

TABLE 20-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SOUTHWEST REGION

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**29.	3	7	5	9	8	6	4	1	2
30.	1	7	5	6	4	9	8	2	3
31.	8	4	3	5	6	7	2	9	1
62.	2	4	9	5	1	6	7	8	3
63.	6	9	8	3	4	5	2	1	7
64.	1	8	9	5	4	6	7	3	2
66.	1	9	2	6	5	7	8	3	4
67.	9	8	4	7	2	1	5	6	3
69.	5	9	6	2	8	7	4	3	1
71.	9	8	5	4	2	2	3	6	7
100.	4	6	3	7	2	9	8	1	5
101.	2	7	6	3	9	4	5	1	8
102.	6	7	1	8	5	3	4	9	2

TABLE 20-D--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
103.	1	4	9	8	7	6	2	5	3
104.	2	9	3	8	4	7	1	6	5
105.	9	8	2	1	7	3	4	5	6
106.	2	1	5	6	7	8	4	3	9
110.	1	6	5	2	7	9	8	4	3
111.	5	3	4	1	6	2	9	8	7
112.	3	5	4	6	8	1	2	7	9
131.	7	3	5	9	8	2	6	4	1
133.	1	6	7	5	9	4	3	2	8
135.	4	5	6	3	2	1	7	8	9
137.	1	9	2	8	3	7	6	4	5
138.	1	9	8	3	2	4	5	6	7
139.	5	8	9	7	3	4	6	2	1
140.	7	4	3	9	1	5	8	2	6
141.	1	2	3	4	9	5	7	6	8

*Statement Numbers
**Superintendents' Numbers

Hypothesis 14--There is no statistically significant relationship between the way superintendents rank the "real" activities of local PTA's and the size of the school. Kendell's W for Group A was .86604 and the obtained Chi-square was 194.859; the required value for significance was 37.652. Kendell's W for Group B was .80276 and the obtained Chi-square was 180.621; the required value for significance was 37.652. Kendell's W for Group C was .80859 and the obtained Chi-square

was 203.767; the required value for significance was 33.924. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "real" activities of local PTA's and the size of the school. Superintendents' rankings for each group are presented in Tables 21-A, 21-B, 21-C, and 21-D.

TABLE 21-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP A

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	2	9	1	6	7	5	8	4	3
2.	7	5	3	1	2	4	6	9	8
3.	5	7	6	1	2	8	9	4	3
4.	2	6	3	1	7	8	5	9	4
5.	1	9	2	8	3	7	4	6	5
6.	4	3	9	1	5	6	2	8	7
7.	4	5	3	9	1	6	7	2	8
8.	4	9	7	1	6	8	5	2	3
9.	4	6	5	7	8	1	9	2	3
10.	3	8	1	4	9	7	2	6	5
12.	9	8	4	7	1	6	3	5	2
13.	1	4	5	8	9	2	7	6	3
14.	6	7	1	8	4	9	5	3	2
15.	6	4	5	9	8	3	2	7	1
18.	8	7	6	9	5	1	2	4	3

TABLE 21-A--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
19.	2	4	3	1	8	9	7	5	6
21.	2	5	3	1	6	9	8	4	7
22.	3	6	4	7	5	9	1	8	2
23.	2	8	6	7	1	5	9	4	3
25.	3	5	6	8	9	1	2	4	3
26.	2	1	3	8	2	4	9	3	6
27.	7	9	4	5	8	6	2	1	3
28.	1	9	4	7	6	8	3	2	5
29.	3	7	5	9	8	6	4	1	2
30.	1	7	4	6	5	9	8	2	3
31.	8	4	5	3	6	7	2	9	1

*Statement Numbers
**Superintendents' Number

TABLE 21-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP B

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**32.	6	7	1	9	8	3	2	5	4
33.	2	8	1	9	7	4	5	6	3
35.	1	4	5	3	7	2	6	8	9
37.	8	9	6	7	5	1	4	2	3

TABLE 21-B--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
38.	2	8	9	6	5	7	4	1	3
39.	1	4	2	8	6	9	3	7	5
41.	7	8	9	6	1	2	5	4	3
42.	5	2	6	7	1	3	4	8	9
47.	8	9	7	3	5	2	4	6	1
48.	7	8	2	6	3	1	4	5	9
49.	4	5	3	2	6	1	9	8	7
50.	5	4	3	6	2	9	1	7	8
51.	2	9	6	3	5	8	4	7	1
52.	3	1	2	9	5	7	8	6	4
53.	5	8	3	4	9	7	6	1	2
55.	9	8	6	4	3	2	5	7	1
56.	2	9	6	7	3	5	8	4	1
58.	1	2	4	5	3	7	9	8	6
59.	4	2	1	7	9	8	3	6	5
62.	2	4	9	5	1	6	7	8	3
63.	6	9	8	3	4	5	2	1	7
64.	1	8	9	5	4	6	7	3	2
66.	1	9	2	6	5	7	8	3	4
67.	9	8	4	7	2	1	5	6	3
69.	5	9	6	2	8	7	4	3	1
71.	9	8	5	4	2	1	3	6	7

*Statement Numbers
**Superintendents' Numbers

TABLE 21-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP C

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
73.	9	8	2	1	3	6	4	5	7
74.	1	3	2	4	9	7	6	8	5
75.	3	8	1	6	4	7	9	5	2
77.	5	7	2	1	6	9	8	3	4
78.	9	8	7	2	6	4	1	5	3
79.	9	4	7	2	6	3	1	5	8
80.	1	3	4	2	5	6	8	9	7
81.	2	9	5	8	7	1	6	4	3
87.	2	9	5	8	7	6	4	1	3
88.	7	8	1	9	2	3	5	4	6
89.	5	7	8	9	1	2	3	6	4
90.	1	2	3	4	7	6	8	9	5
91.	1	2	4	5	8	3	6	9	7
94.	2	7	8	6	3	1	4	5	9
95.	5	3	6	2	7	4	1	8	9
96.	4	6	3	9	5	7	8	1	2
97.	5	8	2	1	3	7	9	4	6
98.	5	7	6	3	4	2	9	8	1
99.	8	9	7	4	6	1	5	2	3
100.	4	6	3	7	2	9	8	1	5
101.	2	7	6	3	9	4	5	1	8
102.	6	7	1	8	5	3	4	9	2
103.	1	4	9	8	7	6	2	5	3
104.	2	9	3	8	4	7	1	6	5
105.	9	8	2	1	7	3	4	5	6

TABLE 21-C--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
106.	2	1	5	6	7	8	4	3	9
110.	1	6	5	2	7	9	8	4	3
111.	5	3	4	1	6	2	9	8	7
112.	3	5	4	6	8	1	2	7	9

*Statement Numbers
**Superintendents' Numbers

TABLE 21-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP D

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
113.**	3	9	4	8	6	1	7	2	5
114.	7	9	1	2	4	3	6	5	8
115.	1	8	2	4	6	5	7	9	3
118.	2	9	4	6	5	1	7	8	3
119.	2	3	9	8	5	7	1	6	4
120.	8	7	1	9	2	3	4	6	4
121.	1	2	9	3	8	4	7	6	5
122.	3	4	1	5	2	7	8	9	6
123.	2	4	3	1	7	9	8	6	5
125.	9	8	3	4	2	1	5	6	7
126.	8	9	5	3	7	4	6	2	1

TABLE 21-D--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
127.	5	2	8	4	7	9	1	6	3
128.	3	6	1	5	8	7	2	4	9
129.	6	2	1	9	7	8	4	3	5
130.	2	9	5	1	7	6	4	8	3
131.	7	3	5	9	8	2	6	4	1
133.	1	6	7	5	9	4	3	2	8
135.	4	5	6	3	2	1	7	8	9
137.	1	9	2	8	3	7	6	4	5
138.	1	9	8	3	2	4	5	6	7
139.	5	8	9	7	3	4	6	2	1
140.	7	4	3	9	1	5	8	2	6
141.	1	2	3	4	9	8	5	7	6

*Statement Numbers
**Superintendents' Numbers

Hypothesis 15 was--There is no statistically significant relationship between the way superintendents rank the "real" activities of local PTA's and the number of years they have served in schools having PTA's. Kendell's W for Group A (0-5 years) was .70864 and the obtained Chi-square was 223.223; the required value for significance was 49.853. Kendell's W for Group B (6-10 years) was .75009 and the obtained Chi-square was 189.023; the required value for significance was 41.337. Kendell's W for Group C (11-20 years) was .79218 and the obtained Chi-square was 178.242;

the required value for significance was 37.652. Kendell's W for Group D (21-42 years) was .91120 and the obtained Chi-square was 98.409; the required value for significance was 21.026. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "real" activities of local PTA's and the number of years they have served in schools having PTA's. Superintendents' rankings for each group are presented in Tables 22-A, 22-B, 22-C, and 22-D.

TABLE 22-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- 0-5 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP A

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**2.	7	5	3	1	2	4	6	9	8
5.	1	9	2	8	3	7	4	6	5
6.	4	3	9	1	5	6	2	8	7
10.	3	8	1	4	9	7	2	6	5
12.	9	8	4	7	1	6	3	5	2
13.	1	4	5	8	9	2	7	6	3
18.	8	7	6	9	5	1	2	4	3
19.	2	4	3	1	8	9	7	5	6
21.	2	5	3	1	6	9	8	4	7
27.	7	9	4	5	8	6	2	1	3

TABLE 22-A--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
29.	3	7	5	9	8	6	4	1	2
31.	8	4	5	3	6	7	2	9	1
33.	2	8	1	9	7	4	5	6	3
48.	7	8	2	6	3	1	4	5	9
49.	4	5	3	2	6	1	9	8	7
52.	3	1	2	9	5	7	8	6	4
55.	9	8	6	4	3	2	5	7	1
56.	2	9	6	7	3	5	8	4	1
59.	4	2	1	7	9	8	3	6	5
63.	6	9	8	3	4	5	2	1	7
64.	1	8	9	5	4	6	7	3	2
66.	1	9	2	6	5	7	8	3	4
67.	9	8	4	7	2	1	5	6	3
77.	5	7	2	1	6	9	8	3	4
87.	2	9	5	8	7	6	4	1	3
88.	7	8	1	9	2	3	5	4	6
90.	1	2	3	4	7	5	8	9	6
91.	1	2	4	5	8	3	6	9	7
100.	4	6	3	7	2	9	8	1	5
101.	2	7	6	3	9	4	5	1	8
105.	9	8	2	1	7	3	4	5	6
110.	1	6	5	2	7	9	8	4	3
111.	5	3	4	1	6	2	9	8	7
112.	3	4	5	6	8	1	2	7	9
121.	1	2	9	3	8	4	7	6	5
127.	5	2	8	4	7	9	1	6	3

*Statement Numbers
**Superintendent Numbers

TABLE 22-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- 6-10 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP B

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**9.	4	6	5	7	8	1	9	2	3
15.	6	4	5	9	8	3	2	7	1
22.	3	6	4	7	5	9	1	8	2
23.	2	8	6	7	1	5	9	4	3
26.	5	1	3	8	2	4	9	3	6
28.	1	9	4	7	6	8	3	2	5
35.	1	4	5	3	7	2	6	8	9
37.	8	9	6	7	5	1	4	2	3
38.	2	8	9	6	5	7	4	1	3
39.	1	4	2	8	6	9	3	7	5
42.	5	2	6	7	1	3	4	8	9
47.	8	9	7	3	5	2	4	6	1
50.	5	4	3	6	2	9	1	7	8
51.	2	9	6	3	5	8	4	7	1
53.	5	8	3	4	9	7	6	1	2
69.	5	9	2	6	8	7	4	3	1
74.	1	3	2	4	9	7	6	8	5
89.	5	7	8	9	1	2	3	6	4
94.	2	7	8	6	3	1	4	5	9
98.	5	7	6	3	4	2	9	8	1
99.	8	9	7	4	6	1	5	2	3
114.	7	9	1	2	4	3	6	5	8
125.	1	8	2	4	6	5	7	9	3
123.	2	4	3	1	7	9	8	6	5

TABLE 22-B--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
129.	6	2	1	9	7	8	4	3	5
131.	7	3	5	9	8	2	6	4	1
135.	4	5	6	3	2	1	7	8	9
138.	1	9	8	3	2	4	5	6	7

*Statement Numbers
**Superintendent Numbers

TABLE 22-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- 11-20 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP C

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**3.	5	7	6	1	2	8	9	4	3
4.	2	6	3	1	7	8	5	9	4
7.	4	5	3	9	1	6	7	2	8
8.	4	9	7	1	6	8	5	2	3
14.	6	7	1	8	4	9	5	3	2
25.	7	5	6	8	9	1	2	4	3
30.	1	7	4	6	5	9	8	2	3
32.	6	7	1	9	8	3	2	5	4
41.	7	8	9	6	1	2	5	4	3
58.	1	2	4	6	3	7	9	8	5

TABLE 22-C--Continued

Judge	Superintendents' Rankings of Each Statement								
	1	2	3	4	5	6	7	8	9
71.	9	8	5	4	2	1	3	6	7
75.	3	8	1	6	4	7	9	5	2
78.	9	8	7	2	6	4	1	5	3
79.	9	4	7	2	6	3	1	5	8
80.	1	3	4	2	5	6	8	9	7
81.	2	9	5	8	7	1	6	4	3
95.	5	3	6	2	7	4	1	8	9
97.	5	8	2	1	3	7	9	4	6
102.	6	7	1	8	5	3	4	9	2
103.	1	4	9	8	7	6	2	5	3
106.	2	1	5	6	8	7	4	3	9
125.	9	8	3	4	1	2	5	6	7
126.	8	9	5	3	7	4	6	2	1
128.	3	6	1	5	8	7	2	4	9
133.	1	6	7	5	9	4	3	2	8
141.	1	2	3	4	9	8	5	7	6

*Statement Numbers
**Superintendent Numbers

TABLE 22-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- 21-42 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP D

Judge	Superintendents' Rankings of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	2	9	1	6	7	5	8	4	3
62.	2	4	9	5	1	6	7	8	3
73.	9	8	2	1	3	6	4	5	7
96.	4	6	3	9	5	7	8	1	2
113.	3	9	4	8	6	1	7	2	5
118.	2	9	4	6	5	1	7	8	3
119.	2	3	9	8	5	7	1	6	4
120.	8	7	1	9	2	3	4	6	5
122.	3	4	1	5	2	7	1	6	4
130.	2	9	5	1	7	6	4	8	3
137.	1	9	2	8	3	7	6	4	5
139.	5	8	9	7	3	4	6	2	1
140.	7	4	3	9	1	5	8	2	6

*Statement Numbers
**Superintendent Numbers

Hypothesis 16 was--There is no statistically significant relationship between the way superintendents rank the "real" activities of local PTA's and their educational level. Kendell's W for Group A (Master's Degree) was .96303 and the obtained Chi-square 156.012; the required value for significance was 28.809. Kendell's W for Group B (Master's plus

16 hours) was .83207 and the obtained Chi-square was 202.193; the required value for significance was 40.113. Kendell's W for Group C (Master's plus 17-32 hours) was .81001 and the obtained Chi-square was 182.254; the required value for significance was 37.652. Kendell's W for Group D (Master's plus 33 hours to Doctor's) was .77743 and the obtained Chi-square was 209.908; the required value for significance was 43.773. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "real" activities of local PTA's and their educational level. Superintendents' rankings for each group are presented in Tables 23-A, 23-B, 23-C, and 23-D.

TABLE 23-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP A

Judge	Superintendents' Rankings of Statements								
	1*	2	3	4	5	6	7	8	9
**1.	2	9	1	6	7	5	8	4	3
4.	2	6	3	1	7	8	5	9	4
5.	1	9	2	8	3	7	4	6	5
13.	1	4	5	8	9	2	7	6	3
14.	6	7	1	8	4	9	5	3	2

TABLE 23-A--Continued

Judge	Superintendents' Rankings of Statements								
	1	2	3	4	5	6	7	8	9
15.	6	4	5	9	8	3	2	7	1
19.	2	4	3	1	8	9	7	5	6
21.	2	5	3	1	6	9	8	4	7
26.	5	1	3	8	2	4	9	3	6
28.	1	9	4	7	6	8	3	2	5
29.	3	7	5	9	8	6	4	1	2
30.	1	7	4	6	5	9	8	2	3
55.	9	8	6	4	3	2	5	7	1
78.	9	8	7	2	6	4	1	5	3
79.	9	4	7	2	6	3	1	5	8
101.	2	7	6	3	9	4	5	1	8
102.	6	7	1	8	5	3	4	9	2
111.	5	3	4	1	6	2	9	8	7
130.	2	9	5	1	7	6	4	8	3

*Statement Numbers
**Superintendent Numbers

TABLE 23-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP B

Judge	Superintendents' Rankings of Statements								
	1*	2	3	4	5	6	7	8	9
**3.	5	7	6	1	2	8	9	4	3
9.	4	6	5	7	8	1	9	2	3
10.	3	8	1	4	9	7	2	6	5
25.	7	5	6	8	9	1	2	4	3
27.	9	4	5	8	6	2	1	3	7
33.	2	8	1	9	7	4	5	6	3
35.	1	4	5	3	7	2	6	8	9
37.	8	9	6	7	5	1	4	2	3
39.	1	4	2	8	6	9	3	7	5
41.	7	8	9	6	1	2	5	4	3
47.	8	9	7	3	5	2	4	6	1
53.	5	8	3	4	9	7	6	1	2
64.	1	8	9	5	4	6	7	3	2
67.	9	8	4	7	2	1	5	6	3
69.	5	9	2	8	7	4	3	1	6
71.	9	8	5	4	2	1	3	6	7
74.	1	3	2	4	9	7	6	8	5
77.	5	7	2	1	6	9	8	3	4
91.	2	1	4	5	8	3	6	9	7
95.	5	3	6	2	7	4	1	8	9
97.	5	8	2	1	3	7	9	4	6
99.	8	9	7	4	6	1	5	2	3
103.	1	4	9	8	7	6	2	5	3
105.	9	8	2	1	7	3	4	5	6

TABLE 23-B--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
110.	1	6	5	2	7	9	8	4	3
125.	9	8	3	4	2	1	5	6	7
129.	6	2	1	9	7	8	3	4	5
141.	1	2	3	4	9	8	5	7	6

*Statement Numbers
**Superintendent Numbers

TABLE 23-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP C

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**6.	4	3	9	1	5	6	2	8	7
12.	9	8	4	7	1	6	3	5	2
22.	3	6	4	7	5	9	1	8	2
31.	8	4	5	3	6	7	2	9	1
42.	5	2	6	7	1	3	4	8	9
48.	7	8	2	6	3	1	4	5	9
50.	5	4	3	6	2	9	1	7	8
66.	1	9	2	6	5	7	8	3	4
73.	9	8	2	1	3	6	4	5	7
80.	1	3	4	2	5	6	8	9	7

TABLE 23-C--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
87.	2	9	5	8	7	1	6	4	3
89.	5	7	8	9	1	2	3	6	4
98.	5	7	6	3	4	2	9	8	1
100.	4	6	3	7	2	9	8	1	5
112.	3	5	4	6	8	1	2	7	9
113.	3	9	4	8	6	1	7	2	5
114.	7	9	1	2	4	3	6	5	8
118.	2	9	4	6	5	1	7	8	3
119.	2	3	9	8	5	7	1	6	4
120.	8	7	1	9	2	3	4	6	5
121.	1	2	9	3	8	4	7	6	5
122.	3	4	1	5	2	7	8	9	6
123.	2	4	3	1	7	9	8	6	5
126.	8	9	5	3	7	4	6	2	1
131.	7	3	5	9	8	2	6	4	1
133.	1	6	7	5	9	4	3	2	8
135.	4	5	6	3	2	1	7	8	9
137.	1	9	2	8	3	7	6	4	5
138.	1	9	8	3	2	4	5	6	7
139.	5	8	9	7	3	4	6	2	1
140.	7	4	3	9	1	5	8	2	6

*Statement Numbers
**Superintendent Numbers

TABLE 23-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "REAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP D

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**2.	7	5	3	1	2	4	6	9	8
7.	4	5	3	9	1	6	7	2	8
8.	4	9	7	1	6	8	5	2	3
18.	8	7	6	9	5	1	2	4	3
23.	2	8	6	7	1	5	9	4	3
32.	6	7	1	9	8	3	2	5	4
38.	2	8	9	6	5	7	4	1	3
49.	4	5	3	2	6	1	9	8	7
51.	2	9	6	3	5	8	4	7	1
52.	3	1	2	9	5	7	8	6	4
56.	2	9	6	7	3	5	8	4	1
58.	1	2	4	5	3	7	9	8	6
59.	4	2	1	7	9	8	3	6	5
62.	2	4	9	5	1	6	7	8	3
63.	6	9	8	3	4	5	2	1	7
75.	3	8	1	6	4	7	9	5	2
81	2	9	5	8	7	1	6	4	3
88.	7	8	1	9	2	3	5	4	6
90.	1	2	3	4	7	5	8	9	6
94.	2	7	8	6	3	1	4	5	9
96.	4	6	3	9	5	7	8	1	2
104.	2	9	3	8	4	7	1	6	5
106.	2	1	5	6	7	8	4	3	9
115.	1	8	2	4	6	5	7	9	3

TABLE 23-D--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
127.	5	2	8	4	7	9	1	6	3
128.	3	6	1	5	8	7	2	4	9

*Statement Numbers
**Superintendent Numbers

Hypotheses 17-20

Superintendents' Rankings of "Ideal" Activities of Local PTA's

Hypothesis 17 was--There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local PTA's and the geographical location of the school. Kendell's W for the Northeast region was .77185 and the obtained Chi-square was 215.348; the required value for significance was 44.989. Kendell's W for the Northwest region was .98245 and the obtained Chi-square was 176.842; the required value for significance was 31.410. Kendell's W for the Southeast region was .84114 and the obtained Chi-square was 204.397; the required value for significance was 40.113. Kendell's W for the Southwest region was .86394 and the obtained Chi-square was 209.939; the required value for significance was 40.113. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and

apparently there was no relationship between the way superintendents rank the "ideal" activities of local PTA's and the geographical location of the school. Superintendents' rankings for each group are presented in Tables 24-A, 24-B, 24-C, and 24-D.

TABLE 24-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- NORTHEAST REGION

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	4	2	7	8	3	9	5	1	6
2.	1	9	8	5	7	6	2	3	4
3.	6	1	3	9	4	8	7	5	2
4.	5	4	8	6	3	7	2	1	9
5.	4	5	9	6	7	8	2	3	1
6.	6	7	8	1	5	2	3	9	4
7.	1	4	3	6	5	2	7	8	9
8.	2	9	5	3	1	4	6	7	8
9.	3	1	8	9	6	7	5	2	4
32.	2	9	8	7	3	4	5	1	6
33.	4	9	2	3	1	6	8	7	5
35.	2	8	7	9	4	4	5	1	6
37.	2	3	6	4	1	5	9	7	8
38.	3	1	9	8	6	7	5	4	2
39.	2	9	4	3	5	1	7	6	8
42.	8	5	3	6	4	2	1	7	9
43.	1	9	2	5	4	8	6	3	7
73.	7	2	1	4	3	8	6	5	9

TABLE 24-A--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
74.	2	1	6	4	8	7	3	9	5
75.	1	4	6	5	7	8	9	3	2
77.	4	7	6	8	3	9	5	1	2
78.	8	9	4	7	1	6	3	5	2
79.	8	9	3	1	2	4	5	7	6
80.	7	8	6	5	3	9	4	1	2
81.	7	8	3	2	4	1	5	6	9
85.	3	1	9	8	6	7	5	4	2
113.	2	9	6	4	3	8	7	5	1
114.	6	9	5	1	2	3	8	7	4
115.	1	9	5	4	8	3	7	6	2
118.	2	9	3	4	1	8	7	5	6
119.	1	9	2	5	4	8	6	3	7
120.	1	8	4	5	7	9	6	3	2

*Statement Numbers
**Superintendent Numbers

TABLE 24-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- NORTHWEST REGION

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**10.	6	9	5	4	1	2	3	8	7
12.	3	8	7	1	5	4	2	6	9
13.	1	9	3	2	4	5	7	6	8
14.	2	9	5	8	4	7	6	3	1
15.	1	2	6	9	7	8	5	3	4
17.	2	8	7	9	3	4	5	1	6
18.	6	9	5	1	7	2	4	3	8
44.	2	3	6	4	1	5	3	7	8
46.	8	5	3	6	4	2	1	7	9
47.	1	4	8	9	6	7	2	5	3
48.	3	2	4	1	5	6	8	7	9
49.	8	9	7	2	6	3	4	1	5
50.	2	8	1	7	6	3	9	4	5
87.	1	9	8	7	5	3	2	6	4
88.	4	9	2	1	5	7	3	6	8
89.	4	5	3	2	6	1	7	8	9
90.	2	8	5	1	3	7	4	6	9
121.	1	9	2	3	4	6	5	7	8
122.	1	5	4	6	3	7	8	9	2
123.	1	9	6	7	2	8	3	5	4
125.	7	9	8	1	2	6	3	4	5

*Statement Numbers
**Superintendent Numbers

TABLE 24-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SOUTHEAST REGION

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**19.	3	6	9	7	4	5	8	1	2
21.	1	7	8	9	2	3	6	5	4
22.	1	9	4	8	5	6	7	3	2
23.	1	9	2	4	6	3	5	8	7
24.	5	4	6	8	3	7	2	1	9
25.	7	6	4	8	3	1	5	2	9
26.	5	1	3	8	2	4	9	7	6
27.	9	8	6	5	7	1	2	3	4
28.	1	7	2	6	3	9	8	5	4
51.	2	8	4	3	5	9	7	1	6
52.	6	7	1	5	3	4	8	2	9
53.	1	6	9	7	8	4	2	3	5
55.	4	6	8	7	3	2	1	5	9
56.	6	3	9	7	1	8	5	2	4
58.	1	4	7	2	5	8	9	6	3
59.	5	9	8	1	2	6	3	4	7
91.	2	3	4	5	6	8	7	1	9
94.	5	9	1	2	7	3	6	4	8
95.	4	1	7	8	9	3	6	5	2
96.	8	9	3	7	4	6	5	1	2
97.	4	9	7	3	8	1	6	5	2
98.	1	4	7	2	3	5	6	8	9
99.	3	2	7	8	5	6	9	1	4
126.	8	7	9	3	5	2	4	1	6

TABLE 24-C--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
127.	2	9	1	3	4	5	6	7	8
129.	7	9	2	4	6	1	8	3	5

*Statement Numbers
**Superintendent Numbers

TABLE 24-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SOUTHWEST REGION

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**29.	2	1	7	8	3	4	9	5	6
30.	8	9	5	1	7	2	3	4	6
31.	1	9	2	3	5	4	6	8	7
62.	1	6	7	3	2	4	8	9	5
63.	3	4	1	9	6	2	7	8	5
64.	3	9	7	2	8	1	6	5	4
65.	2	9	4	3	5	1	7	6	8
66.	2	9	5	3	4	8	1	7	6
67.	3	9	7	8	4	5	1	6	2
69.	1	9	3	5	7	8	6	4	2
71.	1	2	8	6	9	7	5	3	4
100.	4	9	8	1	2	7	3	5	6
101.	4	9	5	3	8	6	1	7	2

TABLE 24-D--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
102.	6	7	1	8	5	3	4	9	2
103.	1	9	5	6	8	7	4	2	3
104.	1	9	6	7	8	5	3	2	4
105.	4	8	7	2	9	3	1	5	7
106.	3	5	1	2	4	6	9	7	8
111.	1	9	3	2	8	4	5	9	7
112.	1	9	2	6	8	3	7	5	4
131.	5	9	6	1	2	8	4	7	3
133.	5	6	7	8	4	3	2	1	9
135.	7	6	5	3	4	1	2	9	8
137.	1	9	2	3	4	5	8	6	7
138.	1	5	2	3	4	7	6	8	9
139.	2	7	1	6	5	8	4	3	9
140.	7	5	3	9	6	8	1	4	2
141.	6	5	4	3	2	7	8	1	9

*Statement Numbers
**Superintendent Numbers

Hypothesis 18 was- There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local PTA's and the size of the school. Kendell's W for Group A was .83966 and the obtained Chi-square was 204.039; the required value for significance was 41.337. Kendell's W for Group C was .82059 and the obtained Chi-square was 260.790; the required value for significance was 41.337. Kendell's W for Group D was .97540

and the obtained Chi-square was 192.951; the required value for significance was 33.924. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "ideal" activities of local PTA's and the size of the school. Superintendents' rankings for each group are presented in Tables 25-A, 25-B, 25-C, and 25-D.

TABLE 25-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP A

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	4	2	7	8	3	9	5	1	6
2.	1	9	8	5	7	6	2	3	4
3.	6	1	3	9	4	8	7	5	2
4.	5	4	8	6	3	7	2	1	9
5.	4	5	9	6	7	8	2	3	1
6.	6	7	8	1	5	2	3	9	4
7.	1	4	3	6	5	2	7	8	9
8.	2	9	5	3	1	4	6	7	8
9.	3	1	8	9	6	7	5	2	4
10.	6	9	5	4	1	2	3	8	7
12.	3	8	7	1	5	4	2	6	9
13.	1	9	3	2	4	5	7	6	8
14.	2	9	5	8	4	7	6	3	1
15.	1	2	6	9	7	8	5	3	4

TABLE 25-A--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
17.	2	8	7	9	3	4	5	1	6
18.	6	9	5	1	7	2	4	3	8
19.	3	6	9	7	4	5	8	1	2
21.	1	7	8	9	2	3	6	5	4
22.	1	9	4	8	5	6	7	3	2
23.	1	9	2	4	6	3	5	8	7
24.	5	4	6	8	3	7	2	1	9
25.	7	6	4	8	3	1	5	2	9
26.	5	1	3	8	2	4	9	7	6
27.	9	8	6	5	7	1	2	3	4
28.	1	7	2	6	3	9	8	5	4
29.	2	1	7	8	3	4	9	5	6
30.	8	9	5	1	7	2	3	4	6
31.	1	9	2	3	5	4	6	8	7

*Statement Numbers
**Superintendents' Numbers

TABLE 25-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP B

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**32.	2	9	8	7	3	4	5	1	6
33.	4	9	2	3	1	6	8	7	5

TABLE 25-B--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
35.	2	8	7	9	3	4	5	1	6
37.	2	3	6	4	1	5	9	7	8
38.	3	1	9	8	6	7	5	4	2
39.	2	9	4	3	5	1	7	6	8
41.	8	5	3	6	4	2	1	7	9
42.	1	9	2	5	4	8	6	3	7
44.	2	3	6	4	1	5	9	7	8
46.	1	4	8	9	6	7	2	5	3
47.	8	5	3	6	4	2	1	7	9
48.	3	2	4	1	5	6	8	7	9
49.	8	9	7	2	6	3	4	1	5
50.	2	8	1	7	6	3	9	4	5
51.	2	8	4	3	5	9	7	1	6
52.	6	7	1	5	3	4	8	2	9
53.	1	6	9	7	8	4	2	3	5
55.	4	6	8	7	3	2	1	5	9
56.	6	3	9	7	1	8	5	2	4
58.	1	4	7	2	5	8	9	6	3
59.	5	9	8	1	2	6	3	4	7
62.	1	6	7	3	2	4	8	9	5
63.	3	4	1	9	6	2	7	8	5
64.	3	9	7	2	8	1	6	5	4
65.	2	9	4	3	5	1	7	6	8
66.	2	9	5	3	4	8	1	7	6
67.	3	9	7	8	4	5	1	6	2
69.	1	9	3	5	7	8	6	4	2
71.	1	2	8	6	9	7	5	3	4

*Statement Numbers
**Superintendents' Numbers

TABLE 25-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP C

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**73.	7	2	1	4	3	8	6	5	9
74.	2	1	6	4	8	7	3	9	5
75.	1	4	6	5	7	8	9	3	2
77.	4	7	6	8	3	9	5	1	2
78.	8	9	4	7	1	6	3	5	2
79.	8	9	3	2	1	4	5	7	6
80.	7	8	6	5	3	9	4	1	2
81.	7	8	3	2	4	1	5	6	9
85.	3	1	9	8	6	7	5	4	2
87.	1	9	8	7	5	3	2	6	4
88.	4	9	2	1	5	7	3	6	8
89.	4	5	3	2	6	1	7	8	9
90.	2	8	5	1	3	7	4	6	9
91.	2	3	4	5	6	8	7	1	9
94.	5	9	1	2	7	3	6	4	8
95.	4	1	7	8	9	3	6	5	2
96.	8	9	3	7	4	6	5	1	2
97.	4	9	7	3	8	1	6	5	2
98.	1	4	7	2	3	5	6	8	9
99.	3	2	7	8	5	6	9	1	4
100.	4	9	8	1	2	7	3	5	6
101.	4	9	5	3	8	6	1	7	2
102.	6	7	1	8	5	3	4	9	2
103.	1	9	5	6	8	7	4	2	3
104.	1	9	6	7	8	5	3	2	4

TABLE 25-C--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
105.	4	8	7	2	9	3	1	5	7
106.	3	5	1	2	4	6	9	7	8
111.	3	4	1	2	6	5	9	7	8
112.	1	9	3	2	8	4	5	9	7

*Statement Numbers
**Superintendents' Numbers

TABLE 25-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL--GROUP D

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
113.**	1	9	2	6	8	3	7	5	4
114.	2	9	3	4	1	8	7	5	6
115.	1	8	4	5	7	9	6	3	2
118.	2	9	6	4	3	8	7	5	1
119.	1	9	5	4	8	3	7	6	2
120.	6	9	5	1	2	3	7	8	4
121.	1	9	2	3	4	6	5	7	8
122.	1	5	4	6	3	7	8	9	2
123.	1	9	6	7	2	8	3	5	4
125.	7	9	8	1	2	6	3	4	5
126.	8	7	9	3	5	2	4	1	6

TABLE 25-D--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
127.	2	9	1	3	4	5	6	7	8
129.	7	9	2	4	6	1	8	3	5
131.	5	9	6	1	2	8	4	7	3
133.	5	6	7	8	4	3	2	1	9
135.	7	6	5	3	4	1	2	9	8
137.	1	9	2	3	4	5	8	6	7
138.	1	5	2	3	4	7	6	8	9
139.	2	7	1	6	5	8	4	3	9
140.	7	5	3	9	6	8	1	4	2
141.	6	5	4	3	2	7	8	1	9

*Statement Numbers
**Superintendent Numbers

Hypothesis 19 was--There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local PTA's and the number of years they have served in schools having PTA's. Kendell's W for Group A (0-5 years) was .71089 and the obtained Chi-square was 236.728; the required value for significance was 52.285. Kendell's W for Group B (6-10 years) was .82743 and the obtained Chi-square was 215.595; the required value for significance was 42.557. Kendell's W for Group C (11-20 years) was .82191 and the obtained Chi-square was 199.724; the required value for significance was 40.113. Kendell's W

for Group D (21-42 years) was .92633 and the obtained Chi-square was 100.043; the required value for significance was 21.026. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the superintendents' ranking of the "ideal" activities of local PTA's and the number of years they have served in schools having PTA's. Superintendents' rankings for each group are presented in Tables 26-A, 26-B, 26-C, and 26-D.

TABLE 26-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- 0-5 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP A

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**2.	1	9	8	5	7	6	2	3	4
5.	5	4	9	6	7	8	2	3	1
6.	6	7	8	1	5	2	3	9	4
10.	6	9	5	4	1	2	3	8	7
12.	3	8	7	1	5	4	2	6	9
13.	1	9	3	2	4	5	7	6	8
18.	6	9	5	1	7	2	4	3	8
19.	3	6	9	7	4	5	8	1	2
21.	1	7	8	9	2	3	6	5	4
24.	5	6	4	8	3	1	5	2	9

TABLE 26-A--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
27.	9	8	6	5	7	1	2	3	4
29.	2	1	7	8	3	4	9	5	6
31.	1	9	2	3	5	4	6	8	7
33.	4	9	2	3	1	6	8	7	5
46.	8	5	3	6	4	2	1	7	9
48.	3	2	4	1	5	6	8	7	9
49.	8	9	7	2	6	3	4	1	5
52.	6	7	1	5	3	4	8	2	9
55.	4	6	8	7	3	2	1	5	9
56.	6	3	9	7	1	8	5	2	4
59.	5	9	8	1	2	6	3	4	7
63.	3	4	1	9	6	2	7	8	5
64.	3	9	7	2	8	1	6	5	4
66.	2	9	5	3	4	8	1	7	6
67.	3	9	7	8	4	5	1	6	2
77.	4	7	6	8	3	9	5	1	2
87.	1	9	8	7	5	3	2	6	4
88.	4	9	2	1	5	7	3	6	8
90.	2	8	5	1	3	7	4	6	9
91.	2	3	4	5	6	8	7	1	9
100.	4	9	8	1	2	7	3	5	6
101.	4	9	5	3	8	6	1	7	2
105.	4	8	7	2	9	3	1	5	7
111.	3	4	1	2	6	5	9	7	8
112.	1	9	3	2	8	4	5	9	7
121.	1	9	2	3	4	6	5	7	8
127.	2	9	1	3	4	5	6	7	8

*Statement Numbers
**Superintendent Numbers

TABLE 26-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- 6-10 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP B

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**9.	3	1	8	9	6	7	5	2	4
15.	1	2	6	9	7	8	5	3	4
17.	2	8	7	9	3	4	5	1	6
22.	1	9	4	8	5	6	7	3	2
23.	1	9	2	4	6	3	5	8	7
26.	5	1	3	8	2	4	9	7	6
28.	1	7	2	6	3	9	8	5	4
35.	2	8	7	9	3	4	5	1	6
37.	2	3	6	4	1	5	9	7	8
38.	3	1	9	8	6	7	5	4	2
39.	2	9	4	3	5	1	7	6	8
42.	1	9	2	5	4	8	6	3	7
47.	1	4	8	9	6	7	2	5	3
50.	2	8	1	7	6	3	9	4	5
51.	2	8	4	3	5	9	7	1	6
53.	1	6	9	7	8	4	2	3	5
69.	1	9	3	5	7	8	6	4	2
74.	2	1	6	4	8	7	3	9	5
89.	4	5	3	2	6	1	7	8	9
94.	5	9	1	2	7	3	6	4	8
98.	1	4	7	2	3	5	6	8	9
99.	3	2	7	8	5	6	9	1	4
114.	2	9	3	4	1	8	7	5	6
115.	1	8	4	5	7	9	6	3	2

TABLE 26-B--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
123.	1	9	6	7	2	8	3	5	4
129.	7	9	2	4	6	1	8	3	5
131.	5	9	6	1	2	8	4	7	3
135.	7	6	5	3	4	1	2	9	8
138.	1	5	2	3	4	7	6	8	9

*Statement Numbers
**Superintendent Numbers

TABLE 26-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- 11-20 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP C

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**3.	6	1	3	9	4	8	7	5	2
4.	5	4	8	6	3	7	2	1	9
7.	1	4	3	6	5	2	7	8	9
8.	2	9	5	3	1	4	6	7	8
14.	2	9	5	8	4	7	6	3	1
25.	7	6	4	8	3	1	5	2	9
30.	8	9	1	7	2	3	4	6	5
32.	2	9	8	7	3	4	5	1	6
41.	8	5	3	6	4	2	1	7	9

TABLE 26-C--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
44.	2	3	6	4	1	5	9	7	8
58.	1	4	7	2	5	8	9	6	3
71.	1	2	8	6	9	7	5	3	4
75.	1	4	6	5	7	8	9	3	2
78.	8	9	4	7	1	6	3	5	2
79.	8	9	3	1	2	4	5	7	6
80.	7	8	6	5	3	9	4	1	2
81.	7	8	3	2	4	1	5	6	9
85.	3	1	9	8	6	7	5	4	2
95.	4	1	7	8	9	3	6	5	2
97.	4	9	7	3	8	1	6	5	2
102.	6	7	1	8	5	3	4	9	2
103.	1	9	5	6	8	7	4	2	3
106.	3	5	1	2	4	6	9	7	8
125.	7	9	8	1	2	6	3	4	5
126.	8	7	9	3	5	2	4	1	6
133.	5	6	7	8	4	3	2	1	9
141.	6	5	4	3	2	7	8	1	9

*Statement Numbers
**Superintendent Numbers

TABLE 26-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- 21-42 YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S-- GROUP D

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	4	2	7	8	3	9	5	1	6
62.	1	6	7	3	2	4	8	9	5
73.	7	2	1	4	3	8	6	5	9
96.	8	9	3	7	4	6	5	1	2
113.	1	9	2	6	8	3	7	5	4
118.	2	9	6	4	3	8	7	5	1
119.	1	9	5	4	8	3	7	6	2
120.	6	9	5	1	2	3	8	7	4
122.	1	5	4	6	3	7	8	9	2
130.	1	9	2	3	4	7	5	6	8
137.	1	9	2	3	4	5	8	6	7
139.	2	7	1	6	5	8	4	3	9
140.	7	5	3	9	6	8	1	4	2

*Statement Numbers
**Superintendent Numbers

Hypothesis 20 was--There is no statistically significant relationship between the way superintendents rank the "ideal" activities of local PTA's and their educational level. Kendell's W for Group A (Master's Degree) was .94670 and the obtained Chi-square was 170.406; the required value for significance was 31.410. Kendell's W for Group B

(Masters' plus 16 hours) was .81422 and the obtained Chi-square was 205.236; the required value for significance was 41.337. Kendell's W for Group C (Masters' plus 17-32 hours was .83798 and the obtained Chi-square was 211.172; the required value for significance was 41.337. Kendell's W for Group D (Masters' plus 33 hours to Doctor's) was .82720 and the obtained Chi-square was 223.344; the required value for significance was 43.773. Since the obtained Chi-square values exceeded the required values for significance, the null hypothesis was not rejected; and apparently there was no relationship between the way superintendents rank the "ideal" activities of local PTA's and their educational level. Superintendents' rankings for each group are presented in Tables 27-A, 27-B, 27-C, and 27-D.

TABLE 27-A

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP A

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**1.	4	2	7	8	3	9	5	1	6
4.	5	4	8	6	3	7	2	1	9
5.	4	5	9	6	7	8	2	3	1
13.	1	9	3	2	4	5	7	6	8
14.	2	9	5	8	4	7	6	3	1

TABLE 27-A--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
15.	1	2	6	9	7	8	5	3	4
17.	2	8	7	9	3	4	5	1	6
19.	3	6	9	7	4	5	8	1	2
21.	1	7	8	9	2	3	6	5	4
26.	5	1	3	8	2	4	9	7	6
28.	1	7	2	6	3	9	8	5	4
29.	2	1	7	8	3	4	9	5	6
30.	8	9	5	1	7	2	3	4	6
44.	2	3	6	4	1	5	3	7	8
55.	4	6	8	7	3	2	1	5	9
78.	8	9	4	7	1	6	3	5	2
79.	8	9	3	1	2	4	5	7	6
101.	4	9	5	3	8	6	1	7	2
102.	6	7	1	8	5	3	4	9	2
111.	3	4	1	2	6	5	9	7	8

*Statement Number
**Superintendent Numbers

TABLE 27-B

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP B

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**3.	6	1	3	9	4	8	7	5	2
9.	3	1	8	9	6	7	5	2	4
10.	6	9	5	4	1	2	3	8	7
25.	7	6	4	8	3	1	5	2	9
27.	9	8	6	5	7	1	2	3	4
33.	4	9	2	3	1	6	8	7	5
35.	2	8	7	9	3	4	5	1	6
37.	2	3	6	4	1	5	9	7	8
39.	2	9	4	3	5	1	7	6	8
41.	8	5	3	6	4	2	1	7	9
47.	1	4	8	9	6	7	2	5	3
53.	1	6	9	7	8	4	2	3	5
64.	3	9	7	2	8	1	6	5	4
67.	3	9	7	8	4	5	1	6	2
69.	1	9	3	5	7	8	6	4	2
71.	1	2	8	6	9	7	5	3	4
74.	2	1	6	4	8	7	3	9	5
77.	4	7	6	8	3	9	5	1	2
85.	3	1	9	8	6	7	5	4	2
91.	2	3	4	5	6	8	7	1	9
95.	4	1	7	8	9	3	6	5	2
97.	4	9	7	3	8	1	6	5	2
99.	3	2	7	8	5	6	9	1	4
103.	1	9	5	6	8	7	4	2	3
105.	4	8	7	2	9	3	1	5	7

TABLE 27-B--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
125.	7	9	8	1	2	6	3	4	5
129.	7	9	2	4	6	1	8	3	5
141.	6	5	4	3	2	7	8	1	9

*Statement Numbers
**Superintendent Numbers

TABLE 27-C

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP C

Judge	Superintendents Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**2.	1	9	8	5	7	6	2	3	4
7.	1	4	3	6	5	2	7	8	9
8.	2	9	5	3	1	4	6	7	8
18.	6	9	5	1	7	2	4	3	8
23.	1	9	2	4	6	3	5	8	7
24.	5	4	6	8	3	7	2	1	9
32.	2	9	8	7	3	4	5	1	6
38.	3	1	9	8	6	7	5	4	2
46.	8	5	3	6	4	2	1	7	9
49.	8	9	7	2	3	4	6	1	5
51.	2	8	4	3	5	9	7	1	6
52.	6	7	1	5	3	4	8	2	9

TABLE 27-C--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
56.	6	3	9	7	1	8	5	2	4
58.	1	4	7	2	5	8	9	6	3
59.	5	9	8	1	2	6	3	4	7
62.	1	6	7	3	2	4	8	9	5
63.	3	4	1	9	6	2	7	8	5
65.	2	9	4	3	5	1	7	6	8
75.	1	4	6	5	7	8	9	3	2
81.	7	8	3	2	4	1	5	6	9
88.	4	9	2	1	5	7	3	6	8
90.	2	8	5	1	3	7	4	6	9
94.	5	9	1	2	7	3	6	4	8
96.	8	9	3	7	4	6	5	1	2
104.	1	9	6	7	8	5	3	2	4
106.	3	5	1	2	4	6	9	7	8
115.	1	8	4	5	7	9	6	3	2
127.	2	9	1	3	4	5	6	7	8

*Statement Numbers
**Superintendent Numbers

TABLE 27-D

SUPERINTENDENTS' RANKINGS OF STATEMENTS ON QUESTIONNAIRE PERTAINING TO "IDEAL" ACTIVITIES OF LOCAL PTA'S-- EDUCATIONAL LEVEL-- GROUP D

Judge	Superintendents' Ranking of Each Statement								
	1*	2	3	4	5	6	7	8	9
**6.	6	7	8	1	5	2	3	9	4
12.	3	8	7	1	5	4	2	6	9
22.	1	9	4	8	5	6	7	3	2
31.	1	9	2	3	5	4	6	8	7
42.	1	9	2	5	4	8	6	3	7
48.	3	2	4	1	5	6	8	7	9
50.	2	8	1	7	6	3	9	4	5
66.	2	9	5	3	4	8	1	7	6
73.	7	2	1	4	3	8	6	5	9
80.	7	8	6	5	3	9	4	1	2
87.	1	9	8	7	5	3	2	6	4
89.	4	5	3	2	6	1	7	8	9
98.	1	4	7	2	3	5	6	8	9
100.	4	9	8	1	2	7	3	5	6
112.	1	9	3	2	8	4	5	9	7
113.	1	9	2	6	8	3	7	5	4
114.	2	9	3	4	1	8	7	5	6
118.	2	9	6	4	3	8	7	5	1
119.	1	9	5	4	8	3	7	6	2
120.	6	9	5	1	2	3	8	7	4
121.	1	9	2	3	4	6	5	7	8
122.	1	5	4	6	3	7	8	9	2
123.	8	7	9	3	5	2	4	1	6
126.	1	9	6	7	2	8	3	5	4
131.	5	9	6	1	2	8	4	7	3

TABLE 27-D--Continued

Judge	Superintendents' Ranking of Each Statement								
	1	2	3	4	5	6	7	8	9
133.	5	6	7	8	4	3	2	1	9
135.	7	6	5	3	4	1	2	9	8
137.	1	9	2	3	4	5	8	6	7
138.	1	5	2	3	4	7	6	8	9
139.	2	9	1	6	5	8	4	3	7
140.	7	5	3	9	6	8	1	4	2

*Statement Numbers
**Superintendent Numbers

Answers to Questions

Answers to Questions Not Subjected to Statistical Analysis

The first question was--Are children regularly used as part of the monthly program in order to encourage attendance at meetings? Of the 141 superintendents responding to the questionnaire, 86, or 61 per cent, stated that children were regularly used on programs to encourage attendance at monthly meetings; 55, or 39 per cent, stated that children were not regularly used.

The second question was--Is parent-teacher association leadership composed chiefly women or men, or is it equally distributed between men and women? Of the 139 superintendents responding to this question, 101, or 73 per cent stated that the leadership of their PTA's were composed

chiefly of women; 38, or 27 per cent, stated that the leadership of their PTA's was equally distributed between men and women.

The third question was--Is attendance at monthly meetings made up chiefly of women or men or is it equally distributed between men and women? Of the 139 superintendents responding to this question, 92, or 66 per cent, stated that attendance at their PTA meetings was made up chiefly of women; 47, or 34 per cent, stated that attendance at PTA meetings was equally distributed between men and women.

The fourth question was--What social classes are represented at monthly meetings? Of the 139 superintendents responding to this question, 19, or 14 per cent stated that attendance was made up chiefly of members of the upper-middle socio-economic class; 83, or 60 per cent, stated that attendance was made up chiefly of members of the middle socio-economic class; 4, or 3 per cent, stated that attendance was made up chiefly of members of the lower-middle socio-economic class; and 33, or 23 per cent, stated that attendance at monthly meetings was equally distributed among all the socio-economic classes.

Summary

On the basis of the analysis of the data, null hypotheses 1-4, which pertained to superintendents' perceptions of the "real" activities of local PTA's, were not rejected. The relatively few comparisons which were .05 or

below were probably chance occurrences, indicating that apparently there was no statistically significant dependency between geographical location of schools, size of schools, number of years' experience in schools having PTA's, or educational level and superintendents' perceptions of the "real" activities of local PTA's.

On the basis of the analysis of the data, null hypotheses 5-8, which pertained to superintendents' perceptions of the "ideal" activities of local PTA's, were not rejected. The relatively few comparisons which were .05 or below were probably chance occurrences, indicating that apparently there was no statistically significant dependency between geographical location of schools, size of schools, number of years' experience in schools having PTA's, or educational level and superintendents' perceptions of the "ideal" activities of local PTA's.

Null hypotheses 9-12 pertained to superintendents' perceptions of the "real" activities of local PTA's versus their perceptions of the "ideal" activities of local PTA's. The relatively few values of .05 or less for comparisons on Hypothesis 10 were probably due to chance, indicating that apparently there was no significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's in relation to the size of the school. There were enough values of .05 or below for comparisons on

Hypotheses 9, 11, and 12 to indicate that apparently there was statistically significant dependency between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's in relation to geographical location, years of experience in schools having PTA's, and educational level.

Null hypotheses 13-16 pertained to superintendents' rankings of the "real" activities of local PTA's. On the basis of an analysis of the data these hypotheses were not rejected, and apparently there was no statistically significant relationship between the way superintendents rank the "ideal" activities of local PTA's and the geographical location of the school, the size of the school, the number of years' experience in schools having PTA's, or educational level.

The response to the questions not subjected to statistical analysis indicated that children are used by the majority of Oklahoma PTA's as part of the PTA program in order to encourage attendance, that women lead Oklahoma PTA's, that more women than men attend Oklahoma PTA's, and that the middle socio-economic class is represented more than any other socio-economic class.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine what Oklahoma public school superintendents perceived to be the "real" activities of local PTA's and what they perceive to be the "ideal" activities of local PTA's. The design of the study required the testing of 20 null hypotheses. Hypotheses 1-4 pertained to superintendents' perceptions of the "real" activities of local PTA's. Hypotheses 5-8 pertained to superintendents' perceptions of the "ideal" activities of local PTA's. Hypotheses 9-12 pertained to the relationship between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's. Hypotheses 13-16 pertained to the way superintendents rank the "real" activities of local PTA's. Hypotheses 17-20 pertained to the way superintendents rank the "ideal" activities of local PTA's.

Initially, open-end questionnaires were sent to selected superintendents for the purpose of obtaining information on the activities of local PTA's so that a second questionnaire might be constructed. The second questionnaire

was sent to the 190 public school superintendents whose schools had PTA's affiliated with the National Congress of Parents and Teachers. One hundred forty one superintendents responded to the questionnaire.

Statistical tests indicated no statistically significant dependency at the .05 level between superintendents' perceptions of the "real" activities of local PTA's and the geographical location of schools, size of schools, number of years superintendents had served in schools having PTA's, or educational level. There were a relatively few comparisons which were statistically significant at the .05 level; but in terms of the probability of small sampling theory, these few significant comparisons might be considered as chance occurrences.

Statistical tests indicated no statistically significant dependency at the .05 level between superintendents' perceptions of the "ideal" activities of local PTA's and the geographical location of schools, size of schools, number of years superintendents had served in schools having PTA's, or educational level. There were a relatively few comparisons which were statistically significant at the .05 level; but in terms of the probability of small sampling theory, these few significant comparisons might be considered as chance occurrences.

Statistical tests indicated there was statistically significant dependency at the .05 level for a significant

number of comparisons between superintendents' perceptions of the "real" activities of local PTA's and their perceptions of the "ideal" activities of local PTA's in relation to geographical location, years of experience in schools having PTA's, and educational level, but not for size of school.

Statistical tests indicated that there was no statistically significant relationship at the .05 level between the way superintendents ranked the "real" activities of local PTA's and geographical location of schools, size of schools, number of years' experience in schools having PTA's, or educational level. Statistical tests also indicated that there was no statistically significant relationship at the .05 level between the way superintendents rank the "ideal" activities of local PTA's and geographical location of schools, size of schools, number of years experience in schools having PTA's, or educational level.

Non-statistically analysis of answers to questions pertaining to the use of children for PTA programs, leadership, attendance, and socio-economic classes represented at meetings indicated that children are used extensively, that women are represented more than men in PTA leadership, that women attend PTA more than men, and that the middle socio-economic class is predominately represented in Oklahoma local PTA's.

Conclusions

From the results of the investigation the following conclusions were made concerning the subject of this study:

1. That the majority of the superintendents included in this study did not perceive the local PTA to actually be a vital force in Oklahoma education. They perceived it as doing very little to promote the welfare of children and youth in home, church, and community. They felt that the local PTA is doing practically nothing to promote legislation, to promote solutions to meet community needs, to work with other community agencies, to bring about better relationships between the school and the general public, and to encourage the setting of local objectives.

2. That the majority of the superintendents included in this study, ideally, perceived the local PTA to be a potentially great force in Oklahoma education provided that it concern itself with concrete means of promoting child and youth welfare, that it leave attempts to raise the standards of home life to other agencies, that it becomes involved with a continuous study and promotion of legislative needs, that it set concrete local objectives, that it involve all community agencies in its projects, that it strives to educate the community to the educational needs of the community, that it does its utmost to bring the faculty and the patrons of the school closer together, and that it does not interfere with the administration of the school.

3. That the geographical location of the school, the size of the school, the number of years the superintendent had served in schools having PTA's, or the educational level of the superintendent had any effect upon the way the superintendents included in this study perceived either the "real" activities or the "ideal" activities of local PTA's.

Recommendations

From the results of the investigation the following recommendations are presented:

1. That the superintendents of Oklahoma public schools make an organized effort to make their perceptions of the "real" and the "ideal" activities of local PTA's known to their local PTA leaders and that superintendents take the initiative for working out a better relationship between themselves and local PTA's.

2. That similar studies be done from the viewpoint of the principal, the classroom teacher, board of education members, and PTA officers to determine similarities and differences between various viewpoints.

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APPENDICES

APPENDIX A

INITIAL QUESTIONNAIRE

Letter of Transmittal

Dear Superintendent:

I am beginning a study of the Oklahoma public school superintendents' perceptions of the "real" activities and of the "ideal" activities of local parent-teacher associations.

Since this questionnaire will be sent to a very small number of superintendents, it is vital that you respond. I would greatly appreciate your taking the time to complete it. The information gained from your answers will be used to build a second questionnaire which will be sent to all superintendents of schools which have PTA's.

Please answer each question in a candid and detailed manner.

Sincerely,

Robert E. Splawn
Superintendent
Snyder Public Schools
Snyder, Oklahoma

Initial Questionnaire

THE ACTIVITIES OF THE LOCAL PARENT-TEACHER ASSOCIATION

Directions: Please consider each item carefully and give thorough explanation. Please keep in mind that each item refers to the LOCAL PARENT-TEACHER ASSOCIATION.

Part I. In your opinion, what is the PTA in your school or schools ACTUALLY doing in the following areas?

1. To promote child and youth welfare in home, school, church, and community.

2. To raise the standards of home life in the community.

3. To promote legislation.

4. To study and promote solutions to community needs.

5. To cooperate in projects with other local agencies.

6. To study the educational needs of the community and to educate the community in desirable aspects of the school program.

7. To raise funds.

8. To influence the school administration.

9. To set local objectives.

10. To develop unified efforts between faculty and public in order to secure for every child the highest advantages in physical, mental, social, and spiritual education.

11. Use this item to make any additional comment not covered in any of the preceding items.

Part II. In your opinion what should the PTA in your school or schools be doing IDEALLY in the following areas?

1. To promote child and youth welfare in home, school, church, and community.

2. To raise the standards of home life in the community.

3. To promote legislation.

4. To study and promote solutions to community needs.

5. To cooperate in projects with other local agencies.

6. To study the educational needs of the community and to educate the community to the desirable aspects of the school program.

7. To raise funds.

8. To influence the school administration.

9. To set local objectives.

10. To develop united effort and understanding between faculty and public in order to secure for every child the highest advantages in physical, mental, social, and spiritual education.

11. Use this item to make any additional comment not covered in the preceding items.

APPENDIX B

SECOND QUESTIONNAIRE

Letter of Transmittal

Dear Superintendent:

I am doing a study entitled "The Oklahoma Superintendents' Perceptions of the "Real" Activities and the "Ideal" Activities of Local Parent-Teacher Associations" as part of the requirements for the Doctor of Education degree from the University of Oklahoma. The enclosed questionnaires will furnish vital information for this study. It will be greatly appreciated if you will furnish the information requested and respond in a candid manner to each of the enclosed questionnaires.

Sincerely,

Robert E. Splawn
Superintendent
Snyder Public Schools
Snyder, Oklahoma

1. How many years have you served as superintendent of schools having PTA's? _____ In schools not having PTA's? _____

2. What is your educational level?
   _____ Master's Degree
   _____ Master's Degree plus 1-16 hours
   _____ Master's Degree plus 17-32 hours
   _____ Master's Degree plus 33 hours to Doctor's Degree

3. How many teachers are there in your school system? _____

4. How many building are there in your system? _____
   How many of these have PTA's? _____
   Is there a high school PTA? _____

5. Is the district primarily rural or urban? _____

6. What is the total membership of all PTA's? _____

7. Are children used often as a part of the PTA program in order to encourage attendance? _____

8. PTA membership is composed mainly of:
   _____ Women
   _____ Men
   _____ Equally distributed between men and women

9. Attendance at meetings is made up mainly of:
   _____ Women
   _____ Men
   _____ Equally distributed between men and women

10. Attendance at meetings consists mainly of people from what socio-economic class?
    _____ Upper
    _____ Upper-middle
    _____ Middle
    _____ Lower-middle
    _____ Lower
    _____ Equally distributed among all classes

Second Questionnaire

THE "REAL" ACTIVITIES OF PARENT-TEACHER ASSOCIATIONS AS PERCEIVED BY OKLAHOMA SCHOOL SUPERINTENDENTS

Directions: Listed below are statements which describe the "real" activities of local parent-teacher associations as perceived by selected Oklahoma school superintendents. Read each statement carefully and then indicate in the proper column the extent to which the statement applies to the PTA in your school. TO AN EXCEPTIONAL EXTENT--indicates the local PTA is carrying out to the fullest extent the objectives as set forth by the National Congress of Parents and Teachers; TO A GREAT EXTENT--PTA is doing more than the statement indicates; TO AN AVERAGE EXTENT--PTA is making approximately the same effort as that indicated in the statement; TO SOME EXTENT--PTA is making an effort but to a lesser degree than statement indicates; TO NO EXTENT--PTA is not even making the effort indicated in the statement. After you have read each of the first nine statements RANK each one according to the way it applies to your local PTA. If statement one is most descriptive of your PTA, rank it as 1, etc.

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
1. Some effort is given to promote child and youth welfare in the school, but little is done to promote their welfare in home, church and community.						
2. Effort to raise standards of home life is limited, and even this limited effort does not reach people most in need of help.						

Second Questionnaire--Continued

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
3. Little is done to keep members informed and to promote legislation affecting welfare of children and youth.						
4. Some study is given to the needs of the community, but there is very little promotion of solutions to take care of needs which are discovered to exist.						
5. Little contact is made between PTA and other community agencies.						
6. PTA has occasional programs related to educational needs of the community but no real study is given to these needs.						
7. Little attention is given to the setting of local objectives.						
8. Little organized effort is made to bring about a feeling of unity between the faculty and the general public.						
9. Little is done to improve the relationship between parents and teachers so that cooperation may be achieved between parents and teachers.						
10. Interference with administration of the school is minimal.						

Second Questionnaire--Continued

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
11. Fund raising activities are limited.						
12. Membership does not include parents of children who have most problems in school.						
13. Meetings serve mainly as social gatherings.						

THE "IDEAL" ACTIVITIES OF PARENT-TEACHER ASSOCIATIONS AS PERCEIVED BY OKLAHOMA SCHOOL SUPERINTENDENTS

Directions: Listed below are statements which describe the "ideal" activities of local PTA's as perceived by selected Oklahoma school superintendents. Read each statement carefully, and then indicate in the proper column the extent to which you would like IDEALLY FOR THE SITUATION TO APPLY TO YOUR LOCAL PTA. TO AN EXCEPTIONAL EXTENT--indicates you would like for the PTA to go greatly beyond the efforts indicated in the statement; TO A GREAT EXTENT--indicates you would like for the PTA to do slightly more than the statement suggests; TO AN AVERAGE EXTENT--indicates that you would like for the PTA to do exactly what the statement suggests, no more and no less; TO SOME EXTENT--indicates that you would like for the PTA to do slightly less than the statement suggests; TO NO EXTENT--indicates that you would not want the PTA to be involved at all in the area covered by the statements. After you have read each of the first nine statements, RANK each one according to the way you would prefer to have it apply to your school. If you consider statement 2 the most important, rank it as 1, etc.

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
1. Involve in an active way the home, the church, the school and the community in an action program which would deal, not with generalities, but with concrete means of promoting child and youth welfare.						
2. Leave activities designed to raise the standards of home life to the schools, the churches, and other public agencies.						

Second Questionnaire--Continued

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
3. Organize committees and study groups which would involve entire PTA membership in a continuous study of what is needed in the way of educational legislation and then continuously campaign for enactment of such legislation.						
4. Continuously analyze the community to determine specific needs, then educate community to these needs, and give positive suggestions and leadership for satisfying these needs.						
5. Actively involve all community agencies in projects beneficial to welfare of school.						
6. Constantly study the educational needs of the community in cooperation with the school board and school administration and then take the initiative for educating the community.						
7. Local needs should be carefully considered and concrete local objectives set to meet these needs.						
8. Set up situations where faculty and patrons can come together often under friendly conditions.						

Second Questionnaire--Continued

	To Exceptional Extent	To Great Extent	To Average Ext.	To Some Extent	To No Extent	RANK
9. Constantly educate members of faculty as to problems of each group so that greater cooperation may be achieved between parents and teachers.						
10. Should not attempt in any way to influence school administration but should inform administration of needs as PTA sees them and then act as a service organization.						
11. Eliminate all fund raising activities.						
12. PTA has no use in modern education and should be eliminated.						

APPENDIX C

FISHER'S EXACT PROBABILITIES BETWEEN REGIONS-- "REAL" ACTIVITIES

Statement	Northeast versus Northwest	Northeast versus Southeast	Northeast versus Southwest	Northwest versus Southeast	Northwest versus Southwest	Southeast versus Southwest
1.	0.26479	0.24320	0.25808	0.28216	0.30783	0.27176
2.	0.30620	0.07851	0.08611	0.15112	0.15830	0.23338
3.	0.36138	0.17823	0.15624	0.12906	0.16224	0.15624
4.	0.01152*	0.76504	0.02882*	0.14986	0.23793	0.22611
5.	0.23548	0.22249	0.07625	0.26236	0.16650	0.13356
6.	0.09138	0.13484	0.11575	0.25955	0.31357	0.26576
7.	0.27227	0.22329	0.22517	0.29059	0.25454	0.21344
8.	0.15102	0.17413	0.21248	0.24805	0.11159	0.13572
9.	0.26340	0.15624	0.19392	0.22975	0.25808	0.25427
10.	0.01264*	0.08347	0.09303	0.11557	0.09440	0.20035
11.	0.24669	0.08464	0.23554	0.16081	0.23314	0.06448
12.	0.10181	0.19588	0.15667	0.15673	0.19526	0.19990
13.	0.19685	0.15868	0.14860	0.07825	0.32141	0.04357*

*Significant at .05 level

APPENDIX D

FISHER'S EXACT PROBABILITIES BETWEEN VARIOUS SIZES OF SCHOOLS-- "REAL" ACTIVITIES

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group B versus Group C	Group B versus Group D	Group C versus Group D
1.	0.16207	0.27589	0.27171	0.27589	0.27171	0.26479
2.	0.23107	0.26511	0.18434	0.26511	0.18434	0.17975
3.	0.15429	0.24803	0.08978	0.24803	0.08978	0.06046
4.	0.09966	0.17263	0.25010	0.17263	0.25010	0.12284
5.	0.15265	0.13356	0.15236	0.13356	0.15236	0.02932*
6.	0.27425	0.12020	0.09619	0.12020	0.09619	0.25010
7.	0.14651	0.24229	0.05029*	0.24229	0.05029*	0.05177*
8.	0.22637	0.11398	0.01531*	0.11398	0.01531*	0.16276
9.	0.16559	0.13650	0.01969*	0.13650	0.01969*	0.15941
10.	0.16470	0.11036	0.06012	0.11036	0.06012	0.00339*
11.	0.23653	0.18437	0.09495	0.18437	0.09495	0.17347*
12.	0.21877	0.04891*	0.21278	0.04891*	0.21278	0.13283
13.	0.17365	0.13644	0.10314	0.13644	0.10314	0.24387

*Significant at .05 level

APPENDIX E

FISHER'S EXACT PROBABILITIES BETWEEN THE NUMBER OF YEARS SUPERINTENDENTS HAVE SERVED IN SCHOOLS HAVING PTA'S AND THEIR PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group B versus Group C	Group B versus Group D	Group C versus Group D
1.	0.23810	0.13422	0.19159	0.28216	0.17115	0.08792
2.	0.22100	0.17725	0.28804	0.14990	0.27238	0.30150
3.	0.20323	0.12417	0.00987*	0.23833	0.05034*	0.07695
4.	0.26763	0.08468	0.01099*	0.10697	0.01709*	0.14024
5.	0.15495	0.11296	0.00004*	0.25630	0.00223*	0.00595*
6.	0.05589	0.07571	0.00007*	0.26576	0.00899*	0.00832*
7.	0.12008	0.09312	0.02855*	0.25652	0.18478	0.15988
8.	0.16458	0.06456	0.00639*	0.16559	0.62914	0.13936
9.	0.08299	0.11722	0.00029*	0.25209	0.00002*	0.01095*
10.	0.16474	0.16889	0.11132	0.20688	0.07466	0.08335
11.	0.18962	0.21848	0.11709	0.21927	0.20342	0.14646
12.	0.16972	0.20494	0.23298	0.18316	0.28100	0.24040
13.	0.21052	0.22705	0.27218	0.20484	0.25671	0.28319

*Significant at .05 level

APPENDIX F

FISHER'S EXACT PROBABILITIES BETWEEN THE EDUCATIONAL LEVEL OF SUPERINTENDENTS AND THEIR PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group B versus Group C	Group B versus Group D	Group C versus Group C
1.	0.01763*	0.15124	0.14513	0.13645	0.12233	0.27625
2.	0.25020	0.25822	0.27211	0.27352	0.23703	0.24545
3.	0.15415	0.28804	0.28401	0.11289	0.13987	0.24214
4.	0.27897	0.28478	0.26437	0.25895	0.24493	0.24111
5.	0.23743	0.24531	0.09098	0.14321	0.02210*	0.14880
6.	0.29661	0.12480	0.17887	0.12528	0.17906	0.23612
7.	0.24170	0.19929	0.09058	0.22399	0.12471	0.18344
8.	0.24019	0.24019	0.03384*	0.23340	0.04406*	0.04406*
9.	0.25813	0.27760	0.24686	0.25209	0.23340	0.24530
10.	0.15304	0.21438	0.13752	0.11741	0.20341	0.10261
11.	0.21410	0.14173	0.22534	0.05985	0.14601	0.17500
12.	0.17827	0.25286	0.19645	0.12837	0.04510*	0.19181
13.	0.24398	0.20265	0.22529	0.23239	0.23645	0.23215

*Significant at .05 level

APPENDIX G

FISHER'S EXACT PROBABILITIES BETWEEN GEOGRAPHICAL LOCATION OF SCHOOLS AND SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S

Statement	Northeast versus Northwest	Northeast versus Southeast	Northeast versus Southwest	Northwest versus Southeast	Northwest versus Southwest	Southeast versus Southwest
1.	0.25692	0.18450	0.24273	0.23978	0.27423	0.22792
2.	0.07855	0.11362	0.20483	0.24950	0.10945	0.10945
3.	0.22636	0.18948	0.20624	0.17048	0.22737	0.22737
4.	0.11977	0.21658	0.20240	0.11956	0.15001	0.15001
5.	0.23331	0.17774	0.20699	0.24146	0.22117	0.22117
6.	0.07464	0.13335	0.20794	0.19612	0.09704	0.09704
7.	0.21668	0.21372	0.21862	0.20960	0.23289	0.23289
8.	0.21097	0.25630	0.06524	0.19064	0.20500	0.20500
9.	0.25214	0.19860	0.13751	0.28554	0.14282	0.14282
10.	0.16247	0.11977	0.21248	0.28706	0.07315	0.07315
11.	0.01456*	0.15072	0.22240	0.06522	0.02139*	0.02131*
12.	0.29255	0.25867	0.28177	0.25362	0.31056	0.31056

*Significant at .05 level

APPENDIX H

FISHER'S EXACT PROBABILITIES BETWEEN SIZE OF SCHOOL AND SUPERINTENDENTS' PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group A versus Group C	Group B versus Group D	Group C versus Group D
1.	0.25592	0.12080	0.12080	0.12843	0.12843	0.27581
2.	0.17347	0.21078	0.23206	0.18627	0.19864	0.21484
3.	0.12719	0.03949*	0.00508*	0.14658	0.03729*	0.12098
4.	0.19186	0.20815	0.07736	0.12133	0.02032*	0.10802
5.	0.21923	0.21824	0.10167	0.19560	0.09794	0.06954
6.	0.16139	0.17555	0.03747*	0.07667	0.00645*	0.08406
7.	0.21877	0.13544	0.02413*	0.13544	0.02413*	0.10996
8.	0.22683	0.12220	0.12306	0.17132	0.17357	0.26332
9.	0.16862	0.13461	0.03223*	0.21360	0.09704	0.14097
10.	0.07211	0.04675*	0.03024*	0.22350	0.20805	0.23071
11.	0.17037	0.10782	0.19383	0.20256	0.22253	0.19219
12.	0.21196	0.27352	0.27352	0.22178	0.22178	0.27481

*Significant at .05 level

APPENDIX I

FISHER'S EXACT PROBABILITIES BETWEEN THE NUMBER OF YEARS SUPERINTENDENTS HAVE SERVED IN SCHOOLS HAVING PTA'S AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group B versus Group C	Group B versus Group D	Group C versus Group D
1.	0.16657	0.27079	0.29053	0.20408	0.28417	0.31818
2.	0.16693	0.05256*	0.25407	0.14085	0.24610	0.19268
3.	0.18341	0.17389	0.22454	0.12417	0.18029	0.27060
4.	0.06779	0.20596	0.24484	0.10540	0.18365	0.26627
5.	0.01033*	0.18901	0.16868	0.04793*	0.15413	0.24385
6.	0.15302	0.15902	0.24579	0.09458	0.21925	0.23327
7.	0.02394*	0.20139	0.20364	0.06671	0.15916	0.25519
8.	0.25152	0.22979	0.26020	0.24402	0.29504	0.23567
9.	0.14326	0.21233	0.26504	0.14004	0.19951	0.27897
10.	0.17925	0.11311	0.24802	0.26316	0.24332	0.18252
11.	0.20173	0.10839	0.13748	0.18915	0.21323	0.28008
12.	0.22255	0.26830	0.39263	0.26634	0.32167	0.38460

*Significant at .05 level

APPENDIX J

FISHER'S EXACT PROBABILITIES BETWEEN SUPERINTENDENTS' EDUCATIONAL LEVELS AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S

Statement	Group A versus Group B	Group A versus Group C	Group A versus Group D	Group B versus Group C	Group B versus Group D	Group C versus Group D
1.	0.23512	0.16212	0.03687*	0.07028	0.00751*	0.14363
2.	0.22139	0.25323	0.24054	0.13630	0.11093	0.20737
3.	0.19999	0.13281	0.00302*	0.03630*	0.02953*	0.00007*
4.	0.18110	0.14998	0.12487	0.04356*	0.03089*	0.23554
5.	0.19324	0.09983	0.00789*	0.02361*	0.00050*	0.08421
6.	0.17160	0.19656	0.05891	0.07881	0.00899*	0.09116
7.	0.15805	0.07276	0.00243*	0.00583*	0.00002*	0.06536
8.	0.12267	0.23265	0.22116	0.02452*	0.18089	0.08453
9.	0.17634	0.22562	0.25403	0.17565	0.14272	0.19838
10.	0.20551	0.22344	0.27021	0.07686	0.14677	0.23738
11.	0.20247	0.20247	0.24229	0.13751	0.16936	0.21941
12.	0.17652	0.02526*	0.36774	0.08825	0.29089	0.06781

*Significant at .05 level

APPENDIX K

FISHER'S EXACT PROBABILITIES BETWEEN SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO THE GEOGRAPHICAL LOCATION OF SCHOOLS

Statement	Northeast	Northwest	Southeast	Southwest
1.	0.08637	0.06525	0.01114*	0.04963*
2.	0.00144*	0.21393	0.22472	0.09452
3.	0.16681	0.11549	0.15983	0.06639
4.	0.20255	0.10956	0.02709*	0.01101*
5.	0.05382*	0.03905*	0.00879*	0.00235*
6.	0.21781	0.01199*	0.03951*	0.10579
7.	0.05353*	0.05444*	0.25286	0.05675
8.	0.02347*	0.04850*	0.00444*	0.24700
9.	0.21139	0.29643	0.14085	0.21344
10.	0.02449*	0.19304	0.01474*	0.17692
11.	0.23338	0.02896*	0.21035	0.18480
12.	0.00320*	0.11419	0.02503*	0.00147*

*Significant at .05 level

APPENDIX L

FISHER'S EXACT PROBABILITIES BETWEEN SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO SIZE OF SCHOOLS

Statement	Group A	Group B	Group C	Group D
1.	0.19589	0.22916	0.00705*	0.01720*
2.	0.02591*	0.10858	0.17626	0.16559
3.	0.21999	0.06504	0.08494	0.24756
4.	0.13976	0.01943*	0.00766*	0.04662*
5.	0.06348	0.00234*	0.00339*	0.05864
6.	0.08685	0.11916	0.17063	0.09147
7.	0.13249	0.02203*	0.03151*	0.18392
8.	0.08892	0.03772*	0.08209	0.25020
9.	0.26044	0.22256	0.25186	0.26891
10.	0.21199	0.03156*	0.00559*	0.26419
11.	0.25580	0.13544	0.15902	0.20570
12.	0.01806*	0.03530*	0.10160	0.07735

*Significant at .05 level

APPENDIX M

FISHER'S EXACT PROBABILITIES BETWEEN SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO THE NUMBER OF YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S

Statement	Group A	Group B	Group C	Group D
1.	0.01470*	0.10830	0.00731	0.39353
2.	0.11280	0.04202*	0.04704*	0.30541
3.	0.01211*	0.16068	0.07115	0.29881
4.	0.00014*	0.04637*	0.08411	0.32664
5.	0.00001*	0.07939	0.00671*	0.20086
6.	0.00029*	0.14928	0.02282*	0.11024
7.	0.00002*	0.23564	0.03107*	0.34298
8.	0.00162*	0.04988*	0.11730	0.25691
9.	0.04926*	0.18067	0.23590	0.03007*
10.	0.06535	0.02203*	0.00828*	0.29201
11.	0.04117*	0.20460	0.22658	0.19989
12.	0.00595*	0.02098*	0.03878*	0.05108*

*Significant at .05 level

APPENDIX N

FISHER'S EXACT PROBABILITIES BETWEEN SUPERINTENDENTS' PERCEPTIONS OF THE "REAL" ACTIVITIES OF LOCAL PTA'S AND THEIR PERCEPTIONS OF THE "IDEAL" ACTIVITIES OF LOCAL PTA'S IN RELATION TO THE EDUCATIONAL LEVEL OF SUPERINTENDENTS

Statement	Group A	Group B	Group C	Group D
1.	0.29451	0.03851*	0.03093*	0.00188*
2.	0.16273	0.01013*	0.07686	0.14314
3.	0.28961	0.20134	0.14324	0.00222*
4.	0.12423	0.19326	0.01123*	0.00909*
5.	0.06476	0.02754*	0.00673*	0.00197*
6.	0.05424*	0.10666	0.14069	0.00888*
7.	0.11293	0.22287	0.01846*	0.00338*
8.	0.01317*	0.09283	0.00116*	0.24979
9.	0.16245	0.21278	0.18303	0.15470
10.	0.06174	0.17815	0.00360*	0.14561
11.	0.18271	0.14471	0.24124	0.17092
12.	0.01246*	0.00164*	0.20231	0.07580

*Significant at .05 level

APPENDIX O

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "REAL" ACTIVITIES OF LOCAL PTA'S-- GEOGRAPHICAL LOCATION

Region	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Northeast	.73967	30	199.713	43.773
Northwest	.83939	17	147.074	25.587
Southeast	.83939	26	196.418	38.885
Southwest	.82680	27	200.912	40.113

APPENDIX P

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "REAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOLS

Size of School	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Group A	.86604	25	194.859	37.652
Group B	.80276	25	180.621	37.652
Group C	.80859	28	203.767	41.337
Group D	.90286	22	178.768	33.924

APPENDIX Q

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "REAL" ACTIVITIES OF LOCAL PTA'S--NUMBER OF YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S

Years of Experience	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Group A	.70864	35	223.223	49.853
Group B	.75009	27	189.023	40.113
Group C	.79218	25	178.242	37.652
Group D	.91120	12	98.409	21.026

APPENDIX R

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "REAL" ACTIVITIES OF LOCAL PTA'S--EDUCATIONAL LEVEL

Educational Level	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Group A	.96303	18	156.012	28.809
Group B	.83207	27	202.193	40.113
Group C	.81001	25	182.254	37.652
Group D	.77743	30	209.908	43.773

APPENDIX S

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "IDEAL" ACTIVITIES OF LOCAL PTA'S-- GEOGRAPHICAL LOCATION

Region	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Northeast	.77185	31	215.348	44.989
Northwest	.98245	20	176.842	31.410
Southeast	.84114	27	204.397	40.113
Southwest	.86394	27	209.939	40.113

APPENDIX T

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "IDEAL" ACTIVITIES OF LOCAL PTA'S-- SIZE OF SCHOOL

Size of School	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Value of X_2
Group A	.83966	27	204.039	40.113
Group B	.82953	28	209.042	41.337
Group C	.83059	28	206.790	41.337
Group D	.97450	22	192.951	33.924

APPENDIX U

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "IDEAL" ACTIVITIES OF LOCAL PTA'S--NUMBER OF YEARS' EXPERIENCE IN SCHOOLS HAVING PTA'S

Years of Experience	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Values of X_2
Group A	.71089	37	236.728	52.285
Group B	.82743	29	215.959	42.557
Group C	.82191	27	199.724	40.113
Group D	.92633	12	100.043	21.026

APPENDIX V

KENDELL'S COEFFICIENT OF CONCORDANCE FOR SUPERINTENDENTS' RANKINGS OF "IDEAL" ACTIVITIES OF LOCAL PTA'S--EDUCATIONAL LEVEL

Educational Level	Kendell's W	Degrees of Freedom	Obtained X_2	Significant Values of X_2
Group A	.94670	20	170.406	31.410
Group B	.81442	28	205.236	41.337
Group C	.83798	20	211.117	41.337
Group D	.82720	30	223.344	43.773