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THE DEVELOPMENT AND APPLICATION OF AN EVALUATIVE CHECK-LIST
FOR PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

A DISSERTATION

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degree of

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Norman, Oklahoma

1966

THE DEVELOPMENT AND APPLICATION OF AN EVALUATIVE CHECK-LIST
FOR PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

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The writer dedicates this study to his wife, Dorothy, and to his children, Jan, Jim, and Dan. They have made many sacrifices during the writing of this dissertation.

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THE DEVELOPMENT AND APPLICATION OF AN EVALUATIVE CHECK-LIST
FOR PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

CHAPTER I

INTRODUCTION

Background and Need for the Study

Throughout the history of America the American people have banded together in voluntary groups to better serve their needs and the whole of American Society. The Educational Policies Commission has stated:

The tendency to form voluntary groups has been a noteworthy aspect of the history of American democracy and has given the nation some of its distinctive characteristics. Through groups Americans have developed the arts and sciences, established businesses and public enterprises, and fostered education and individual welfare. To explore and develop a continent Americans have had to learn the skills of cooperating with one another. To operate successfully a government based on the wishes of the people has required the talent and willingness to organize for political action. Without these groups American history would have been different, and less democratic. To say that Americans are "joiners" is, therefore, to praise them. Circumstances of life and political traditions alike require action.¹

Teachers and educators have long recognized the advantages to be gained from membership in voluntary professional associations and began to organize early in the history of education. Local, informal education

¹Educational Policies Commission, Professional Organizations in American Education, (Washington: National Education Association and the American Association of School Administrators, 1957), p. 4.

be of the highest possible quality. Their leadership is a major concern of all the people of the state.

The Problem of the Study

The problem of this study was two-fold:

1. To develop a Self-Evaluation Check and Suggestion List for use by state associations of school administrators in evaluating their own organizational structure and activity programs, and
2. To demonstrate its usability by applying it to the Oklahoma Association of School Administrators.

The Purposes of the Study

The purposes of this study were to:

1. Secure information relative to the organizational structure and activity programs of the professional associations of school administrators.
2. Construct an evaluative instrument based on data from the literature and from the study of the organizational structure and activity programs of the professional associations of school administrators.
3. Identify the strengths, weaknesses and suggestions for the improvement of the Oklahoma Association of School Administrators.
4. Draw conclusions and make recommendations, based on an analysis and interpretation of the data, for the improvement of the organizational structure and activity programs of professional associations of school administrators with special attention being given to the Oklahoma Association of School Administrators.

Limitations of the Study

In keeping with the purposes of this study, the investigation was limited to:

1. One professional association of school administrators from each of the forty-nine states of the United States having active associations.

2. Superintendents of Schools in Oklahoma who were members of the Oklahoma Association of School Administrators.

Definitions

Professional Association of School Administrators---A formal organization of superintendents of schools organized on a state-wide basis except as otherwise noted.

Oklahoma Association of School Administrators---The professional organization for superintendents of schools in Oklahoma.

Superintendent of Schools---The chief administrative officer charged with the direction of schools in a local administrative unit.

Activity Programs---The programs, projects, committees, meetings, publications, and other works sponsored by the professional association of school administrators.

Organizational Structure---The constitutional framework under which the organization operates.

General Procedure

The questionnaire technique, the direct-appraisal and the survey-appraisal techniques of the descriptive-survey method of research were the basic methods used to carry out this investigation. Three questionnaires were developed and were used in gathering data for the study. The direct-appraisal technique was employed through the use of a jury of reputable educators thoroughly familiar with the organization and activity programs of professional associations of school administrators. The survey-appraisal technique was used in forming conclusions and in developing proposals and recommendations.

A high percentage of the information sought, however, was based upon opinion. Good, Barr, and Scates give their support to the value of data based upon opinion in the following statements:

The questionnaire may . . . ask for opinions, and it may be used to afford an insight into the activities of a group.¹

Questionnaires are not necessarily confined to statistical data or even to factual material. They may enter the field of attitudes, opinions and judgments.²

Whatever its scientific standing, we recognize that for certain purposes an index of human values may be more important than any number of physical measurements made perhaps with incredible accuracy and reliability.³

Methodology

It was necessary to obtain copies of the constitutions of the professional associations of school administrators and to construct three separate instruments in order to facilitate this investigation. Questionnaires were constructed to: (1) obtain information concerning the activity programs of the professional associations of school administrators, (2) obtain judgments from a jury of reputable educators, and (3) to obtain evaluative information and suggestions from the membership of professional associations of school administrators. All available literature was used in the formulation of the questionnaires.

The questionnaires soliciting information concerning the activity programs of the association were sent to the immediate past-

¹Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research, (New York: Appleton-Century-Crofts, Inc., 1941), p. 324.

²Ibid., p. 330.

³Ibid., p. 412.

presidents of each of the forty-nine states having a professional association of school administrators, the theory being that one who has had experience in office will be better qualified to respond than a newcomer to the office. These questionnaires were prepared, in letter form, and were mailed with stamped return envelopes enclosed. A copy of this questionnaire is included in Appendix A.

Data obtained from the constitutions and questionnaires were carefully analyzed and compiled. The information gleaned from this analysis and from the literature was used to prepare a preliminary Self-Evaluation Check and Suggestion List. The limitations of the questionnaire method of investigation were recognized, but the questionnaire represented the most feasible way to obtain information from a large number of persons in so vast an area. In the development of the instrument, efforts were made to aid the respondent by: (1) giving specific instructions for the completion of the form, (2) grouping related questions into sections, (3) avoiding duplication of questions, and (4) providing for easy marking of responses.

Members of the faculty at the University of Oklahoma, Norman, Oklahoma, and a jury of five educators from across the nation assisted in the development and refinement of the final instrument. A copy of the instrument is included in Appendix C.

The population selected to participate in the demonstration of the usability of the Self-Evaluation Check and Suggestion List included all Oklahoma Superintendents of Schools who were members of the Oklahoma Association of School Administrators. All materials were sent via the U. S. mail. Addressed, stamped envelopes were enclosed for the return

The "Consultative Service Guides" were divided into five related sections of (1) Structure, (2) Property, Budget, Finance, (3) Program, (4) Action and Interaction, and (5) Community Study.¹ Each section consisted of a series of questions requiring a check or short answer response. Local association leaders can quickly mark the evaluative guide.

The National Association of Secretaries of State Teachers Associations has developed a Self-Evaluation Check-List for use in evaluating state teachers associations.² The instrument was designed primarily for use by members of the staff, officers, and committees. It was recommended that separate composite reports be prepared by the staff, and if involved, by the officers and committees.

The Self-Evaluation Check-List was divided into six related sections as follows: (1) Program, (2) Organizational Framework, (3) Headquarters Organization, (4) Association Finances, (5) Liaison with Inter-Related Groups, and (6) Long Range Planning of the Association. Scoring was done by the checking of appropriate items and by short answer responses.³

The literature revealed evidence that there was a growing need for an evaluative instrument for professional associations of school administrators.

The growing acceptance for a larger measure of responsibility by state associations for the qualifications, competencies, and professional conduct of school administrators and for the status

¹Ibid., pp. 1-15.

²"Self-Evaluation Check List, Prepared by the Consultative Service for State Teachers Associations Self-Evaluation." (National Association of Secretaries of State Teachers Associations, Washington, D. C., October, 1961), pp. 1-12.

³Ibid.

and prestige of the total profession has been one of the most remarkable and encouraging developments on the educational scene in recent years. No longer are state associations content merely to act as pressure groups, exhausting their energies in bringing about adjustments in formulas for distributing state school moneys, or to commit their full resources to bringing about changes in administrative organization. While these are important concerns to organizations of administrators, and forever must be, these groups, to a growing extent, are showing greater interest in developing and sustaining the standards of a true profession.¹

The only study found which was related to this study was one by Robert Edgar Moore in 1953. His purpose was to appraise the functions, organization, and programs of state professional associations of school superintendents, principals, and supervisors in eleven Southern states in terms of criteria derived from a theory of the role of professional associations of school administrators in a democratic society.²

Three major areas of appraisals were developed by Moore. Lists of the areas and his appraisals were as follows:

Appraisal of Purpose

1. The purposes of the associations are so broad and general that they amount to little more than vague verbalisms, and, therefore, mean little in themselves. . . .
2. The associations do not have a clear conception of the role of professional associations of school administrators. . . .
3. Considerable doubt exists that the membership of the associations is certain what the purposes of the associations are. . . .
4. Purposes of the associations are not subject to either constant or occasional evaluation by the membership; it is an almost inescapable corollary, then, that systematic, continuing, and representative revision of purposes is the exception rather than the rule.

¹American Association of School Administrators, Inservice Education for School Administration, A Report of the Commission on Inservice Education for School Administration. (Washington: American Association of School Administrators, 1963), p. 161.

²Robert Edgar Moore, "An Appraisal of Southern State Professional Associations of School Administrators." (unpublished Doctor's dissertation, George Peabody College for Teachers, 1953).

5. With purposes which are neither specific nor functional, differentiation between long-range and short-range objectives does not, and cannot, exist.

Appraisal of Organization

1. The associations lack clarity in regard to many elements important to organizational arrangements, and organization is not effected in conformity with a consistent design which would most effectively promote the achievement of purposes.
2. The structural organization is loosely patterned according to democratic principles of delegated authority, but the principles are, in many respects, constricted in practice. . . .
3. In view of the restricted membership and limited attendance at meetings, considerable doubt exists as to how representative the associations are of their respective fields.
4. The associations make organizational provisions for continuity in planning and programming.
5. The means of cooperation with other associations, agencies, and institutions concerned with the development and improvement of educational leadership are, with the exception of state education associations and sub-groups of the administrative associations themselves, not included in the organizational arrangements of the associations. . . .
6. The associations are chiefly concerned with the same basic problems which, in view of the number of associations, is indicative of wasteful, overlapping, and duplicative function; promotion of the status of members is the primary justification for so many separate associations.
7. White and Negro associations of administrators are also concerned with the same problems but arrangements for working together on common problems are limited and, often, unconsidered.

Appraisal of Work and Activities

1. The professional development of members is the only current activity of the associations which is derived from and contributes to the avowed purposes of the associations.
2. Programs at the state level in the form of annual meetings are said to deal with problems of active concern to the membership, but members have a small voice in the determination of the programs, which are of such nature that active participation by the membership is circumscribed.
3. Participation by members in the activities of sub-groups is much wider than at the state level, and it is in sub-groups that the most effective work of the associations is accomplished. . . .
4. The programs do not include either long-range or short-range planning except in the most general terms, and a great many of those closely associated with the associations are unaware that any planning for future activities and projects exists.

5. Research is not among the important activities of the association.
6. The dissemination of information by the associations is irregular and, in a strong minority of associations, ineffective.
7. The recruitment of competent persons to school administration has no place in association activities.
8. The chief contribution of the associations to the total education program in the states is in the form of recommendations, but educational policy, is generally made outside the association.
9. The in-service development of administrators is the primary concern of the associations, and workshops are the most prevalent means of providing in-service opportunities.
10. Evaluation of the total program in terms of purposes is neither a vital or continuing function of the associations; evaluation is seldom included in the program at all.
11. Cooperation between the associations, on the one hand, and state departments of education and institutions of higher learning, on the other, is more marked at the operational than at the organizational level, though there remains pronounced need for improvement.¹

Organization of the Study

Chapter II presents an analysis of the study of the constitutional structure and activity programs of the professional associations of school administrators. Chapter III is concerned with the presentation of the data provided by the responses to the Self-Evaluation Check and Suggestion List. Summary, conclusions, and recommendations are presented in Chapter IV.

¹Ibid., pp. 219-25.

CHAPTER II

A SURVEY OF THE ORGANIZATION AND ACTIVITY PROGRAMS OF PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Constitutions and By-Laws

The purpose of this chapter is to identify the organization and activity programs of the state associations of school administrators in order that this information may be utilized in developing a Self-Evaluation Check and Suggestion List. Forty-nine of the states of the United States had professional associations of school administrators. Several of the states had more than one association. One state, Hawaii, did not have an association.

Constitutions were secured from one professional association of school administrators from 46, or 94 per cent, of the states having associations. The Utah Society of School Superintendents had an active organization but did not have a written constitution. A great similarity exists in the organization of the professional associations of school administrators. The state constitutions have provided for local differences, but for the most part they were patterned after the constitution of the American Association of School Administrators. Constitutional provisions of the various professional associations of school administrators are shown in Table 1.

TABLE 1

CONSTITUTIONAL PROVISIONS FOR THE ORGANIZATION AND ACTIVITY PROGRAMS OF THE
PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

STATE	Name of Association	Department of State Education Association	Purposes or Objects	Membership	Officers	Election of Officers	Committees	Meetings	Amendments	Special Awards	District or Regional Organization	Executive Secretary	AASA Affiliation	Dues	Other ^a
Alabama	X	X	X	X	X	X	X	X	X					X	
Alaska	X		X	X	X	X	X	X	X			X	X	X	X
Arizona	X	X	X	X	X	X	X	X	X					X	
Arkansas	X	X	X	X	X	X	X	X	X					X	
California	X		X	X	X	X	X	X	X	X	X	X		X	X
Colorado	X	X	X	X	X	X	X	X	X			X		X	
Connecticut	X		X	X	X	X	X	X	X					X	
Delaware	X	X	X	X	X	X	X	X	X					X	
Florida	X	X	X	X	X	X		X	X			X	X	X	
Georgia	X		X	X	X	X		X	X					X	
Idaho	X	X	X	X	X	X	X	X	X		X			X	
Illinois	X	X	X	X	X	X	X	X	X			X		X	
Indiana	X		X	X	X	X	X	X	X		X			X	
Iowa	X	X	X	X	X	X		X	X					X	
Kansas	X		X	X	X	X	X	X	X			X		X	
Kentucky	X	X	X	X	X	X	X	X	X		X			X	
Maine	X		X	X	X	X	X	X	X					X	

TABLE 1--Continued

STATE	Name of Association	Department of State Education Association	Purposes or Objects	Membership	Officers	Election of Officers	Committees	Meetings	Amendments	Special Awards	District or Regional Organization	Executive Secretary	AASA Affiliation	Dues	Other ^a
Massachusetts	X		X	X	X	X	X	X	X			X		X	
Michigan	X	X	X	X	X	X	X	X	X		X	X	X	X	
Minnesota	X	X	X	X	X	X	X	X	X		X	X		X	
Mississippi	X	X	X	X	X	X		X	X					X	
Missouri	X	X	X	X	X	X	X	X	X					X	
Montana	X		X	X	X	X	X	X	X					X	
Nebraska	X	X	X	X	X	X	X	X	X					X	
Nevada	X		X	X	X	X		X	X					X	
New Jersey	X		X	X	X	X	X	X	X					X	
New Hampshire	X		X	X	X	X	X	X	X					X	
New Mexico	X	X	X	X	X	X		X	X					X	
New York	X		X	X	X	X	X	X	X					X	
North Carolina	X	X	X	X	X	X	X	X	X	X			X	X	
North Dakota	X	X	X	X	X	X	X	X	X		X		X	X	
Oklahoma	X	X	X	X	X	X	X	X	X	X				X	
Ohio	X	X	X	X	X	X	X	X	X	X				X	
Oregon	X	X	X	X	X	X		X	X					X	

TABLE 1--Continued

STATE	Name of Association	Department of State Education Association	Purposes or Objects	Membership	Officers	Election of Officers	Committees	Meetings	Amendments	Special Awards	District or Regional Organization	Executive Secretary	AASA Affiliation	Dues	Other ^a
Pennsylvania	X	X	X	X	X	X	X	X	X		X			X	
Rhode Island	X		X	X	X	X	X	X	X					X	
South Carolina	X	X	X	X	X	X		X	X						
South Dakota	X	X	X	X	X	X		X	X				X	X	
Tennessee	X	X	X	X	X	X		X	X				X	X	
Texas	X	X	X	X	X	X	X	X	X				X	X	
Vermont	X		X	X	X	X	X	X	X					X	
Virginia	X	X	X	X	X		X	X	X					X	
Washington	X	X	X	X	X	X	X	X	X					X	
West Virginia	X	X	X	X	X	X	X	X	X					X	
Wisconsin	X		X	X	X	X	X	X	X			X	X	X	X
Wyoming	X		X	X	X	X	X	X	X			X		X	
Total	46	29	46	46	46	45	36	46	46	4	8	11	9	45	3
Per Cent	100	63	100	100	100	97	78	100	100	8	17	24	19	97	6

^aOthers included Commitments and Endorsements, Administrative Policies Commission, and Welfare Contributions.

It may be seen from Table 1 that 46, or 100 per cent, of the constitutions of the professional associations of school administrators made provisions for the name of the association. Twenty-nine, or 63 per cent, required that the association be a department of the state education association.

Forty-six, or 100 per cent, of the constitutions had stated purposes or objects. Variations in the purposes or objects are noted.

The object of this association shall be to promote teaching as a profession, to maintain and elevate the professional and ethical standards of the teaching profession in general and its administrative and supervisory service in particular, to promote the welfare of teachers and educational workers of all types, and to promote activities which will look toward the accomplishment of the following objectives; to assist its members to understand the development of American culture in its relationship to education in terms of the responsibilities of education for the improvement of life in the entire population of the state and for the general progress and welfare of the people of Alabama; to achieve a uniform professional strength for the improvement of education; and to place before the public the facts and viewpoints which will lead to an intelligent appreciation of the unique function of education in our society and, in particular, an appreciation of the work of the schools of Alabama as they endeavor to make their contribution to American life.¹

Another statement of purpose involved the coordination of administrative divisions.

The association shall have as its general purpose the promotion of the educational welfare of the State of Arizona.

It shall serve as the coordinating body for its three divisions: The Arizona Association of Superintendents, the Arizona Association of Secondary School Principals, and the Arizona Association of Elementary School Administrators. As a coordinating body it shall foster the professional growth and development of all its divisions.²

¹Alabama Association of School Administrators, Constitution and By-Laws, Art. 2.

²Arizona School Administrators, Constitution and By-Laws, Art. 2, secs. 1-2.

One of the professional associations of school administrators has been incorporated. The purposes for which the corporation was formed are as follows:

1. To promote and advance public education through research and investigation, or either; to publish reports on educational problems; to facilitate, and to provide the means for such research, investigation and publication; to advance the interests of public education; to afford opportunity for the educational development of its members; to promote and advance the best interests of the public schools in the State of California; to facilitate research upon, survey and solution of, educational problems of Community, State, and Nation, and other Peoples and Nations.
2. To receive property by devise or bequest, subject to the laws regulating the transfer of property by will, and otherwise acquire and hold all property, real or personal, including shares of stock, bonds, and securities of other corporations.
3. To act as trustee under any trust incidental to the principal objects of the corporations, and to receive, hold, administer, and expend funds and property subject to such trust.
4. To convey, exchange, lease, mortgage, encumber, transfer upon trust, or otherwise dispose of all property, real or personal.
5. To borrow money, contract debts, and issue bonds, notes and debentures, and secure the payment or performance of its obligations.
6. To make contracts; and to do all other acts necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation.¹

It is interesting to note the variation in specific provisions contained in the purposes and objects. The purposes of the Massachusetts Association of School Superintendents were stated in very brief and general terms.

The purposes of this Association shall be the promotion of the interest and welfare of the profession and the improvement of public education in Massachusetts.²

¹California Association of School Administrators, Constitution, Art. 2.

²Massachusetts Association of School Superintendents, Constitution, Art. 2.

It was learned from Table 1 that 46, or 100 per cent, of the constitutions made provisions regulating the requirements for membership in the association. It also shows that 46, or 100 per cent, of the constitutions specified which officers shall be provided for the association.

A further examination of Table 1 reveals that 45, or 97 per cent, of the constitutions made provision for the election of the officers of the association.

The election of the president, vice-president, the secretary-treasurer and one member of the Executive Committee shall be conducted at the annual meeting of the Association and the officers elected shall take office immediately upon adjournment of the annual meeting at which they are elected. At least two weeks prior to the annual meeting the president of the Association shall appoint three active members as a nominating committee and the nominating committee shall present to the Association the name of at least one person for each of the offices to be filled. The membership of the Association shall have the right to make additional nominations from the floor. Persons whose names are placed in nomination for any office shall have indicated their willingness to serve if elected prior to nomination. The person receiving the plurality in the ballot for each office shall be declared elected by the Executive Committee.¹

Another association was governed by a Planning Board which elects a president, vice-president, and secretary-treasurer from its membership.

1. This association shall be governed by a Planning Board consisting of six members who shall be elected by ballot from the membership of the association with due consideration given to size of the school and geographic location.
2. At the time of the adoption of this constitution two members shall be elected for three years, two members for two years, and two members for one year each. Thereafter, two members shall be elected annually to serve for three years each, and, said term will begin immediately following the adjournment of the annual meeting. Any vacancy shall be filled by appointment by the remaining members, the appointee to serve

¹Alaska School Superintendents Association, Constitution and By-Laws, Art. 2, sec. 1.

until the next annual meeting when a member shall be elected for the unexpired term.

3. The Planning Board shall appoint a nominating committee who shall present nominations for membership to the Planning Board at the annual meeting. Further nominations may be made from the floor at the time of the election.¹

Immediately following the annual meeting of the association the Planning Board shall choose from their membership a president, a vice-president, and a secretary-treasurer who shall assume office immediately. The vice-president shall be president-elect and shall become president automatically at the following election.²

The constitution of the Minnesota Association of School

Administrators made provision for the election of its officers as follows:

The officers shall consist of the following: president, vice-president, secretary and treasurer. These four officers and the immediate past-president shall constitute the Executive Committee. The president and vice-president shall be elected for two-year terms in odd numbered years and the secretary and treasurer for two-year terms in the even numbered years. Any candidate for office in the association must be a member of the Association in good standing.

The board of directors shall, at their annual meeting in the spring, nominate at least two but not more than three candidates for each of the following offices: secretary, treasurer, and vice-president. The vice-president shall be the only nominee for the presidency when his term as vice-president is complete. Nominations for other offices may be made from the floor.

Immediately after the annual spring meeting of the Association the secretary shall mail to all members of the Association in good standing, ballots upon which are listed the names of those nominated at the annual spring meeting. Such ballots shall be returned to the secretary not later than two weeks after they have been mailed. Upon the date set, or not to exceed one week thereafter, the secretary of the Association and the officers or their duly constituted representative shall meet for the purpose of counting the votes.

The candidate for each office receiving the largest number of votes shall be declared by the secretary to be the holder of said office for the term prescribed in this section.³

¹Iowa Association of School Administrators, Constitution, Art. 5.

²Ibid., Art. 6.

³Minnesota Association of School Administrators, Constitution, Art. 5, sec. 3.

The Oklahoma Association of School Administrators used a preferential ballot for the nomination and election of its officers.

The nomination and election of a president-elect and a vice-president shall be conducted by mailing annual preferential ballots to all active members of the Association. The primary preferential ballot shall call for three (3) nominations designated as first, second, and third choices. In canvassing the returns the following point values shall be used: first choice--three points, second choice--two points, third choice--one point. The names of the three persons found to have the greatest sum of points shall be listed on a final preferential ballot on which active members shall again indicate first, second and third choices. The person found to have the greatest sum of points for the respective offices of president-elect and vice-president shall be declared elected by the executive committee.

The procedure for nomination and election of the elected members of the executive committee shall be the same as that specified for president-elect and vice-president, except that nominations and elections shall be confined to the respective six state college districts.¹

The Texas Association of School Administrators required the use of signed petitions for the nomination of its president-elect.

- (a) Each nomination for office of president-elect shall be supported by no fewer than fifty signatures of members of Texas Association of School Administrators, provided that no fewer than five signatures of said members shall come from each of the majority of the districts of Texas State Teachers Association. Petitions shall be in the hands of the secretary-treasurer not later than August 1.
- (b) Announcements of nomination for the office of president-elect of the Texas Association of School Administrators shall be published in the September issue of TEXAS OUT-LOOK and each member shall receive written notice of such nomination.
- (c) Each member shall receive an official ballot, not later than October 1 on which he shall indicate his choice and return to the secretary postmarked not later than October 10.
- (d) An election committee, appointed by the president, shall canvass the votes and tabulate the results. The nominee receiving the greatest number of votes shall be declared elected providing this total be not less than 35 per cent

¹Oklahoma Association of School Administrators, By-Laws, Art. 1, secs. 1-2.

of all votes cast. In event no nominee receives 35 per cent of votes cast, or in a tie vote, the Executive Committee will elect a president-elect from the certified nominees.¹

Table 1 shows that 36, or 78 per cent, of the constitutions made provisions for committees of the association. It also shows that 46, or 100 per cent, provided for the meetings of the association.

The procedures for amending the constitution of the associations were specified in 46, or 100 per cent, of the constitutions.

Constitutions may be amended in a variety of ways.

This constitution may be altered or amended at any meeting by a two-thirds vote of the active members present. The proposed amendment must have been submitted in writing at the previous regular meeting.²

Amendments to this constitution shall require a two-thirds majority vote of the active members present at the annual meeting or a simple majority of members voting by mail ballot.³

The constitution may be amended at any regular or special meeting by a vote of two-thirds of the active members present, provided the proposed amendment shall have been approved by the Executive Committee and provided that copies of the proposed amendment together with copies of the portions of the constitution that would be superseded thereby, have been placed in the hands of the members at least one week before action be taken upon the proposed amendment.⁴

This constitution may be amended by a majority vote of the active members present in any annual meeting of this association.⁵

¹Texas Association of School Administrators, Constitution, Art. 4, sec. 3.

²Arkansas School Administrators Association, Constitution and By-Laws, Art. 8.

³Colorado Association of School Administrators, Constitution, Art. 6.

⁴Connecticut Association of Public School Superintendents, Articles of Association, Art. 8.

⁵Indiana Association of Public School Superintendents, Constitution, Art. 10.

Amendments shall be submitted in writing to the Executive Committee at least sixty days prior to the annual meeting and if deemed by them to be expedient and politic the executive committee shall present same to the membership at least thirty days prior to said meeting. Proposed amendments rejected by the executive committee may be placed on the agenda of the annual business meeting when presented to the executive secretary five days prior to the annual business meeting provided such proposed amendments are accompanied by (1) petitions bearing signatures of 10% of the membership and (2) certifications of general distribution. All amendments to this constitution shall require a two-thirds majority of those present at the annual business meeting.¹

This constitution may be amended: (a) by a two-thirds affirmative vote of the active membership present and voting at any business session of the association provided that the proposed amendment has been read to the membership and has been submitted in writing to the secretary at a previous business session; or (b) by the referendum vote provided that at least sixty-five per cent of the members file ballots and that a majority of the votes cast shall be in favor of the amendments; or if the total vote be less than sixty-five per cent provided that the number of affirmative votes cast shall be greater in number than one-half the current active membership.²

Table 1 shows that 4, or 8 per cent, of the constitutions made provisions for special awards.

A special award for distinguished service is authorized for presentation to certain outstanding laymen who have made a significant contribution to the cause of public education in the State of California.

Nominations for the Distinguished Service Awards will be considered by the Board of Governors from recommendations by any member of the Association not later than September 1 of each year. When approved by the Board of Governors, Distinguished Service Awards will be presented at the Annual Conference with appropriate ceremony.³

¹Kansas Association of School Administrators, Constitution, Art. 7, sec. 1.

²Nebraska Association of School Administrators, Constitution and By-Laws, Art. 9.

³California Association of School Administrators, Constitution and By-Laws, Art. 3, secs. 2a-2b.

Twenty-Five Year Administrative Button

- A. Superintendents who have had a total of 'twenty-five years' experience in North Carolina, fifteen of which has been in the field of administration as a superintendent, will be eligible for the 25-year button.
- B. Superintendents who have served as a superintendent in North Carolina twenty-five years or more are to receive the 1-point diamond button.
- C. Buttons are to be awarded at the winter meeting.¹

Table 1 shows that 8, or 17 per cent, of the constitutions made provisions for district or regional sub-divisions of the association.

The state shall be divided into six districts, the boundaries of which shall be determined by the Executive Committee. In March of the odd years a chairman shall be elected in each of the six districts for a term of two years and shall take office April 1. The chairman, together with a member of the Policies Committee and a member of the Legislative Committee from his district, shall constitute a district committee for planning district meetings. Two district meetings of members of the Association shall be held annually, one during the month of March and the second prior to December 1. Additional meetings may be held at the pleasure of the membership and shall be called by the district committee.³

The Council of the Michigan Association of School Administrators shall divide the membership into regional groups according to county lines except that the school district of the city of Detroit shall constitute one region.

The purpose of regional associations is to provide a means through which the membership may meet for the discussion of their particular problems and policies of the Association as a whole.

Each regional group shall elect delegates to the Council. One delegate shall be elected at large. One delegate shall be chosen from a school district in that region whose state equalized valuation per pupil is above the state average valuation per pupil. One delegate shall be chosen from a school district in that region whose state equalized valuation per pupil is below the state average valuation per pupil. In case a region does not have a school district that is either higher or lower than the state average, it can have but two delegates to the Council.

¹Division of Superintendents, North Carolina Education Association, By-Laws, Art. 12.

²Indiana Association of Public School Superintendents, Constitution, Art. 5, sec. 6.

Delegates to the Council shall be elected in June by the regional groups and shall be certified annually to the Executive Secretary-Treasurer of the Association on or before July 1 following election. Delegates shall serve until their successors are elected and certified.

Each regional group shall work out a plan for the rapid dissemination of information to all of its members and on or before July 1 shall delegate and certify annually to the Executive Secretary of the Association one person with whom the Association may communicate for the region.

It shall be the responsibility of each regional group to elect its own officers and representatives and to effect its organization.¹

An examination of Table 1 shows that only 11, or 24 per cent, of the constitutions made provisions for an executive secretary. It also shows that 9, or 19 per cent, provided for affiliation with the American Association of School Administrators.

Dues were required by all but one of the constitutions as shown in Table 1. Forty-five, or 96 per cent, of the associations had this requirement.

Table 1 shows that 3, or 6 per cent, of the constitutions had other requirements for special purposes. The By-Laws of the constitution of the Alaska School Superintendent's Association stated:

The Association in regular annual meeting assembly only shall have the authority to endorse programs, projects, candidates, legislation or proposed legislation in the name of the Association. The president only shall be the official spokesman for the Association unless other-wise decided by the Association. No officer, committee or member of the Association, unless otherwise provided, shall have the authority to make commitments in the name of the Association or to endorse or approve movements, projects, proposals, or persons in the name of the association.²

¹Michigan Association of School Administrators, Constitution, Art. 4, secs. 1-6.

²Alaska School Superintendents Association, Constitution and By-Laws, Art. 5.

The constitution of the California Association of School Administrators described the duties of an Administrative Policies Commission.

- (a) To identify and to define problems lying particularly in in the field of administration, organization, and operation of public education.
- (b) To study problems having to do with relationships between educational institutions and agencies.
- (c) To consider proposals and pronouncements originating with persons and groups interested in public education and dealing with problems of administration, organization, and management.
- (d) To recommend to the Association projects for action, investigation, and report.
- (e) To carry on investigations with reference to administrative problems and projects.
- (f) To establish a liaison between the Association and other impinging governmental and professional agencies, groups, and organizations involved in the programs of public education.¹

An interesting section of the constitution of the Wisconsin Association of School District Administrators provided for a welfare contribution.

An individual welfare contribution in the amount of five dollars (\$5.00) per member shall be collected by the Executive Secretary each year.

Monies collected for the individual welfare fund shall be expended by the Board of Directors as follows:

- A. Upon approval of a majority of the members of the Board of Directors, to defend members of the Association when, in the opinion of the Board such defense is justified and appropriate.
- B. Upon approval of a majority of the members of the Board of Directors, to pay the necessary expenses of the welfare committee and others in conducting the defense of administrators.

The above mentioned expenses shall include such expenditures as mileage, meals, hotel, etc.²

¹California Association of School Administrators, Constitution and By-Laws, Art. 5, sec. 1.

²Wisconsin Association of School District Administrators, Constitution, Art. 11, secs. 1-2.

Table 2 presents information concerning the type of memberships which were specified in the constitutions of the professional associations of school administrators.

TABLE 2
CONSTITUTIONAL PROVISIONS FOR TYPES OF MEMBERSHIP IN
PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Types	Number of Associations	Per Cent
Active or Regular	46	100
Associate	30	65
Honorary	26	55
Life	5	10
Institutional	3	6
School Service	3	6
Emeritus	2	4
Sustaining	1	2
Graduate Student	1	2
Retired	1	2

The active or regular membership was specified by 46, or 100 per cent, of the constitutions; however, it is important to note that other types of memberships are available. Thirty, or 65 per cent, made provisions for an associate membership and twenty-six, or 55 per cent, provided for an honorary membership. Sixteen, or 34 per cent, specified additional types of memberships as shown in Table 2.

It is interesting to note that three associations had constitutional provisions for Institutional Membership. The constitutions of the California Association of School Administrators provided:

Institutional Membership shall be limited to State and County Departments of Education, legally organized California school districts upon proper action by the school board under the provisions of the Educational Code, Sections 1071 and 1072, and to institutions

accredited for teacher education in the State of California. Institutional Memberships do not qualify any officer or employee there of for Active or Associate Membership.¹

Another unique provision for membership in three of the associations was the School Service Membership. The constitution of the Colorado Association of School Administrators affirmed:

- A. Those persons meeting the following requirements may be eligible for service membership in the Association:
 - (1) Members or employees of an organization, agency, or firm which provides educational services, and
 - (2) Payment of the regular membership fee.
- B. Professional organizations whose chief purpose is professional services to the teaching profession may become a service member group providing it maintains a regular organization with duly elected officers; such organization shall make application for membership. The membership fee for such organization shall be set by the CASA Board of Directors.²

Active or regular membership in the association implies that members must be actively engaged in school administration. Table 3 shows that there were a number of variations in the constitutional requirements for active or regular memberships.

An examination of Table 3 shows that 28, or 60 per cent, of the constitutions required that the active members hold an administrative position. Eleven, or 23 per cent, of the associations required that the active member must be a superintendent of schools; 4, or 8 per cent, required that he must report directly to a school board; 2, or 4 per cent, required that he must hold a specific position; and 1, or 2 per cent, required that he must hold an administrative certificate.

¹California Association of School Administrators, Constitution and By-Laws, Art. 3, sec. 1-d.

²Colorado Association of School Administrators, Constitution, Art. 3, sec. 4.

TABLE 3

CONSTITUTIONAL REQUIREMENTS FOR ACTIVE OR REGULAR MEMBERSHIP
IN PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Requirements	Number of Associations	Per Cent
Must hold an administrative position	28	60
Must be member of state education association	21	45
Must qualify for membership in AASA	13	28
May be secondary principal	12	26
Must be a superintendent of schools	11	23
May be elementary principal	6	13
May be secondary supervisor	6	13
Must report directly to school board	4	8
Must hold specific position	2	4
Must hold an administrative certificate	1	2

Table 3 also shows that there were additional requirements for membership imposed in some associations. Twenty-one, or 45 per cent, of the associations required that members must also be a member of the state education association. Thirteen, or 28 per cent, required that members must qualify for membership in the American Association of School Administrators.

Some constitutions provided membership for principals and supervisors as shown in Table 3. Twelve, or 26 per cent, provided for the inclusion of secondary principals; 6, or 13 per cent, included elementary principals; and 6, or 13 per cent included secondary supervisors.

All constitutions made provisions for officers and governing bodies for the association. This information is presented in Table 4.

TABLE 4

CONSTITUTIONAL PROVISIONS FOR OFFICERS AND GOVERNING BODIES
FOR PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Title	Number of Associations	Per Cent
President	46	100
Executive Committee	36	78
Vice-President	35	76
Secretary-Treasurer	30	65
President-Elect	19	41
Board of Directors	12	26
Secretary	12	26
Treasurer	12	26
Past President	6	13
Board of Governors	1	2
Planning Board	1	2
Policy Committee	1	2
Steering Committee	1	2

All 46, or 100 per cent, of the constitutions provided for a president of the association. Thirty-five, or 76 per cent provided for a vice-president. A combination secretary-treasurer was specified in 30, or 65 per cent, of the constitutions, while 12, or 26 per cent, required that the association have separate secretaries and treasurers.

Nineteen, or 41 per cent, of the constitutions specified that the association shall have a president-elect who shall succeed to the presidency. Six, or 13 per cent, of the constitutions provided that the immediate past president is an officer of the association.

A further examination of Table 4 reveals that 36, or 78 per cent, of the constitutions provided for an executive committee; 12, or 26 per cent, provided for a board of directors; and 4, or 8 per cent, had governing bodies specified under other names. It is interesting to note

that all of the professional associations of school administrators had a representative governing body which was empowered to carry on the business of the association between meetings and in the absence of directive policies or regulations.

Much of the work of the professional associations of school administrators was accomplished through the use of committees. Table 5 shows constitutional provisions for association committees.

TABLE 5
CONSTITUTIONAL PROVISIONS FOR COMMITTEES IN PROFESSIONAL
ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Name of Committee	Number of Associations		Total	Per Cent
	Standing	Special		
Nominating	6	17	23	50
Legislation	16		16	34
Audit	8	4	12	25
Resolutions	9		9	19
Membership	6		6	13
Advisory	6		6	13
Finance	5		5	11
Research	5		5	11
Necrology	4		4	9
Budget	4		4	9
Ethics	4		4	9
Program	1	3	4	9
Educational Policies	3		3	6
Hospitality	3		3	6
Board of Tellers	3		3	6
Others ^a	16	1	17	38
Others ^b	35	35	35	76

^aCredentials 2, Professional Relations 2, Constitution and By-Laws 2, Teacher Education 1, Fall Conference 1, Workshop 1, Council on Education 1, School Health 1, Professional Negotiation 1, Welfare 1, Testing 1, Meeting 1, Internal Operation 1, and Publications 1.

^bCommittees authorized as needed.

An examination of Table 5 reveals that 23, or 50 per cent, of the constitutions provided for a nominating committee; 16, or 34 per cent, provided for a committee on legislation; 12, or 25 per cent, made provisions for an auditing committee; and 9, or 19 per cent, provided for a resolutions committee. It is interesting to note that 35, or 76 per cent, of the constitutions made provisions for the formation of standing or special committees if and when the need arises. The governing body of the association had the authority to create committees as needed.

All of the professional associations of school administrators conducted their business and supplemented the activity programs of the association through statewide meetings of the membership. Table 6 shows the kinds of meetings specified by the constitutions.

TABLE 6
CONSTITUTIONAL PROVISIONS FOR STATEWIDE MEETINGS OF
PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Kinds of Meetings	Number of Associations	Per Cent
Annual	45	97
One Additional Regular	11	24
Two Additional Regular	3	6
Workshops	3	6
Special	37	80

Table 6 reveals that 45, or 97 per cent, of the associations constitutions required an annual meeting of the association. Eleven, or 24 per cent, required that one additional meeting be held each year and 3, or 6 per cent, required that 2 additional meetings be held each year.

It is interesting to note that 3, or 6 per cent, required that a workshop be held each year and that 37, or 80 per cent made provisions for calling special meetings at any time there was a need. Special meetings may be called by the governing body, or by the membership of the association.

All of the constitutions made provisions for the payment of dues to support the activity programs of the associations. Table 7 shows the amount of dues required for active membership.

TABLE 7
CONSTITUTIONAL PROVISIONS FOR ANNUAL DUES FOR ACTIVE
MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS
OF SCHOOL ADMINISTRATORS

Amount of Dues	Number of Associations	Per Cent
\$ 2.00	1	2
\$ 3.00	3	6
\$ 4.00	1	2
\$ 5.00	12	26
\$ 7.00	1	2
\$ 7.50	1	2
\$10.00	10	21
\$12.00	1	2
\$15.00	2	4
\$20.00	3	6
Set as needed	8	17
Others ^a	3	6

^aOthers included, \$10.00 to \$20.00 depending upon salary 1, \$15.00 to \$25.00 depending upon number of teachers 1, and one-half of one per cent of members annual salary 1.

Table 7 shows a wide variation in the amount of dues required. Seventeen, or 36 per cent, required dues of \$5.00 or less. Twelve, or

26 per cent, required dues of from \$5.00 to \$10.00. Nine, or 19 per cent, required dues of more than \$10.00.

It is interesting to note that 8, or 17 per cent, of the constitutions did not set the exact amount of dues, but empowered the governing body of the association to set the dues as needed. Three, or 6 per cent, of the constitutions provided for dues based on salary or number of teachers in the school system.

It was learned from the study of the constitutions of certain associations that additional finances were made available through fees and dues charged for institutional and service memberships. Examples of dues requirement are listed.

The annual dues for Institutional Membership shall be payable in advance, shall cover one year--July first to June thirtieth, and shall be based on Average Daily Attendance as follows:

Less than 500 ADA	\$ 15.00
501 to 1000	30.00
1001 to 2500	45.00
2501 to 5000	60.00
5001 to 7500	75.00
7501 to 10,000	90.00
10,001 to 15,000	105.00
15,001 to 25,000	120.00
25,001 to 50,000	135.00
50,001 and over	150.00

The annual dues for School Service Membership shall be \$25.00, due and collectable January first of each year.¹

School System Membership

Group	Assessments
I Cities over 100,000	\$200
II Cities and Towns between 50,000 and 100,000	150
III Cities and Towns between 25,000 and 50,000	125

¹California Association of School Administrators, By-Laws, Art. 1, secs. 1-2.

Group		Assessments
IV	Cities and Towns between 15,000 and 25,000	\$100
V	Towns between 4,000 and 15,000	75
VI	Towns between 2,000 and 5,000; Regions and Unions totaling 2,000 to 5,000	35
VII	Towns less than 2,000; Regions and Unions totaling less than 2,000 ¹	10

An annual registration fee of \$50.00 shall be paid by each institution which registers with the Association under an institutional membership.²

Activity Programs

The constitution provides for the organizational structure for the operation of the association, but the life-blood of any association is its activity programs. It was essential to this study to know what kinds of activity programs state associations of school administrators were using to involve and inform the membership.

A one-page questionnaire was prepared to solicit information concerning activity programs from each of the forty-nine states having state associations of school administrators. The questionnaire was mailed on January 7, 1965, with return envelope enclosed, to the immediate past-presidents of the state associations. A follow-up letter, including the questionnaire, was mailed to those persons who had not responded by the end of the second week following the first mailing. The annual meeting of the American Association of School Administrators, held in Atlantic City, New Jersey, began two weeks after the second mailing.

¹Massachusetts Association of School Superintendents, Constitution, Art. 4.

²New York State Association of School District Administrators, Constitution and By-Laws, By-Law 1, sec. 10.

Three of the immediate past-presidents were contacted in Atlantic City and made their responses by telephone. A final attempt to increase the number of returns was made on February 23, 1965, by mailing a follow-up post card to all persons who still had not responded. The letter questionnaire is a part of Appendix A.

In some instances, the immediate past-presidents collaborated with other officers of the association in the completion of the questionnaire. A total of 41, or 83 per cent, of the questionnaires were returned; however, not every question was answered by all respondents.

The replies to Question Number 1, "What activities and programs are conducted by your state administrators association?", were many and varied. The listing which follows includes examples and titles of activity programs being conducted by state associations of school administrators. It is interesting to note that problems peculiar to the area and population of the state had a controlling influence upon the activity programs of the association.

The widely separated areas in Alaska permit only one regular yearly meeting of the Association. Committee assignments for reports, discussion and recommendations involve all members of the Association and because of the small number in the Association, most members are on two and three committee assignments. These assignments vary somewhat from year to year, but usually are concerned with such things as: (1) Retirement Plan for Non-Certified Employees, (2) Tuition Practices in Alaska, (3) Alaska Superintendents' Salaries, (4) Governing Body for Junior High School Activities, (5) Alaska High School Activities Association, (6) Ethics for Administrators, (7) Personnel Recruitment, (8) State School Legislation, (9) School Bus Transportation, (10) State Support for Schools, and (11) Fiscal Independence.¹

¹Letter from Sterling S. Sears, Past-President, Alaska School Superintendents' Association and Superintendent of Schools, Kenai Peninsula Borough School District, Kenai, Alaska, February 5, 1965.

A second sparsely populated state had organized and planned to strengthen the organization by the inclusion of principals in the membership.

1. The Arizona School Administrators is composed of three divisions: Superintendents, Secondary School Principals, and Elementary School Principals. Associates belong to their respective divisions.
 - a. The individual divisions have at least one workshop or conference each year and the parent group has one conference for all three divisions. The workshops or conferences discuss current topics on education. For example, the annual conference for the Association will hear outstanding men who are working on the Outer Space project. Titles of their talks are, "The Milky Way and Beyond", "The Geological Exploration of the Moon", and a representative of the Douglas Aircraft Company will talk on "Space Age Education". The subjects discussed will give the school administrators of Arizona a better understanding of what kinds of education we must offer for the future.

Each of the divisions mentioned above have regular meetings of their respective executive committees to carry on the business of that division. The Association has an executive committee also and the business of that group has to do with promoting legislation for the betterment of the schools, sponsoring institutes for improvement of teaching, working with the State School Boards Association, and honoring the retiring administrators with a dinner and life membership in the Association.¹

Another state association, which has an extremely limited membership, had a different pattern of activities.

We are a small organization -- only twenty-four regular and three or four associate members. We have an effective State Department of Education and all of our professional activities are done cooperatively with members of the State Department of Education. Our State Superintendent appoints the committees. Separately we carry on some social activities and take care of the administrative operation of our organization.

¹Letter from Andy Tolson, President, Arizona School Administrators and Principal, Tucson High School, Tucson, Arizona, January 28, 1965.

We join in planning, with our State Superintendent, for four professional meetings each year -- two are two day meetings and the other two are one day meetings. We meet the third Friday of the last month of each calendar quarter (March, June, September and December). We have other meetings as needs require¹

Many of the more populous states had sufficient membership and finances to provide for a more comprehensive program of activities. An example was the Illinois Association of School Administrators who, in 1964, had 936 members and a budget of \$21,650.00.²

The respondents to Question Number 1 also indicated that the following activity programs were being used by at least one of the professional associations of school administrators participating in this study.

Meetings

1. One meeting or conference was held annually for the total membership of the association. These meetings included the business of the association and a variety of speakers or group presentations on topics of current interest. The length of these meetings varied from one to three days.

2. Many associations held two annual meetings for the total membership of the association. Some of these meetings were cooperative meetings with the state school boards association, the secondary school principals

¹Letter from Reade Corr, Past-President, Maryland State Association of Superintendents and Superintendent, Kent County Schools, Chestertown, Maryland, January 10, 1965.

²Report to the Illinois Association of School Administrators in Annual Meeting, November 22-24, 1964, Chicago, Illinois.

association, or some other related educational association. A variety of educational programs and topics were presented at the meetings.

3. Several associations held three annual meetings for the total membership of the association. A state association which sponsors three meetings usually designated one of the meetings as a "workshop" and provided for detailed study of specific problems. One of the meetings was usually held in cooperation with some other related educational association.

4. The Maryland State Association of Superintendents was the only association which had four planned meetings annually. The small membership and short distances to travel seemed to make the plan practical.

5. The Florida Education Association, Department of County Superintendents, planned 5 meetings annually as described in the following letter:

We sponsor three conferences for our superintendents each year. These Conferences largely are designed as in-service educational programs. Over the years, the superintendents attest to the outstanding assistance they receive from this type program. Additionally, we hold two joint conventions with the State School Boards Association. We have a very close relationship with the school board association and stand ready at every opportunity to assist them in the educational efforts they make toward fully informing school board members of their duties and responsibilities.¹

6. Special statewide meetings were authorized and were held as needed by most professional associations of school administrators. Several associations held special meetings during the sessions of the state legislature.

¹Letter from Ray Tipton, Executive Secretary, Florida Education Association, Department of County Superintendents, Tallahassee, Florida, February 12, 1965.

7. District or area meetings were held by many associations. The number and length of these meetings were determined by the district or area organization.

Committees

Every professional association of school administrators did much of the effective work of the association through its committees. This study shows that the following committees were organized by at least one of the associations reporting: (1) Adult Education; (2) Advancement of School Legislation; (3) Athletics; (4) Auditing; (5) Beginning Administrators; (6) Board of Tellers; (7) Bond; (8) Budget; (9) Building Code; (10) Centennial Program; (11) Certification of School Administrators; (12) Civil Defense; (13) Community College; (14) Compensating Outstanding Teacher Competency; (15) Constitution and By-Laws; (16) Credentials; (17) Curriculum and Instruction; (18) Data Processing; (19) Disruptive Influence; (20) Distinguished Service Awards; (21) Educational Policies; (22) Ethics; (23) Exceptional Children; (24) Executive and Planning; (25) Federal Assistance Programs; (26) Fellowship; (27) Finance; (28) Free Period for Teachers; (29) Future Plans; (30) Health and Physical Education; (31) High School and College Cooperation; (32) High School Equivalency Certificate; (33) Holding Power; (34) Hospitality; (35) Human Relations; (36) Inter-School Activities; (37) In-Service Education; (38) Junior High School Activities; (39) Legislative; (40) Machine Accounting; (41) Membership; (42) Necrology; (43) Nominating; (44) Personnel Recruitment; (45) Post High School Study; (46) Problems of Superintendents; (47) Professional Book Selection; (48) Professional Growth; (49) Professional Negotiations;

(50) Professional Reading Service; (51) Programmed Learning; (52) Program Planning; (53) Public Comprehensive Junior Colleges; (54) Public Relations; (55) Publicity; (56) Recreation; (57) Research and Innovation; (58) Resolutions; (59) Regions and Unions; (60) School Bus Transportation; (61) School District Reorganization; (62) School Management Institute; (63) Senior High School Activities; (64) Social Security; (65) Superintendents' Salaries; (66) Surplus Property; (67) State School Board Relations; (68) Student Teaching -- Programs and Instruction; (69) Teacher Education and Licensing; (70) Tenure of Superintendents; (71) Testing Programs; (72) Textbook Study; (73) Tuition Practices; (74) Vocational Education; (75) Welfare; and (76) Youth Aid.

Publications

Many of the professional associations of school administrators published bulletins or newsletters for the membership of the association. These publications were designed to provide information about the activities of the association, schedules of coming events, and a variety of special articles and information related to the work of the school administrator and the association. The publications were usually scheduled on a regular basis such as monthly, quarterly, and annually; however, some associations did not follow a regular schedule and published special bulletins or newsletters as needed.

Many professional associations of school administrators also published a variety of reports, policies, studies, and resolutions for the membership. A special publication of the Massachusetts School Superintendents Association was worthy of note.

Nothing is more important to the success of public education than enlightened, aggressive independent general leadership. All professional workers in education have some responsibility for leadership, but the Superintendency exists only to serve this function. In the big business which is public education today, the areas of the Superintendent's service are multiplex. He is, of course, the executive officer of the school committee. But he is more: he is the articulator of the whole, not merely a segment of the community's educational interest; a definer of educational issues; a recorder and historian of policy; a leader in the execution of policy, not alone of the professional staff, but of other interested persons; a watch dog of the fisc; an observer and reporter of the effects of policy upon those whom it touches; an intermediary, without prejudice, between persons and groups of diverse interest and expectation.

Though his ministrations are mainly local, his success, and indeed the success of the community's schools, is conditioned largely by the interactions of interest groups everywhere that infringe upon the people in the community.

To do well by the community, therefore, the superintendent needs sensitive, far-ranging receptors, active communications lines, and ready voice. At the state level, the State Association serves these offices. If, through a weak Association, these offices are served poorly, the superintendent is deprived of the essential tools of leadership, and education suffers. So it has been occasionally in this Commonwealth.

Necessarily limited in membership, the Massachusetts School Superintendents Association is inadequately financed to serve the requirements of the present. In the past the Association has depended upon its elected officers to neglect their local jobs in order to shoulder heavy state-wide leadership responsibilities. The Association has presently been forced to look other educational organizations with larger membership and greater financial support for supporting data and legal justification for education programs. As a result, the Association has found itself, on occasion, not in the vanguard, but in the rear. That the Association has done as well as it has is a tribute to the devotion of the officers. But none should know better than professional Administrators the limitations and uncertainties of this kind of service. To persist in dependence solely upon it, is to abdicate from leadership. This would be tragic.¹

The Oregon Association of School Administrators had developed and published materials concerned with recruitment for educational administration.

¹"An Investment in Improved Educational Leadership," Prepared by the Massachusetts School Superintendents Association, October 10, 1960.

The future of Oregon education will be determined by how effectively we identify, recruit, and train successful school administrators. A more systematic and vigorous effort must be made to encourage and assist those who possess the personal and professional qualities required for success and to reduce the number of failures in school administration. Aspirants who clearly do not have the necessary capabilities must be refused entry or be screened out of the preparatory program as early as possible. Proper screening will avoid risks having serious implications for both the individual and the schools which he might administer, even for a short period of time.

The Oregon Association of School Administrators suggests the following procedures for effective identification and selection of prospective school administrators.

1. Secondary principals and counselors should identify promising students and encourage them to enter a teacher-preparation program eventually leading to administration.
2. District superintendents should assume greater responsibility for identifying prospective administrators within their teaching staffs. They should provide experiences in administration on an extra duty, or preferably a released-time, basis and budget school funds for this purpose.
3. No person should be encouraged to enter school administration, with the exception of those training for highly specialized areas, until he has proved himself as a successful classroom teacher.
4. Training institutions should accept primary responsibility for the selection of candidates for the school administration program and develop and enforce rigid standards for acceptance to graduate programs. They should rely heavily upon the recommendations of local administrators and, with practicing administrators, develop evaluative instruments for better selection of candidates.¹

An annual report of the activities and programs for the year was published by many of the associations. The membership roster was another publication common to many associations. These publications usually listed the names of the officers and the individual members. The New Jersey School

¹"Policies and Procedures for the Improvement of School Administration in Oregon," Prepared by the Oregon Association of School Administrators, July, 1963.

Superintendents Association went a step further and included a picture of each member in its publication.¹

Other publications commonly used by professional associations of school administrators were administrative handbooks, historical data, research findings, and operational guidelines.

Special Projects

In addition to the meetings, committees, and publications, professional associations of school administrators reported a variety of special projects as part of their planned activity programs. Close association and cooperation with the state school boards association was reported from many of the associations. Coordination of activities with other education centered associations and with the state departments of education were common activities.

Curriculum development and limited research were reported by some of the associations, but there were indications that these types of activities were not very well done.

The promotion of educational legislation was reported by many associations as one of the major projects of the association. The leadership of the professional associations of school administrators in the area of educational legislation has been very effective in some of the states.

The responses to Question Number 2, "What are the things your association has done best?", are shown in Table 8. Responses were received from 41 of the professional associations of school administrators. Some

¹"Officers and Members," Prepared by the New Jersey School Superintendents Association, 1964.

TABLE 8--Continued

Activities and Programs	Number of Associations	Per Cent
Improved Status of the School Superintendent	1	2
Raised Dues from \$10.00 to \$35.00*	1	2
Engaged an Executive Secretary	1	2

*New Jersey School Superintendents Association.

associations reported only one answer to the question, while others listed as many as three answers. Percentages were calculated to the nearest whole number.

An examination of Table 8 shows that 18, or 44 per cent, of the respondents considered the Promotion of Educational Legislation as one of the activity programs best done by the association. Eight, or 20 per cent, reported Developing and Conducting Conferences and Workshops; and 6, or 15 per cent, considered Developing Educational Fiscal Policies as being best done. Cooperation with the State Department of Education was reported by 4, or 10 per cent, and Cooperation with the State School Boards Association was reported by 3, or 7 per cent, of the respondents.

It is interesting to note that the respondents for the New Jersey School Superintendents Association reported raising dues from \$10.00 to \$35.00 and the engaging of an executive secretary as the activity programs best done by that association. The increased dues provided the funds necessary for the employment of the executive secretary.

The responses to Question Number 3, "What are the most important things your association could do that it is not now doing?", are shown in Table 9. Percentages were calculated to the nearest whole number.

Replies were received from representatives of 35 professional associations of school administrators. Some respondents included only one answer to the question while others included as many as three answers.

It is interesting to note that 9, or 26 per cent, of the respondents reported the Development of Educational Research Programs as activity programs the association could do. In Table 8, not one respondent reported research activities as an activity best done.

TABLE 9

MOST IMPORTANT ACTIVITIES AND PROGRAMS PROFESSIONAL
ASSOCIATIONS OF SCHOOL ADMINISTRATORS COULD DO
THAT THEY ARE NOT NOW DOING

Activities and Programs	Number of Associations	Per Cent
Develop Educational Research Programs	9	26
Improve the Public Image of the Superintendent of Schools	7	20
Effectively Promote Educational Legislation	6	17
Develop Adequate In-Service Education Programs	5	14
Publish Association Materials and Information	5	14
Engage in Curriculum Study	5	14
Take Positive Stand on Current Issues in Education	3	9
Improve Group Study Activities	3	9
Take Firm Stand for Improved State Department of Education	3	9
Boost A A S A Programs and Membership	2	6
Create Better Understanding of Superintendents Responsibilities	2	6
Raise Requirements for the Certification of School Administrators	1	3
Cooperate with the State Board of Regents	1	3
Cooperate with the State School Boards Association	1	3
Study Programs of Other State Associations	1	3
Increase Service to Membership	1	3
Provide Quality Programs and Workshops	1	3
Develop an Effective Public Relations Program	1	3
Devote Adequate Time to Committee Work	1	3
Discover What Are the Real Needs of Education	1	3
Keep Membership Informed	1	3
Upgrade Quality of Present Programs	1	3
Employ an Executive Secretary	1	3
Provide for an Ethics Committee	1	3

TABLE 9--Continued

Activities and Programs	Number of Associations	Per Cent
Study Superintendents Tenure and Salary	1	3
Raise Standards for Teaching Personnel	1	3
Promote Cooperation Between State's Educational Associations	1	3

A further examination of Table 9 shows that 7, or 20 per cent, listed Improvement of the Image of the Superintendent of Schools; 6, or 17 per cent, listed Effective Promotion of Educational Legislation; 5, or 14 per cent, wanted to Develop Adequate In-Service Education Program; 5, or 14 per cent, wanted to Publish Association Materials and Information; and 5, or 14 per cent, wanted to Engage in Curriculum Study. Table 9 also shows 21 additional activity programs which were suggested by the respondents as things professional associations of administrators could do that they were not now doing.

Summary

This chapter has presented information obtained from the study of the constitutions of the various professional associations of school administrators. It has also presented the responses of the immediate past-presidents of the state associations relating to the activities and programs of the association. Presentations have been made by the use of tables, by direct quotation from the constitutions, and from the letters and publications received from the respondents.

Data presented in this chapter revealed the following:

1. There was a great similarity in the constitutions of the professional associations of school administrators.
2. The purposes and objects of the associations provided unlimited challenges for service to education.
3. The work of the associations was accomplished and reported through meetings, committees, publications and projects.

4. The size of the membership and the area of the state had a pronounced effect upon the activity programs which the association sponsored.

5. There was a wide variety of educational topics and problems being studied by professional associations of school administrators.

6. Many of the associations have made considerable efforts in behalf of educational legislation for their state.

7. The suggested activity and program needs of the associations indicated that research may soon become an important area of work for the associations.

CHAPTER III

OPINIONS OF MEMBER SUPERINTENDENTS TOWARD THE ORGANIZATIONAL STRUCTURE, ACTIVITY PROGRAMS, AND NEEDS OF THE OKLAHOMA ASSOCIATION OF SCHOOL ADMINISTRATORS

Introduction

The Self-Evaluation Check and Suggestion List developed in this study is to be used by individual members in evaluating the organizational structure, activity programs, and needs of their professional associations of school administrators. The preliminary draft of this instrument was developed from data obtained from the literature and from the study of the constitutions and questionnaires reported in Chapter II. This draft was then presented to members of the faculty of the College of Education, University of Oklahoma, Norman, Oklahoma, for appraisal and comment. The information gained from these appraisals was used to further refine and improve the instrument.

The refined Self-Evaluation Check and Suggestion List was sent to a jury of five educators for further evaluation and refinement. There was no claim as to the expertness of the jury other than they were reputable educators with the kinds of experience which has brought them into close contact with professional associations of school administrators. The jury consisted of the following:

- Oliver Hodge - Oklahoma State Superintendent of Public Instruction
- Paul V. Petty - Chairman, Department of Educational and Administrative Services, College of Education, University of New Mexico
- Archibald B. Shaw - Associate Secretary, American Association of School Administrators
- Frank B. Toalson - Past-President, Kansas Association of School Administrators
- L. Arthur Walton - Executive Secretary, New Jersey School Superintendents Association

The jury was asked to express themselves in detail concerning the practicality of the instrument as a device for use by members for evaluating the organizational structure, activity programs, and needs of their associations. They were also asked to identify strengths and weaknesses and to make suggestions for the improvement of the instrument. The responses from the jury are included in Appendix B.

The suggestions and opinions of the jury were carefully analyzed and were used in developing the final form of the Self-Evaluation Check and Suggestion List. A copy of this instrument is included in Appendix C.

All Oklahoma Superintendents of Schools, who were members of the Oklahoma Association of School Administrators, were selected as the population to demonstrate the usability of the Self-Evaluation Check and Suggestion List. Information obtained from the application of this instrument is presented and interpreted in this chapter.

Data Analysis

A total of 356 questionnaires were mailed. Returns were received from 297, or approximately 83 per cent, of those to whom the questionnaires were mailed; however, not every respondent answered every question.

Thirty-nine, or 13 per cent, of the respondents considered themselves very active in the affairs of the Oklahoma Association of School Administrators. One hundred sixty-three, or 55 per cent, indicated that they were moderately active; and 95, or 32 per cent, reported that they were only slightly involved. The tables in this chapter were organized to present the data in terms of the involvement of the respondent in the affairs of the association.

In the sequence of tables, the responses of the very active members are presented first. They are followed by responses from the moderately active and by the responses from the slightly involved. The fourth table, in each series of tables, presents the data obtained from the total population responding. By presenting the data in sequence, agreement or disagreement between the three sub-populations and the total population may be shown.

Table 10 presents the number of years of membership in the Oklahoma Association of School Administrators. It is interesting to note that 62 per cent of all respondents have been members for 10 years or less, 28 per cent have been members for 11 to 20 years, and 10 per cent have been members for more than 20 years. It is also significant that the very active and the moderately active sub-populations reported the 6-10 years of membership as most common, while the slightly involved reported 1-5 years of membership as most common.

Tables 11, 12, 13, and 14 present the responses of members to section one of the questionnaire, Organizational Structure, which includes items 1-14.

TABLE 10
YEARS OF MEMBERSHIP IN THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS

Number of Years	Very Active		Moderately Active		Only Slightly Involved		Total Responding	
	No.	%	No.	%	No.	%	No.	%
1 - 5	3	1	41	14	36	13	80	28
6 - 10	14	5	54	19	30	11	98	34
11 - 15	2	1	25	9	14	5	41	14
16 - 20	7	2	25	9	7	2	39	14
21 - 25	6	2	7	2	1	0	14	5
26 - 30	1	0	3	1	1	0	5	2
30 - or more	4	2	4	2	1	0	9	3
Totals	37	13	159	56	90	31	286	100

TABLE 11

OPINIONS OF VERY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING THE ORGANIZATIONAL
STRUCTURE OF THE ASSOCIATION

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Constitution and By-Laws	33	84	4	10	1	3	1	3	39
2. Executive Committee on Governing Board	31	81	4	10	0	0	3	9	38
3. Executive Secretary	23	60	0	0	9	24	6	16	38
4. Method of Electing Officers	32	82	7	18	0	0	0	0	39
5. Regional Organization (within the State)	16	41	9	23	5	13	9	23	39
6. Regional Meetings (within the State)	14	38	12	32	4	11	7	19	37
7. Statewide Meetings	33	84	6	16	0	0	0	0	39
8. Standing Committees	24	61	9	23	1	3	5	13	39
9. Special Committees	28	82	5	15	0	0	1	3	34

TABLE 11--Continued

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
10. Membership Requirement	33	84	5	13	0	0	1	3	39
11. Membership Recruitment	18	50	16	44	2	6	0	0	36
12. Provisions for Regular Review of Purposes and Programs	13	33	9	23	7	18	10	26	39
13. Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc.	18	46	9	23	3	8	9	23	39
14. Mechanics for Establishing Position of Association on Current Issues	13	35	13	35	2	6	9	24	37

TABLE 12

OPINIONS OF MODERATELY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING THE ORGANIZATIONAL
STRUCTURE OF THE ASSOCIATION

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Constitutions and By-Laws	113	69	9	6	6	4	34	21	162
2. Executive Committee or Governing Board	130	81	11	7	1	0	20	12	162
3. Executive Secretary	101	63	4	2	20	12	36	23	161
4. Method of Electing Officers	138	86	20	12	0	0	3	2	161
5. Regional Organization (within the State)	52	32	43	27	13	8	53	33	161
6. Regional Meetings (within the State)	62	38	38	24	13	8	48	30	161
7. Statewide Meetings	141	87	15	9	2	1	5	3	163
8. Standing Committees	84	53	22	14	5	3	49	30	160
9. Special Committees	88	55	15	10	3	2	53	33	159
10. Membership Requirements	141	87	16	10	3	2	2	1	162

TABLE 12--Continued

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
11. Membership Recruitment	98	63	39	25	5	3	14	9	156
12. Provisions for Regular Review of Purposes and Programs	38	24	41	26	12	7	69	43	160
13. Provisions of Continuity of Programs Through Overlapping Terms, Good Records, etc.	63	40	21	13	12	8	60	39	156
14. Mechanics for Establishing Position of Association on Current Issues	52	32	44	28	14	9	50	31	160

TABLE 13

OPINIONS OF SLIGHTLY INVOLVED MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING THE ORGANIZATIONAL
STRUCTURE OF THE ASSOCIATION

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding	
	No.	%	No.	%	No.	%	No.	%		
1. Constitution and By-Laws	55	60	4	4	4	4	29	32	92	
2. Executive Committee or Governing Board	67	74	2	2	2	2	20	22	91	8
3. Executive Secretary	61	67	2	2	7	8	21	23	91	
4. Method of Electing Officers	77	81	13	14	2	2	3	3	95	
5. Regional Organization (within the State)	36	39	12	13	4	4	41	44	93	
6. Regional Meetings (within the State)	38	42	14	15	4	4	36	39	92	
7. Statewide Meetings	70	76	16	17	3	3	4	4	93	
8. Standing Committees	35	39	5	5	3	3	47	53	90	
9. Special Committees	30	33	6	7	2	2	52	58	90	

TABLE 13--Continued

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
10. Membership Requirements	77	85	5	5	1	1	8	9	91
11. Membership Recruitment	40	43	23	25	7	8	22	24	92
12. Provisions for Regular Review of Purposes and Programs	15	16	19	21	4	4	54	59	92
13. Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc.	22	23	8	9	6	6	58	62	94
14. Mechanics for Establishing Position of Association on Current Issues	19	21	17	19	5	5	49	55	90

TABLE 14

OPINIONS OF ALL RESPONDENTS CONCERNING THE ORGANIZATIONAL STRUCTURE OF THE
OKLAHOMA ASSOCIATION OF SCHOOL ADMINISTRATORS

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
1. Constitution and By-Laws	201	68	17	6	11	4	64	22	293
2. Executive Committee or Governing Board	228	78	17	6	3	1	43	15	291
3. Executive Secretary	185	64	6	2	36	12	63	22	290
4. Method of Electing Officers	247	84	40	13	2	1	6	2	295
5. Regional Organization (within the State)	104	36	64	22	22	7	103	35	293
6. Regional Meetings (within the State)	114	39	64	22	21	7	91	32	290
7. Statewide Meetings	244	83	37	12	5	2	9	3	295
8. Standing Committees	143	50	36	12	9	3	101	35	289
9. Special Committees	146	51	26	9	5	2	106	38	283
10. Membership Requirements	251	86	26	8	4	2	11	4	292

TABLE 14--Continued

Structure	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
11. Membership Recruitment	156	55	78	27	14	5	36	13	284
12. Provisions for Regular Review of Purposes and Programs	66	23	69	24	23	8	133	45	291
13. Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc.	103	36	38	13	21	7	127	44	289
14. Mechanics for Establishing Position of Association on Current Issues	84	29	74	26	21	7	108	38	287

Table 11 also shows that only 23 per cent of the respondents reported that an Executive Secretary was not being used. All respondents were aware of the Method of Electing Officers, Statewide Meetings, and Membership Recruitment. Twenty-six per cent were not aware of Provisions for Regular Review of Purposes and Programs; 24 per cent were not aware of Mechanics for Establishing Position of Association on Current Issues; and 23 per cent were not aware of Regional Organization within the State or Provisions for Continuity of Programs.

Table 12 presents responses from moderately active members showing that Statewide Meetings and Membership Requirements were considered most effective. Least effective was Mechanics for Establishing Position of Association on Current Issues. Table 12 also reported that 43 per cent were not aware of Provisions for Regular Review of Purposes and Programs, while only 1 per cent was not aware of the Membership Requirements.

Table 13 gives responses from association members who were only slightly involved in the affairs of the association. Membership Requirements were considered most effective. Least effective was Membership Recruitment. Only 8 per cent reported that an Executive Secretary and Membership Recruitment were not being used.

Table 13 indicates that a high percentage of the respondents were not aware of many of the items of the Organizational Structure. Sixty-two per cent were not aware of Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc; 59 per cent were not aware of Special Committees; 55 per cent were not aware of Mechanics for Establishing Position of Association on Current Issues; and, 53 per cent were not aware of Standing Committees.

Table 14 depicts opinions of all respondents who participated in the study. Eighty-six per cent reported Membership Requirements as the most effective organizational structure. Method of Electing Officers and Statewide Meetings were also reported as very effective. Membership Recruitment, with 27 per cent, was reported least effective.

Table 14 also shows that only 12 per cent of the respondents indicated that an Executive Secretary was not being used. The Oklahoma Association of School Administrators does not employ an executive secretary at this time, but does elect a part-time recording secretary-treasurer. It seems that there may have been a misunderstanding on the part of some of the respondents as to the office of the secretary-treasurer.

It is also shown in Table 14 that 45 per cent of the respondents were not aware of Provisions for Regular Review of Purposes and Programs. Only 2 per cent reported that they were not aware of the Method of Electing Officers.

Tables 15, 16, 17, and 18 present the responses to section two of the questionnaire, Individual and Group Activities, which includes items 15-21.

Table 15, responses from very active members, shows that 94 per cent considered Leadership Provided by Association's Presidents as effective. Least effective, with 45 per cent, was Effectiveness in Achieving Purposes. Ten per cent reported that Opportunity for Active Participation by all Members was not being used and 11 per cent said they were not aware of Leadership Provided by Vice-Presidents.

Responses from moderately active members, as shown in Table 16, indicate that 88 per cent considered Leadership Provided by Association

TABLE 15

OPINIONS OF VERY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING INDIVIDUAL AND
GROUP ACTIVITIES OF THE ASSOCIATION

Activities	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Leadership Provided by Association Presidents	37	94	1	3	0	0	1	3	39
16. Leadership Provided by Presidents-Elect	29	75	6	15	0	0	4	10	39
17. Leadership Provided by Vice-Presidents	20	54	10	27	3	8	4	11	37
18. Leadership Provided by the Executive Committee	32	84	3	8	0	0	3	8	38
19. Exchange of Ideas Within the Membership	19	49	15	38	3	8	2	5	39
20. Opportunity for Active Participation by All Members	16	41	16	41	4	10	3	8	39
21. Effectiveness in Achieving Purposes	16	42	17	45	2	5	3	8	38

TABLE 16

OPINIONS OF MODERATELY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING INDIVIDUAL AND GROUP
ACTIVITIES OF THE ASSOCIATION

Activities	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Leadership Provided by Association Presidents	143	88	11	7	3	2	5	3	162
16. Leadership Provided by Presidents-Elect	104	64	21	13	8	5	30	18	163
17. Leadership Provided by Vice-Presidents	93	57	24	15	11	7	35	21	163
18. Leadership Provided by the Executive Committee	115	71	15	9	4	3	29	17	163
19. Exchange of Ideas Within the Membership	80	50	49	30	14	9	18	11	161
20. Opportunity for Active Participation by All Members	90	56	47	29	10	6	15	9	162
21. Effectiveness in Achieving Purposes	85	53	45	28	4	3	27	16	161

TABLE 17

OPINIONS OF SLIGHTLY INVOLVED MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING INDIVIDUAL AND GROUP
ACTIVITIES OF THE ASSOCIATION

Activities	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding	
	No.	%	No.	%	No.	%	No.	%		
15. Leadership Provided by Association Presidents	78	84	5	5	3	3	7	8	93	
16. Leadership Provided by President-Elect	51	54	8	9	7	8	27	29	93	88
17. Leadership Provided by Vice-Presidents	36	39	12	13	5	5	39	43	92	
18. Leadership Provided by the Executive Committee	52	56	9	10	4	4	28	30	93	
19. Exchange of Ideas Within the Membership	38	41	22	24	12	13	21	22	93	
20. Opportunity for Active Participation by All Members	37	40	23	25	12	13	20	22	92	
21. Effectiveness in Achieving Purposes	36	39	20	21	8	9	29	31	93	

TABLE 18

OPINIONS OF ALL RESPONDENTS CONCERNING THE INDIVIDUAL AND
GROUP ACTIVITIES OF THE OKLAHOMA ASSOCIATION OF
SCHOOL ADMINISTRATORS

Activities	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
15. Leadership Provided by Association Presidents	258	88	17	6	6	2	13	4	294
16. Leadership Provided by Presidents-Elect	184	62	35	12	15	5	61	21	295
17. Leadership Provided by Vice-Presidents	149	51	46	16	19	7	78	26	292
18. Leadership Provided by the Executive Committee	199	68	27	9	8	3	60	20	294
19. Exchange of Ideas within the Membership	137	47	86	29	29	10	41	14	293
20. Opportunity for Active Participation by All Members	143	49	86	29	26	9	38	13	293
21. Effectiveness in Achieving Purposes	137	47	82	28	14	5	59	20	292

Presidents as effective. Least effective, with 30 per cent, was Exchange of Ideas within the Membership. Nine per cent reported that Exchange of Ideas Within the Membership was not being used.

Twenty-one per cent reported that they were not aware of Leadership Provided by Vice-Presidents, while only 3 per cent said they were not aware of Leadership Provided by Association Presidents.

Table 17 gives responses from members who were only slightly involved in the affairs of the association. Considered most effective was the Leadership Provided by Association Presidents with 84 per cent. Least effective, with 25 per cent, was Opportunity for Active Participation by All Members. Thirteen per cent indicated that Exchange of Ideas Within the Membership and Opportunity for Active Participation by All Members was not being used.

It is interesting to note again, that a high percentage of the slightly involved members reported that they were not aware of the activities of the association. Table 17 shows that 43 per cent were not aware of Leadership Provided by Vice-Presidents; 31 per cent were not aware of Effectiveness in Achieving Purposes; 30 per cent were not aware of Leadership Provided by the Executive Committee; and 29 per cent were not aware of Leadership Provided by Presidents-Elect.

An examination of Table 18, responses from all the participants in this study, reveals that 88 per cent of the respondents considered Leadership Provided by the Association Presidents as effective. It is apparent that the activities of the association's presidents were better known than were the activities of the other officers of the association.

It is also important to note that Exchange of Ideas Within the Membership, Opportunity for Active Participation by All Members, and Effectiveness in Achieving Purposes were all rated as effective by less than 50 per cent of those responding.

The next four tables in this chapter, Tables 19-22, present the responses of the members to section three of the questionnaire, Association Activity Programs. This section contains items 22-42.

From Table 19 it was evident that the very active members reported the most effective activity program as Awards for Long or Meritorious Service, with 86 per cent reporting. Other items reported as most effective were Short Range Planning and Leadership in the Development of Educational Policies for the State. Sixty per cent considered Disseminating Information to Lay Citizens as not effective. Thirty per cent reported that publications were not being used while 19 per cent said they were not aware of Long Range Planning.

Table 20 shows that moderately active members reported Awards for Long or Meritorious Service as most effective, with 63 per cent reporting. Other more effective items were Leadership in the Development of Educational Policies for the State, Disseminating Information to Membership, and High School-College Relationships. Considered least effective was Disseminating Information to Lay Citizens, with 54 per cent.

Table 20 also indicates that Providing Opportunities for Lay Citizens to be Heard on Association Affairs and Recruitment of Competent Persons for Preparation as Administrators were reported as not being used by 12 per cent of the respondents. Thirty-nine per cent also reported that they were not aware of Providing Opportunities for Lay Citizens to be Heard on Association Affairs.

TABLE 19

OPINIONS OF VERY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION OF
SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION ACTIVITY PROGRAMS

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
22. Publications	11	28	15	39	12	30	1	3	39
23. Publicity and Public Relations	12	30	18	47	6	15	3	8	39
24. Disseminating Information to Members	19	51	13	35	3	8	2	6	37
25. Disseminating Information to Lay Citizens	4	11	22	60	6	16	5	13	37
26. Making Association's Position Heard on Current Issues	9	23	22	56	5	13	3	8	39
27. Providing Opportunities for Lay Citizens to be Heard on Association Affairs	5	13	19	48	8	21	7	18	39
28. Recruitment of Competent Persons for Preparation as Administrators	6	16	18	47	9	24	5	13	38

TABLE 19--Continued

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
37. Definition and Support of Sound Employment and Dismissal Practices	7	18	22	56	5	13	5	13	39
38. Development of Information and Standards for Professional Negotiations	5	13	18	46	9	23	7	18	39
39. Administrator-Teacher Relationships	17	44	16	41	4	10	2	5	39
40. High School-College Relationships	20	51	13	34	4	10	2	5	39
41. Short Range Planning	21	59	8	22	3	8	4	11	36
42. Long Range Planning	13	34	15	39	3	8	7	19	38

TABLE 20

OPINIONS OF MODERATELY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION OF
SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION ACTIVITY PROGRAMS

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
22. Publications	75	46	35	22	17	10	35	22	162
23. Publicity and Public Relations	69	43	54	33	12	7	27	17	162
24. Disseminating Information to Membership	93	57	44	27	8	5	18	11	163
25. Disseminating Information to Lay Citizens	17	11	86	54	13	8	44	27	160
26. Making Association's Position Heard on Current Issues	50	31	75	46	12	7	26	16	163
27. Providing Opportunitites for Lay Citizens to be Heard on Association Affairs	26	16	53	33	20	12	62	39	161
28. Recruitment of Competent Persons for Preparation as Administrators	27	17	51	33	19	12	60	38	157
29. In-Service Growth Programs for Administrators	64	39	39	24	11	7	48	30	162

TABLE 20--Continued

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
30. Protecting and Improving the Image of the Superintendent of Schools	55	35	69	42	12	7	25	16	161
31. Support and Enforcement of Ethical Procedures and Practices	61	37	53	33	13	8	35	22	162
32. Awards for Long or Meritorious Service	103	63	17	11	9	6	32	20	161
33. Leadership in the Development of Educational Policies for the State	100	62	38	23	2	1	23	14	163
34. Educational Research	63	39	40	25	8	5	51	31	162
35. Curriculum Development	87	54	29	18	7	4	39	24	162
36. Influence on Educational Legislation	80	50	64	40	4	2	13	8	161
37. Definition and Support of Sound Employment and Dismissal Practices	51	32	42	26	11	7	56	35	160

TABLE 21

OPINIONS OF SLIGHTLY INVOLVED MEMBERS OF THE OKLAHOMA ASSOCIATION OF
SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION ACTIVITY PROGRAMS

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
22. Publications	36	39	15	16	6	6	36	39	93
23. Publicity and Public Relations	25	28	29	32	6	6	31	34	91
24. Disseminating Information to Membership	42	45	27	30	4	4	19	21	92
25. Disseminating Information to Lay Citizens	11	12	34	37	8	8	40	43	93
26. Making Association's Position Heard on Current Issues	20	22	43	47	5	5	23	26	91
27. Providing Opportunities for Lay Citizens to be Heard on Association Affairs	15	16	26	29	9	10	41	45	91
28. Recruitment of Competent Persons for Preparation as Administrators	17	19	24	27	7	7	43	47	91
29. In-Service Growth Programs for Administrators	28	31	26	28	8	8	30	33	92

TABLE 21--Continued

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
30. Protecting and Improving the Image of the Superintendent of Schools	34	39	24	27	7	7	24	27	89
31. Support and Enforcement of Ethical Procedures and Practices	26	28	26	28	8	8	32	36	92
32. Awards for Long or Meritorious Service	40	43	10	11	3	3	40	43	93
33. Leadership in the Development of Educational Policies for the State	42	44	28	31	2	2	21	23	93
34. Educational Research	26	29	19	21	5	5	40	45	90
35. Curriculum Development	38	42	16	18	3	3	33	37	90
36. Influence on Educational Legislation	30	33	33	37	4	4	23	26	90
37. Definition and Support of Sound Employment and Dismissal Practices	14	15	24	27	10	11	42	47	90

TABLE 21--Continued

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
38. Development of Information and Standards for Professional Negotiations	13	14	16	18	12	13	50	55	91
39. Administrator-Teacher Relationships	33	37	19	21	8	8	31	34	91
40. High School-College Relationships	29	33	19	22	5	5	35	40	88
41. Short Range Planning	28	32	11	12	6	6	45	50	90
42. Long Range Planning	22	25	18	20	6	6	44	49	90

TABLE 22--Continued

Activity Programs	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
38. Development of Information and Standards for Professional Negotiations	66	23	71	24	35	12	118	41	290
39. Administrator-Teacher Relationships	137	47	71	25	17	6	63	22	288
40. High School-College Relationships	141	49	63	22	15	5	69	24	288
41. Short Range Planning	135	47	42	15	14	5	94	33	285
42. Long Range Planning	98	34	78	27	15	5	97	34	288

TABLE 23

OPINIONS OF VERY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION LIAISON
WITH RELATED AND UNRELATED GROUPS

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
43. State Classroom Teachers Association	10	27	22	58	4	10	2	5	38
44. State Elementary Principals Association	22	60	10	27	3	8	2	5	37
45. State Secondary Principals Association	28	74	4	10	3	8	3	8	38
46. State Education Association	29	76	5	13	2	5	2	5	38
47. State Association of Non-Certified Employees	10	27	15	39	5	13	8	21	38
48. State Curriculum Association	20	55	11	31	0	0	5	14	36
49. State Parent-Teacher Association	21	54	9	23	2	5	7	18	39
50. State School Boards Association	34	87	3	8	0	0	2	5	39

TABLE 23--Continued

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
51. American Association of School Administrators	36	95	0	0	0	0	2	5	38
52. State Department of Education	37	95	0	0	0	0	2	5	39
53. Colleges and Universities	30	77	6	15	0	0	3	8	39
54. Board of Regents for Higher Education	10	26	18	46	3	8	8	20	39
55. State Legislature	12	31	20	51	2	5	5	13	39
56. State Executive Department	13	34	18	48	0	0	7	18	38
57. Associations for Business and Industry	4	10	19	49	6	16	10	25	39
58. Associations for Professions Other than Education	3	8	19	49	6	16	11	27	39

TABLE 24

OPINIONS OF MODERATELY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION LIAISON WITH
RELATED AND UNRELATED GROUPS

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
43. State Classroom Teachers Association	59	36	65	40	4	3	34	21	162
44. State Elementary Principals Association	100	61	28	17	4	3	31	19	163
45. State Secondary Principals Association	112	69	21	13	3	2	25	16	161
46. State Education Association	137	85	10	6	1	0	14	9	162
47. State Association of Non-Certified Employees	48	29	23	14	8	5	84	52	163
48. State Curriculum Association	108	67	15	9	5	3	34	21	162
49. State Parent-Teacher Association	80	49	40	24	5	3	38	24	163
50. State School Boards Association	134	84	13	8	1	0	12	8	160

TABLE 24--Continued

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
51. American Association of School Administrators	154	94	3	2	0	0	6	4	163
52. State Department of Education	148	92	5	3	1	0	7	5	161
53. Colleges and Universities	117	72	16	10	2	1	28	17	163
54. Board of Regents for Higher Education	73	45	26	16	4	3	60	36	163
55. State Legislature	83	51	59	37	2	1	18	11	162
56. State Executive Department	66	41	55	34	1	0	40	25	162
57. Associations for Business and Industry	33	21	49	31	10	6	68	42	160
58. Associations for Professors other than Education	28	17	45	28	9	6	78	49	160

TABLE 25

OPINIONS OF SLIGHTLY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION LIAISON
WITH RELATED AND UNRELATED GROUPS

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
43. State Classroom Teachers Association	21	23	30	33	4	4	37	40	92
44. State Elementary Principals Association	46	51	12	13	5	5	28	31	91
45. State Secondary Principals Association	51	56	9	10	5	5	26	29	91
46. State Education Association	61	66	8	9	2	2	21	23	92
47. State Association for Non-Certified Employees	16	17	15	16	3	3	59	64	93
48. State Curriculum Association	36	40	10	11	4	4	40	45	90
49. State Parent-Teacher Association	30	34	15	16	5	5	40	45	90
50. State School Boards Association	57	63	11	12	2	2	21	23	91
51. American Association of School Administrators	70	76	2	2	2	2	18	20	92

TABLE 25--Continued

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
52. State Department of Education	72	79	4	4	0	0	15	17	91
53. Colleges and Universities	46	51	11	12	1	1	33	36	91
54. Board of Regents for Higher Education	33	37	11	12	4	4	42	47	90
55. State Legislature	37	41	28	31	2	2	24	26	91
56. State Executive Department	33	37	23	26	4	4	30	33	90
57. Associations for Business and Industry	13	14	19	21	2	2	57	63	91
58. Associations for Professions Other than Education	9	10	19	21	2	2	60	67	90

TABLE 26

OPINIONS OF ALL RESPONDENTS CONCERNING THE OKLAHOMA ASSOCIATION OF
SCHOOL ADMINISTRATORS LIAISON WITH RELATED AND UNRELATED GROUPS

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
43. State Classroom Teachers Association	90	31	117	40	12	4	73	25	292
44. State Elementary Principals Association	168	58	50	17	12	4	61	21	291
45. State Secondary Principals Association	191	66	34	12	11	4	54	18	290
46. State Education Association	227	78	23	8	5	2	37	12	292
47. State Association of Non-Certified Employees	74	25	53	18	16	5	151	52	294
48. State Curriculum Association	164	57	36	13	9	3	79	27	288
49. State Parent-Teacher Association	131	45	64	22	12	4	85	29	292
50. State School Boards Association	225	78	27	9	3	1	35	12	290
51. American Association of School Administrators	260	88	5	2	2	1	26	9	293

TABLE 26--Continued

Groups	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
52. State Department of Education	257	89	9	3	1	0	24	8	291
53. Colleges and Universities	193	66	33	11	3	1	64	22	293
54. Board of Regents for Higher Education	116	40	55	18	11	4	110	38	292
55. State Legislature	132	45	107	37	6	2	47	16	292
56. State Executive Department	112	39	96	33	5	2	77	26	290
57. Associations for Business and Industry	50	17	87	30	18	6	135	47	290
58. Associations for Professions Other than Education	40	14	83	29	17	6	149	51	289

Education Association. Considered least effective was liaison with the State Classroom Teachers Association, with 58 per cent. Sixteen per cent reported that there was no liaison with Associations for Business and Industry and Associations for Professions other than Education.

Responses from moderately active members are given in Table 24. Liaison with the American Association of School Administrators, with 94 per cent, was reported most effective. Several other items reported very effective include State Department of Education, State Education Association, and State School Boards Association. Considered least effective was liaison with the State Classroom Teachers Association, with 40 per cent.

Liaison with Association for Business and Industry and with Associations for Professions other than Education were reported as not being used by 6 per cent of the respondents. Fifty-two per cent indicated that they were not aware of liaison with State Associations of Non-Certified Employees.

Table 25 reports responses from slightly involved members of the Oklahoma Association of School Administrators. It is interesting to note that the percentage of effective responses to the items was consistently lower than those reported by the very active and the moderately active groups. Seventy-nine per cent indicated that liaison with the State Department of Education was effective, 76 per cent designated the American Association of School Administrators, 66 per cent, the State Education Association, and 63 per cent, the State School Boards Association. Least effective was liaison with the State Classroom Teachers Association, with 33 per cent.

As has been reported before, the slightly involved respondents reported that they were not aware of many items in the questionnaire. Sixty-seven per cent were not aware of liaison with Associations for Professions Other than Education, 64 per cent reported State Associations for Non-Certified Employees, and 63 per cent indicated Associations for Business and Industry.

Table 26 includes responses from all members responding to section four of the questionnaire. The range of effectiveness for all items was from 89 per cent down to 14 per cent, with the items ranked in order as follows: (1) State Department of Education, (2) American Association of School Administrators, (3) State School Boards Association, (4) State Education Association, (5) State Secondary Principals Association, (6) Colleges and Universities, (7) State Elementary Principals Association, (8) State Curriculum Association, (9) State Parent-Teacher Association, (10) State Legislature, (11) Board of Regents for Higher Education, (12) State Executive Department, (13) State Classroom Teachers Association, (14) State Association of Non-Certified Employees, (15) Associations for Business and Industry, and (16) Association for Professions Other than Education.

Liaison with the State Classroom Teachers Association was reported as being not effective by 40 per cent of the respondents.

The percentage of items reported not being used ranged from 6 per cent down to 0 per cent. Of the 291 respondents to the item concerning liaison with the State Department of Education, only one respondent reported it as not being used.

From Table 26 it is also evident that many of the respondents were not aware of the items included in the questionnaire. It is of particular significance to note the high percentage who were not aware of liaison with State Associations for Non-Certified Employees, Associations for Professions Other than Education, and Associations for Business and Industry. It seems possible that there may have been some misunderstanding of the item, State Associations of Non-Certified Employees.

It is interesting to note that liaison with the State Classroom Teachers Association received a consistently low rating of effectiveness when compared with the other education-related groups. It is not surprising that liaison with unrelated associations or groups was least known and used.

Tables 27, 28, 29, and 30 reported the opinions of members concerning Association Finances, which is section five of the questionnaire.

It is shown in Table 27 that 84 per cent of the respondents considered Individual Membership Dues as effective and 53 per cent reported Adoption and Understanding of Annual Budget effective. It may be noted in this and the three following tables that a considerable number of the respondents reported Institutional Membership Dues and School Service Membership Dues as effective. However, it is important to point out that the Oklahoma Association of School Administrators has no provisions for collection of either of these dues.

Table 27 also shows that 26 per cent reported the Adoption and Understanding of Annual Budget as not effective. Thirteen and 11 per cent, respectively, reported that Institutional Membership Dues and

TABLE 27

OPINIONS OF VERY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION FINANCES

Finances	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
59. Adoption and Understanding of Annual Budget	20	53	10	26	2	5	6	16	38
60. Individual Membership Dues	32	84	5	13	0	0	1	3	38
61. Institutional Membership Dues	19	50	2	5	5	13	12	32	38
62. School Service Membership Dues	15	40	1	3	4	11	17	46	37

TABLE 28

OPINIONS OF MODERATELY ACTIVE MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION FINANCES

Finances	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
59. Adoption and Understanding of Annual Budget	81	50	23	14	6	4	53	32	163
60. Individual Membership Dues	149	91	4	3	1	0	9	6	163
61. Institutional Membership Dues	69	43	11	7	12	7	69	43	161
62. School Service Membership Dues	61	39	11	7	13	8	73	46	158

TABLE 29

OPINIONS OF SLIGHTLY INVOLVED MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION FINANCES

Finances	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
59. Adoption and Understanding of Annual Budget	29	32	9	10	2	2	51	56	91
60. Individual Membership Dues	78	85	6	6	1	1	7	8	92
61. Institutional Membership Dues	36	41	3	3	4	4	46	52	89
62. School Service Membership Dues	26	29	6	6	4	4	54	60	90

TABLE 29

OPINIONS OF SLIGHTLY INVOLVED MEMBERS OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS CONCERNING ASSOCIATION FINANCES

Finances	Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
	No.	%	No.	%	No.	%	No.	%	
59. Adoption and Understanding of Annual Budget	29	32	9	10	2	2	51	56	91
60. Individual Membership Dues	78	85	6	6	1	1	7	8	92
61. Institutional Membership Dues	36	41	3	3	4	4	46	52	89
62. School Service Membership Dues	26	29	6	6	4	4	54	60	90

TABLE 30

OPINIONS OF ALL RESPONDENTS CONCERNING FINANCES OF THE OKLAHOMA
ASSOCIATION OF SCHOOL ADMINISTRATORS

Finances		Effective		Not Effective		Not Being Used		Not Aware Of		Total Responding
		No.	%	No.	%	No.	%	No.	%	
59.	Adoption and Understanding of Annual Budget	130	46	42	14	10	3	110	37	292
60.	Individual Membership Dues	259	88	15	5	2	1	17	6	293
61.	Institutional Membership Dues	124	43	16	6	21	7	127	44	288
62.	School Service Membership Dues	102	36	18	6	21	7	144	51	285

School Service Membership Dues were not being used. Forty-six per cent reported that they were not aware of School Service Membership Dues.

An examination of Table 28, opinions of moderately active members, reveals that 91 per cent indicated the Individual Membership Dues were effective, 14 per cent reported Adoption and Understanding of Annual Budget not effective, 8 per cent said School Service Membership Dues were not being used, and 46 per cent indicated that they were not aware of School Service Membership Dues.

Table 29 gives opinions of the slightly involved respondents. Eighty-five per cent indicated that the Individual Membership Dues were effective. Sixty per cent were not aware of School Service Membership Dues, 56 per cent were not aware of Adoption and Understanding of Annual Budget, and 52 per cent were not aware of Institutional Membership Dues.

Table 30, opinions of all respondents to section five of the questionnaire, shows that 88 per cent considered the Individual Membership Dues as effective; however, only 46 per cent considered the Adoption and Understanding of the Annual Budget as effective. It should be pointed out again that the Oklahoma Association of School Administrators has no provision for the collection of Institutional Membership or School Service Membership Dues; however, a high percentage of the respondents reported these items as effective.

The sixth section of the questionnaire asked for opinions of members as to what the purposes of a state association of school administrators should be. The responses to this section were mostly in terms of needs rather than purposes, and, when applicable, were included in the tables for section seven.

Section seven, the final section of the questionnaire, asked members to rank in order the three most urgent needs for the improvement of the Oklahoma Association of School Administrators. Responses from the members were reported and interpreted in Tables 31, 32, 33, and 34.

Table 31, responses from very active members, reported Effective Communication with the Members of the Association and Active Participation by all Members in the Affairs of the Association as the most urgent needs. Effective Public Relations with all Publics and Aggressive Educational Leadership received the same totals, and were ranked as the third and fourth most urgent needs. The need for a Full-time Executive Secretary was ranked in fifth place. To Develop and Enforce a Code of Ethics, Higher Professional Standards, Support of Sound Employment and Dismissal Practices, and Improved Working Relationships with Colleges and Universities were ranked as the least urgent needs.

Table 32 depicts the rankings of the moderately active members. We note here that Effective Public Relations with all Publics was ranked in first place, Effective Communication with Members of the Association was in second place, and Active Participation by all Members in the Affairs of the Association was in fourth place. The same three items were ranked in fourth place, or above, by the very active respondents. Improved Relationships with the Classroom Teacher Association was ranked in third place in Table 32, and Effective Area Organization and Meetings held the fifth rank. Effective Long Range Planning was ranked as the least urgent need.

In Table 33 it may be noted that Active Participation by all Members in the Affairs of the Association was ranked as the most urgent

TABLE 31

OPINIONS OF VERY ACTIVE MEMBERS CONCERNING MOST
URGENT NEEDS FOR IMPROVEMENT OF THE OKLAHOMA
ASSOCIATION OF SCHOOL ADMINISTRATORS

Needs	Rank			Weighted* Total
	1	2	3	
1. Effective Communication with the Members of the Association	3	4		17
2. Active Participation by all Members in the Affairs of the Association	2	5	1	17
3. Effective Public Relations with all Publics	3	2	2	15
4. Aggressive Educational Leadership	3	1	4	15
5. Full-time Executive Secretary	4	1		14
6. Protect and Improve the Image of the Superintendent of Schools	3	2		13
7. Effective Long Range Planning	3	2		13
8. Improved Relationships with the Classroom Teachers Association	2	1	2	10
9. Harmony within the Ranks of the Membership	2	1	1	9
10. Educational Research	1	2	1	8
11. Active Promotion of Educational Legislation	2		1	7
12. Increased Membership	1	2		7
13. In-Service Opportunities for all Members		1	2	4
14. Recruitment of Competent Persons for Preparation as Administrators		1	2	4
15. Effective Area Organization and Meetings		1	2	4

TABLE 31--Continued

Needs	Rank			Weighted* Total
	1	2	3	
16. Closer Relationships with Related Organizations		2		4
17. Positive Stand on Educational Issues		1	1	3
18. More Meaningful Meetings	1			3
19. Development of Information and Standards for Professional Negotiations			3	3
20. Increased Membership Dues		1	1	3
21. Curriculum Development		1		2
22. Closer Relationship with Unrelated Organizations		1		2
23. Closer Relationship with State School Board Association		1		2
24. Promote School District Reorganization		1		2
25. Develop and Enforce a Code of Ethics			1	1
26. Higher Professional Standards			1	1
27. Support of Sound Employment and Dismissal Practices			1	1
28. Improved Working Relationships with Colleges and Universities			1	1

*A weight of 3 is applied to the first rank, 2 to the second rank, and 1 to the third rank.

TABLE 32

OPINIONS OF MODERATELY ACTIVE MEMBERS CONCERNING MOST
URGENT NEEDS FOR IMPROVEMENT OF THE OKLAHOMA
ASSOCIATION OF SCHOOL ADMINISTRATORS

Needs	Rank			Weighted* Total
	1	2	3	
1. Effective Public Relations with all Publics	8	13	10	60
2. Effective Communication with the Members of the Association	11	9	2	53
3. Improved Relationships with the Classroom Teachers Association	11	8	3	52
4. Active Participation by all Members in the Affairs of the Association	8	13	2	52
5. Effective Area Organization and Meetings	8	5	4	38
6. Develop and Enforce a Code of Ethics	5	8	4	35
7. Active Promotion of Educational Legislation	5	5	7	32
8. Increased Membership	9	1	2	31
9. In-Service Opportunities for all Members	6	4	2	28
10. Educational Research	4	4	3	23
11. Higher Professional Standards	4	3	3	21
12. Positive Stand on Current Educational Issues	3	2	7	20
13. Harmony within the Ranks of the Membership	4	2	3	19
14. More Meaningful Meetings	3	3	4	19
15. Protect and Improve the Image of the Superintendent of Schools	3	3	1	16

TABLE 32--Continued

Needs	Rank			Weighted* Total
	1	2	3	
16. Aggressive Educational Leadership	2	3	4	16
17. Recruitment of Competent Persons for Preparation as Administrators	1	5	2	15
18. Better Method of Electing Association Officers	2	1	2	10
19. Closer Relationships with Related Organizations	2	1	2	10
20. Recognition of the Small School Administrator	1	2	1	8
21. Involvement of More People in the Planning and Presentation of Programs	2	1		8
22. Curriculum Development		3	1	7
23. Full-time Executive Secretary		2	2	6
24. Closer Working Relationship with the State School Boards Association	1	1	1	6
25. Lower Requirements for Membership	2			6
26. Improved Image of the Oklahoma Association of School Administrators	1	1		5
27. Support of Sound Employment and Dismissal Practices	1		1	4
28. Professional Attitudes within the Membership		2		4
29. Information Releases to Lay Public in Language they can Understand		1	2	4
30. Elimination of Oligarchic Tendencies		2		4
31. Opportunity for Lay Citizens to be Heard		1	1	3

TABLE 32--Continued

Needs	Rank			Weighted* Total
	1	2	3	
32. Development of Information and Standards for Professional Negotiations		1	1	3
33. Promote School District Reorganization		1	1	3
34. Closer Relationship with Unrelated Organizations		1		2
35. Effective Long Range Planning			1	1

*A weight of 3 is applied to the first rank, 2 to the second rank, and 1 to the third rank.

TABLE 33

OPINIONS OF SLIGHTLY INVOLVED MEMBERS CONCERNING MOST
URGENT NEEDS FOR IMPROVEMENT OF THE OKLAHOMA
ASSOCIATION OF SCHOOL ADMINISTRATORS

Needs	Rank			Weighted* Total
	1	2	3	
1. Active Participation by all Members in the Affairs of the Association	9	6	1	40
2. Effective Communication with the Members of the Association	7	2	3	28
3. Effective Area Organization and Meetings	3	4	3	20
4. Effective Public Relations with all Publics	3	2	1	14
5. Educational Research	3	2	1	14
6. Aggressive Educational Leadership	3	2	1	14
7. Higher Professional Standards	3	1	1	12
8. Improved Relationships with the Classroom Teachers Association	1	3	1	10
9. Develop and Enforce a Code of Ethics	2		4	10
10. Increased Membership	3		1	10
11. Increased Number of Statewide Meetings	2	1	1	9
12. Positive Stand on Current Educational Issues	1	2	1	8
13. Recognition of the Small School Administrator	2	1		8
14. Better Method of Electing Association Officers	1	2		7
15. More Meaningful Meetings	1	2		7
16. Harmony within the Ranks of the Membership	2			6

TABLE 33--Continued

Needs	Rank			Weighted* Total
	1	2	3	
17. Full-time Executive Secretary	1	1	1	6
18. Define Purposes of Oklahoma Association of School Administrators to Members and Prospective Members	1	1	1	6
19. Protect and Improve the Image of the Superintendent of Schools		1	3	5
20. In-Service Opportunities for all Members		2	1	5
21. Active Promotion of Educational Legislation		1	2	4
22. Closer Relationships with Unrelated Organizations	1		1	4
23. Closer Relationships with Related Organizations		1	1	3
24. Effective Long Range Planning		1	1	3
25. Lower Requirements for Membership	1			3
26. Lower Membership Dues	1			3
27. Curriculum Development		1		2
28. Increased Membership Dues		1		2

*A weight of 3 is applied to the first rank, 2 to the second rank, and 1 to the third rank.

TABLE 34

OPINIONS OF ALL RESPONDENTS CONCERNING MOST URGENT
NEEDS FOR IMPROVEMENT OF THE OKLAHOMA ASSOCIATION
OF SCHOOL ADMINISTRATORS

Needs	Rank			Weighted* Total
	1	2	3	
1. Active Participation by all Members in the Affairs of the Association	19	24	4	109
2. Effective Communication with the Members of the Association	21	15	5	98
3. Effective Public Relations with all Publics	14	17	13	89
4. Improved Relationships with the Classroom Teachers Association	14	12	6	72
5. Effective Area Organization and Meetings	11	10	9	62
6. Increased Membership	13	3	3	48
7. Develop and Enforce a Code of Ethics	7	8	9	46
8. Educational Research	8	8	5	45
9. Aggressive Educational Leadership	8	6	9	45
10. Active Promotion of Educational Legislation	7	6	10	43
11. In-Service Opportunities for all Members	6	7	5	37
12. Protect and Improve the Image of the Superintendent of Schools	6	6	4	34
13. Higher Professional Standards	7	4	5	34
14. Harmony within the Ranks of the Membership	8	3	4	34
15. Positive Stand on Current Educational Issues	4	5	9	31

TABLE 34--Continued

Needs	Rank			Weighted* Total
	1	2	3	
16. More Meaningful Meetings	5	5	4	29
17. Full-time Executive Secretary	5	4	3	26
18. Recruitment of Competent Persons for Preparation as Administrators	1	6	4	19
19. Better Method of Electing Association Officers	3	3	2	17
20. Closer Relationships with Related Organizations	2	4	3	17
21. Effective Long Range Planning	3	3	2	17
22. Recognition of the Small School Administrator	3	3	1	16
23. Curriculum Development		5	1	11
24. Lower Requirements for Membership	3			9
25. Increased Number of Statewide Meetings	2	1	1	9
26. Closer Relationships with Unrelated Organizations	1	2	1	8
27. Closer Working Relationship with the State School Boards Association	1	2	1	8
28. Involvement of more People in the Planning and Presentation of Programs	2	1		8
29. Development of Information and Standards for Professional Negotiations		1	4	6
30. Define Purposes of the Oklahoma Association of School Administrators to Members and Prospective Members	1	1	1	6
31. Support of Sound Employment and Dismissal Practices	1		2	5

TABLE 34--Continued

Needs	Rank			Weighted* Total
	1	2	3	
32. Improved Image of the Oklahoma Association of School Administrators	1	1		5
33. Promote School District Reorganization		2	1	5
34. Increased Membership Dues		2	1	5
35. Professional Attitudes within the Membership		2		4
36. Information Releases to Lay Public in Language they can Understand		1	2	4
37. Elimination of Oligarchic Tendencies		2		4
38. Opportunity for Lay Citizens to be Heard		1	1	3
39. Lower Membership Dues	1			3
40. Improved Working Relationships with Colleges and Universities			1	1

*A weight of 3 is applied to the first rank, 2 to the second rank, and 1 to the third rank.

need by a considerable margin over the item Effective Communication with the Members of the Association which was ranked in second place. It should be pointed out that these responses were from members who have indicated that they were only slightly involved in the affairs of the association. Ranked in third, fourth, and fifth place, respectively, were Effective Area Organization and Meetings, Effective Public Relations with all Publics, and Educational Research. Educational Research was ranked in tenth place by both the very active and the moderately active respondents.

Table 33 also shows that Curriculum Development and Increased Membership Dues were reported as the least urgent needs.

In comparing Tables 31, 32, and 33 it should be noted that there was considerable agreement in the ranking of the most urgent needs; however, only the very active considered Aggressive Educational Leadership and Full-time Executive Secretary as important enough to rank in the first five. Both the moderately active and the slightly involved emphasized the need for Effective Area Organization and Meetings while the very active ranked the item in the fifteenth place. The moderately active placed more emphasis on the need for Improved Relationships with Classroom Teachers than did the other two groups.

Table 34 presents the opinions of all respondents concerning the urgent needs. Active Participation by all Members was ranked first with a weighted total of 109. Ranked next in order were: Effective Communication with the Members of the Association, with 98; Effective Public Relations with all Publics, with 89; Improved Relationships with the Classroom Teachers Association, with 72; and, Effective Area Organization and Meetings, with 62.

Increased Membership, although it ranked no higher than eighth in the three previous tables, was ranked sixth with a weighted total of 48. Ranked as the least urgent need was Improved Working Relationships with Colleges and Universities.

Summary

This chapter has presented responses from members of the Oklahoma Association of School Administrators relating to the organizational structure, activity programs, and needs of the association. The tables were organized to report the responses from three sub-populations: the very active, the moderately active, and the slightly involved; and, from the total population participating in the study. Four tables were used to present the data for each section of the questionnaire.

Data presented in this chapter revealed the following:

1. The respondents who reported that they were only slightly involved in the affairs of the association have fewer years of membership than do the very active and the moderately active respondents.
2. The very active respondents exhibited a considerable knowledge of the affairs of the association by consistently marking a high percentage of the items as effective, not effective, or not being used. The moderately active and, to a greater extent, the slightly involved respondents indicated that they were not aware of many of the items.
3. A substantial majority of the respondents reported that the requirements for membership in the association were effective.
4. The constitutional provision for the election of association officers was reported effective.

5. Responses indicated that the provision for the holding of statewide meetings was effective; however, there were some indications that there was a need for more meaningful meetings.

6. Provisions for regional organization and meetings within the state were reported as inadequate.

7. The presidents of the association were the only officers who were reported as providing effective leadership by a substantial majority of the respondents.

8. Many members did not have the opportunity nor the desire to participate in the affairs of the association. Active participation by all members was ranked as the most urgent need for the improvement of the association.

9. The data shows that the activity programs of the association were not considered effective. Only three of the 21 items listed were reported effective by as many as 50 per cent of the respondents.

10. The responses indicated an urgent need for more effective communications with members of the association.

11. Only 36 per cent of the respondents reported the public relations program as being effective.

12. The association was not effective in making its position known on current educational issues.

13. The responses indicated that there was little opportunity for the involvement of lay citizens in the affairs of the association.

14. Only 31 per cent of the respondents considered relationships with the Classroom Teachers Association as effective. This was particularly significant when noted that a very much higher percentage of the respondents

5. Responses indicated that the provision for the holding of statewide meetings was effective; however, there were some indications that there was a need for more meaningful meetings.

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10. The responses indicated an urgent need for more effective communications with members of the association.

11. Only 36 per cent of the respondents reported the public relations program as being effective.

12. The association was not effective in making its position known on current educational issues.

13. The responses indicated that there was little opportunity for the involvement of lay citizens in the affairs of the association.

14. Only 31 per cent of the respondents considered relationships with the Classroom Teachers Association as effective. This was particularly significant when noted that a very much higher percentage of the respondents

reported liaison with other related educational associations as effective. The data also showed that there was an urgent need for an improved relationship with the Classroom Teachers Association.

15. Liaison with unrelated associations was reported to be effective by a very low per cent of the respondents; however, this item was not reported as being one of the very urgent needs.

16. There seemed to be no indication of need for change in membership dues for individual members of the association.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Continuing education and stimulation of today's school administrator is essential for improved school programs. An effective professional association of school administrators can provide the necessary leadership and opportunity for the fulfillment of these needs. Professional associations are not worthy of the name unless they assume full responsibility for the purposes for which they were formed.

This study has explored the organizational structure and activity programs of professional associations of school administrators across the nation and has developed and applied a Self-Evaluation Check and Suggestion List for members of these associations. The procedures of the study were as follows: (1) to search the literature relating to professional associations of school administrators, (2) to secure and study constitutions of professional associations of school administrators representing 46 states of this nation, (3) to obtain information and opinions from officers of 41 state professional associations of school administrators relating to the activity programs of their associations, (4) to develop a Self-Evaluation Check and Suggestion List, and (5) to

Association of School Administrators to the items included in the Self-Evaluation Check and Suggestion List.

Professional Associations of School Administrators

1. All of the associations responding had written constitutions, with the exception of the Utah Society of School Superintendents.
2. Sixty-three per cent of the associations were departments of the state education association.
3. All of the constitutions included stated objects or purposes of the association.
4. Requirements for membership in the associations were varied. Some associations restricted membership to superintendents of schools working directly with boards of education, while others accepted membership from principals, college and university professors, students, related institutions and commercial firms providing educational services.
5. Provisions were made in the constitutions for the election of officers and governing boards for the association.
6. Much of the work of the association was accomplished through standing and special committees.
7. All constitutions provided for annual meetings of the membership. The number of meetings and kinds of programs varied greatly.
8. Provisions were made whereby all constitutions may be amended.
9. Seventeen per cent of the associations had district or regional organizations.
10. Nineteen per cent of the constitutions indicated that the state association was an affiliate of the American Association of School Administrators.

11. Provisions for an executive secretary were made by 24 per cent of the constitutions.

12. The expenses of the associations were financed by dues paid for membership in the association.

13. The size of the membership and the area of the state had a pronounced effect upon the activity programs which the association sponsored.

14. Many associations published materials for the information and edification of the membership.

15. State professional associations of school administrators, generally, have done their best work in the areas of school finance and in developing and conducting conferences and workshops. Other activities and programs best done were largely dependent upon local conditions.

16. Most important activities and programs in which professional associations of school administrators could engage were listed as follows:

- a. Develop Educational Research Programs
- b. Improve the Public Image of the Superintendent of Schools
- c. Effectively Promote Educational Legislation
- d. Develop Adequate In-Service Education Programs
- e. Publish Association Materials and Information
- f. Engage in Curriculum Study
- g. Take Positive Stand on Current Issues in Education
- h. Improve Group Study Activities
- i. Take Firm Stand for Improved State Department of Education

8. Organizational structure for review and continuity of purpose and programs and for establishing position of association on current issues was not well known.

Individual and Group Activities

1. The leadership provided by the presidents of the association was better known and considered more effective than that provided by other officers and boards of the association.

2. Only 47 per cent considered the exchange of ideas within the membership as effective.

3. Only 49 per cent reported that there was effective opportunity for participation by all members.

4. Forty-seven per cent reported that the association was effective in achieving purposes.

Association Activity Programs

1. Respondents consistently indicated a low rating for the effectiveness of the activity programs. Items which were rated as effective by less than 20 per cent of the respondents were:

- a. Disseminating Information to Lay Citizens
- b. Providing Opportunities for Lay Citizens to Be Heard on Association Affairs
- c. Recruitment of Competent Persons as Administrators

2. Items rated as effective by 21 to 30 per cent of the respondents were:

- a. Making Association's Position Heard on Current Issues
- b. Definition and Support of Sound Employment and Dismissal Practices

- c. Development of Information and Standards for Professional Negotiations

3. Items rated as effective by 31 to 40 per cent were:

- a. Publicity and Public Relations
- b. In-Service Growth Programs for Administrators
- c. Protecting and Improving the Image of the Superintendent of Schools
- d. Support and Enforcement of Ethical Procedures and Practices
- e. Educational Research
- f. Long Range Planning

4. Items rated as effective by 41 to 50 per cent of the respondents were:

- a. Publications
- b. Curriculum Development
- c. Influence on Educational Legislation
- d. Administrator-Teacher Relationships
- e. High School-College Relationships
- f. Short Range Planning

5. Only three items, Disseminating Information to Membership, Awards for Long or Meritorious Services, and Leadership in the Development of Educational Policies for the State were rated as effective by more than 50 per cent of the respondents.

Liaison With Related and Unrelated Groups

1. Liaison with the State Education Association, the State School Boards Association, the American Association of School Administrators, and the State Department of Education, was rated as effective by more than 75 per cent of the respondents.

2. Only 31 per cent rated liaison with the State Classroom Teachers Association as effective.

3. Liaison with other related groups and associations was rated as effective by from 40 to 66 per cent of the respondents.

4. Less than 50 per cent of the respondents indicated that liaison with the State Legislature and the State Executive Department was effective.

5. Liaison with associations not related to education was not considered effective.

Association Finances

1. Individual membership dues were considered effective by 88 per cent of those reporting.

2. There was no general understanding of the annual budget of the association.

3. Many members were not informed about the provisions for financing the Oklahoma Association of School Administrators.

Most Urgent Needs

The most urgent needs for the improvement of the Oklahoma Association of School Administrators, were as follows:

1. Active Participation by All Members in the Affairs of the Association

2. Effective Communication with the Members of the Association

3. Effective Public Relations with All Publics

4. Improved Relationships with the Classroom Teachers Association

5. Effective Area Organization and Meetings

6. Increased Membership
7. To Develop and Enforce a Code of Ethics
8. Educational Research
9. Aggressive Educational Leadership
10. Active Promotion of Educational Legislation
11. In-Service Opportunities for all Members
12. To Protect and Improve the Image of the Superintendent of Schools
13. Higher Professional Standards
14. Harmony within the Ranks of the Membership
15. Positive Stand on Current Educational Issues
16. More Meaningful Meetings
17. Full-time Executive Secretary

Conclusions

1. Many of the constitutions of the professional associations of school administrators are outdated and should be revised in terms of current and future needs.
2. A very high percentage of the members of professional associations of school administrators have little understanding of the purposes and role of the association.
3. While most associations have made some valuable contributions to education and educational leadership in their states, professional associations of school administrators, in general, have failed to consistently provide a high quality of educational service and leadership.
4. Professional associations of school administrators will not assume status as professional associations until they accept and implement the

responsibilities for leadership which are implied in the purposes of the associations.

5. Provisions should be made for a continuing evaluation of all programs and activities of all associations.

6. The dissemination of information to the membership is sporadic and ineffective in many associations. Poor individual participation results, in part, from not being informed or consulted.

7. Professional associations of school administrators have failed to adequately involve lay citizens and unrelated associations and organizations in planning and presenting programs for education.

8. Many associations do not have the funds necessary for an effective program of activities.

9. A full-time executive secretary or central office staff is essential for effective planning and coordination of association activities and programs.

10. There are strong indications that there are too many professional associations of school administrators. There are enough likenesses in responsibilities of city, town, and county superintendents of schools to justify the formation of one association for all the superintendents of the state. Wasteful overlapping and duplication of functions can be eliminated by the consolidation of these related associations.

11. There are also strong indications that there are enough likenesses in responsibilities and sets of roles of superintendents and principals to justify the formation of one coordinating association for all school administrators in states where the membership is too small to adequately support separate associations.

Recommendations

It is concluded from this research that professional associations of school administrators are providing effective leadership in some educational areas, but they have not fully achieved the purposes for which they were established. It is recommended that all associations provide for a continuing evaluation of all their activities and programs in terms of the current needs and purposes of the association and that immediate action be taken to implement the findings of the evaluations.

It is recommended that the Oklahoma Association of School Administrators provide the leadership for the formation of an organization for all school administrators in Oklahoma. It is believed that such an organization could provide the mechanisms for joint planning and coordination of effort of all the school administrators in the state. Purposes, membership, and organizational structure should be as follows:

1. The association should have as its general purpose the promotion of the educational welfare of the State of Oklahoma. It should serve as the coordinating body for its divisions and should maintain and elevate the professional and ethical standards for all Oklahoma school administrators. As the coordinating body, it should foster the professional growth and development of its divisions.
2. The active membership should be organized by divisions; (a) city, town, and county superintendents of schools, school business officials, college and university administrators and professors of school administration, and administrators from the State Department of Education; (b) secondary school principals; and (c) elementary school principals.

3. Officers of the association should include a president and a president-elect who are elected from the total membership of the association; an executive committee, nominated by divisions and elected by the total membership; and three vice-presidents, nominated and elected from the divisions.

4. Activities and programs should be conducted for the total membership and for each of the divisions of the association. It is important to note that three associations for school administrators presently organized in Oklahoma would not lose their identity but would continue to function as divisions of the Oklahoma Association of School Administrators.

5. Sub-associations, organized on a district or regional basis, should be formed.

6. A full-time executive secretary or central office staff should be employed to coordinate the programs and activities of the association and its divisions.

7. Adequate funds should be provided for financing the association. Consideration should be given to a plan for institutional and school service memberships as a means for supplementing funds provided by individual membership dues.

8. The Oklahoma Association of School Administrators and its divisions should continue to function as departments of the Oklahoma Education Association.

It is also recommended that the Oklahoma Association of School Administrators:

1. Promote opportunities for active participation of the membership in the affairs of the association.
2. Inform the membership by the use of regularly or specially published newsletters and bulletins.
3. Develop programs for the involvement of lay citizens and unrelated organizations and groups in the affairs of the association.
4. Assume the leadership for developing a program of cooperation and understanding with the Oklahoma Classroom Teachers Association.
5. Establish a program for the recruitment of competent persons for training as school administrators.

Further research in areas related to this study are suggested as follows:

1. Definitive histories of the associations are needed to supplement the data available.
2. There is need for a study of the causes of the deteriorating relationship between the school administrators and the classroom teachers.
3. There is need for a study of the nature of the principalship and the professional organizations for principals.
4. Further study is needed to determine ways of improving the effectiveness of professional associations of school administrators.

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Indiana Association of Public School Superintendents. Constitution.

Iowa Association of School Administrators. Constitution.

Kansas Association of School Administrators. Constitution and By-Laws.

Massachusetts Association of School Superintendents. Constitution.

Michigan Association of School Administrators. Constitution and By-Laws.

Minnesota Association of School Administrators. Constitution.

Nebraska Association of School Administrators. Constitution and By-Laws.

New York State Association of School District Administrators. Constitution and By-Laws.

Oklahoma Association of School Administrators. Constitution and By-Laws.

Texas Association of School Administrators. Constitution.

Wisconsin Association of School District Administrators. Constitution.

Letters

Corr, Reade. Past-President, Maryland State Association of Superintendents and Superintendent, Kent County Schools. Chestertown, Maryland: January 10, 1965.

Sears, Sterling S. Past-President, Alaska School Superintendents Association and Superintendent of Schools, Kenai Peninsula Borough School District. Kenai, Alaska: February 5, 1965.

Tipton, Ray. Executive Secretary, Florida Education Association, Department of County Superintendents. Tallahassee, Florida: February 12, 1965.

Tolson, Andy. President, Arizona School Administrators and Principal, Tucson High School. Tucson, Arizona: January 28, 1965.

APPENDIX A

PRYOR PUBLIC SCHOOLS
PRYOR, OKLAHOMA
November 25, 1964

Professional Associations of School Administrators

Dear President:

I am making a study of the organization and activity programs of the professional associations of school administrators of the states of this nation. It is hoped that this study will contribute to the growth and quality of these associations.

I shall be grateful if you will send me a copy of the constitution for your state association. I will also appreciate any other publications or materials which your association has used. An envelope is enclosed for your convenience.

Yours truly,

D. D. Creech,
Superintendent

PRYOR PUBLIC SCHOOLS
PRYOR, OKLAHOMA
January 7, 1965

Professional Associations of School Administrators

Dear Immediate Past-President:

I am making a study of the organizations and activity programs of the state associations of school administrators of the United States. Your cooperation is solicited in obtaining information which will be valuable to our profession.

You are being asked to respond to the questions listed below because of your recent experience as president of your state administrators association. I am sure that you are keenly aware of the services to education that an active and effective administrators association can provide. It is hoped that this study will make a contribution of professional information essential for the growth and development of our state associations of school administrators.

A survey of the constitutions of state associations of school administrators reveals constitutional provision for organizational detail, standing committees, meetings, etc., but very little concerning the actual activity programs of the associations. I am seeking information concerning publications, meetings, committees, research projects, etc., which your association is or has been doing. Will you please answer the following three questions:

1. What activities and programs are conducted by your state administrators association?
(a) Please list and describe.
2. What are the things your association has done best?
3. What are the most important things your association could do that it is not now doing?

Your prompt attention to these questions will be greatly appreciated.

137

A self-addressed stamped envelope is enclosed for your use.

Yours truly,

D. D. Creech, Superintendent

DDC:jmj

APPENDIX B

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

1201 16th STREET, N. W.,

WASHINGTON, D. C. 20036

March 15, 1965

Mr. D. D. Creech
Superintendent of Schools
Pryor, Oklahoma

Dear D. D.,

This is just a quick note to say that of course I shall be glad to serve as a member of your jury. My first reaction to your suggested instrument includes a little puzzlement as to just how you propose this to be used - by whom and for what purpose.

Don't try to answer this, since within a few days I hope to send you on a detailed critique as you suggest. In the meanwhile good luck to you.

Cordially,

Archibald B. Shaw
Associate Secretary

ABS/rsn

Critique on Self-Evaluation Check and Suggestion List

I'd add a whole brief section starting with:

How long have you been a member?

How active have you been?

Do you think opportunity is open to all members to take an active part?

Do you rate your association as highly effective in achieving clear purposes?

What do you think the purpose of a state association should be?

Other items which are missing:

Provision for Regular Review of Purposes and Programs of the Association.

Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc.

Individual Membership in the American Association of School Administrators.

Individual Participation in Appropriate National Professional Associations.

Use of the American Association of School Administrators and Other National Resources to help Improve State Association.

Communications with Administrator Associations of Other States.

Hope you can read these comments. Not highly critical, but an effort to be helpful.

Archibald B. Shaw

3/19/65

DODGE CITY PUBLIC SCHOOLS
DODGE CITY, KANSAS
March 15, 1965

Superintendent D. D. Creech
Pryor Public Schools
Pryor, Oklahoma

Dear Superintendent Creech:

Your Psychology is very good. The terminology used "serve on the jury" seems well-chosen. Most anyone is going to feel of some importance, so yes, I'll fill out the Self-Evaluation Check and Suggestion List which you have sent me.

I'm very interested in this matter of State Superintendents' Associations. Two years ago I served my term as President of the Kansas Association of School Administrators and I'm very interested in the work of such organizations.

I believe that state administrators organizations can serve a very vital function in the improvement of education in the state. I further feel that they are becoming more and more necessary as an implement through which the Superintendents in the state can express their points of view and can guide their energies.

In general, I would say, that the questionnaire points up rather good criteria for the evaluation of a State Superintendents' Organization.. I might point out too that the criteria as indicated, should be of considerable help to new presidents of the organization, or, for that matter, to the Executive Board of the various State Administrator Organizations.

I should think that you should add to evaluative criteria some evaluation of leadership, both the president, the president-elect and the board of directors. Certainly, I found that the work of the organization was primarily the work of the president and the executive board of directors. Perhaps, another area could be added to your evaluative criteria for the evaluation of leadership.

Your evaluative criteria listed "Activity Programs" could also be listed "Activity and Committee Programs". I think your criteria there is pretty well done. It could be a little more detailed I would think.

I realize that this is self-evaluative criteria to be used by individuals of the organization and I presume that your Doctoral Study would not permit suggestions, either by question or by actual direction to be included, but it certainly would be nice if, at the conclusion, you could

put down certain suggestions as you see them for the improvement of administrators organizations and have these suggestions rated either on the same scale you intend to use in the present evaluation of "effective", "not effective", "not being used" and "not aware of", or on the scale of "1, 2, 3, 4" with "1" being best and "4" being least.

Another category which certainly could be improved is evaluation of the number of and the type of meetings, both of the board of directors and the entire personnel.

Lastly, evaluation of the number and type of workshops, both regional and state. I know you have touched on that in "Item 6 and 7" in organizational framework, but I had in mind perhaps going a little more in detail insofar as this is such an important part of the actual operation of the organization.

Congratulations to you on a very worthwhile project. As I said at the beginning, I believe that the statewide organizations of administrators has great value in that the results which could be obtained from the work of such organizations has scarcely been tapped.

Incidentally, there might be some evaluations of the A.A.S.A., although perhaps you don't want to broaden it quite that much. I would say, however, that the A.A.S.A. is doing a splendid job in trying to encourage the state organizations to do a better job.

Good luck on your Doctoral Study.

Yours truly,

Frank B. Toalson
Superintendent

FBT:dr

STATE DEPARTMENT OF EDUCATION

Oliver Hodge, Superintendent

Oklahoma City, Oklahoma

March 24, 1965

Mr. D. D. Creech
Superintendent of Schools
Pryor, Oklahoma

Dear Dale:

I am in receipt of your letter of March 18.

I have read your Self-Evaluation Check and Suggestion List and
I see nothing wrong with it. I think it would serve the purpose very well.

Sincerely yours,

Oliver Hodge
State Superintendent

OH:Y

NEW JERSEY SCHOOL SUPERINTENDENTS ASSOCIATION

RIDER COLLEGE - TRENTON, NEW JERSEY

March 30, 1965

D. D. Creech
Superintendent of Schools
Pryor Public Schools
Box 548
Pryor, Oklahoma

Dear Mr. Creech:

I believe you have in your questionnaire a very practical instrument to stimulate members in two ways: first, by giving them an opportunity to evaluate what the association is already doing and, second, it gives them a view of the areas in which they might like to see their organization grow or develop and gives them an opportunity to make further suggestions.

Another big contribution as I see it, you provide a participation activity for your members, a feature often overlooked in the development of an association. They feel they are taking an active part in the improvement of the organization.

Congratulations on a fine instrument. You have my best wishes for a successful project.

I shall be pleased to receive a copy of your findings as I know we in New Jersey will find it helpful.

Yours truly,

L. Arthur Walton
Executive Secretary

LAW/mec

THE UNIVERSITY OF NEW MEXICO
COLLEGE OF EDUCATION
April 3, 1965

Mr. D. D. Creech
Superintendent of Schools
Box 548
Pryor, Oklahoma

Dear Mr. Creech:

Enclosed is a copy of my comments on the self-evaluation checklist for state associations of school administrators.

I hope this proves helpful and I shall be interested in hearing of your progress and final results.

Sincerely,

Paul V. Petty

PVP:ss

Encl.

Comments Concerning Check-list
on

Associations for School Administrators

This represents an attempt to get at something on which very little has been done. It is a greatly needed study. The wide variety of operations in the different states may make it difficult for this first study to accomplish a great deal. However, it does represent a start and if it even pinpoints some of the great differences, that is a necessary step.

Another source of difficulty may be the lack of knowledge about the organization and functioning by the average state association member. You should attempt to get coverage in each state from officers and former officers - especially the latter group.

Specific points. The items seem to assume a particular kind of organization. Did you examine a number of state organization documents (Constitutions or whatever else may be used as the basic guide) before compiling the items?

Why not include some specific items designed to probe for official and unofficial relationships with other groups - not just determining whether or not they have liaison?

The scale and the manner in which it would be marked leaves much to be desired. First, the scale headings ask for what is, in effect, simple opinion. Second, there is no measurable gradation which would permit any kind of refined statistical treatment - it may be that you do not seek this in a first, descriptive study. Third, the items need to be re-examined carefully.

There is a place for well-done descriptive studies in new fields of research as these are opened. Such a study could be based upon an examination of documents, constitutions, by-laws, minutes of meetings, correspondence, etc. This may be where we are as an attempt is made to really get base-line information.

Paul V. Petty

4/3/65

APPENDIX C

OKLAHOMA ASSOCIATION OF SCHOOL ADMINISTRATORS
A Department of the Oklahoma Education Association

March 29, 1965

Dear OASA Member:

The enclosed questionnaire is being sent to all Superintendents of Schools in Oklahoma who are members of the Oklahoma Association of School Administrators. It has been developed by D. D. Creech, Superintendent of Schools at Pryor, Oklahoma. Since it will take only a few minutes of your time, I urge you to complete the questionnaire and return it to Mr. Creech immediately.

Data collected from this survey will be valuable to the Oklahoma Association of School Administrators as we plan for the building of a stronger organization. Mr. Creech has contributed much time and effort to the strengthening of our organization. Let's reciprocate by furnishing the information requested.

Sincerely,

Dale A. Hughey, President
Oklahoma Association of School
Administrators

DAH:kec
Enc.

PRYOR PUBLIC SCHOOLS
Pryor, Oklahoma
April, 1965

Dear Colleague:

The information requested in this questionnaire is essential to a study I am making of the Oklahoma Association of School Administrators. I will sincerely appreciate your cooperation in the completion of this questionnaire.

The purpose of this study is to identify the strengths, weaknesses, and needs of the Oklahoma Association of School Administrators as reported by member superintendents. It is believed that a stronger and more effective Oklahoma Association will result from this study.

I am enclosing a self-addressed envelope for your use. Please return the questionnaire to me at your earliest convenience.

Respectfully yours,

D. D. Creech, Superintendent
Pryor Public Schools

PERSONAL INFORMATION

Your name and address is requested for purposes of mailing and follow-up only. Information obtained from this questionnaire will not be used in any way that will identify an individual reply.

Name of respondent: _____

Address of respondent: _____

How long have you been a member of OASA? _____

Have you been very active (), moderately active (), only slightly involved (), in the affairs of the association?

Please respond to each item.

	Effective	Not Effective	Not Being Used	Not Aware Of
13. Provisions for Continuity of Programs through Overlapping Terms, Good Records, etc.				
14. Mechanics for Establishing Position of Association on Current Issues.				
INDIVIDUAL AND GROUP ACTIVITIES				
15. Leadership Provided by Association Presidents				
16. Leadership Provided by Presidents-Elect				
17. Leadership Provided by Vice-Presidents.				
18. Leadership Provided by the Executive Committee.				
19. Exchange of Ideas Within the Membership				
20. Opportunity for Active Participation by All Members				
21. Effectiveness in Achieving Purposes				
ASSOCIATION ACTIVITY PROGRAMS				
22. Publications.				
23. Publicity and Public Relations.				
24. Disseminating Information to Membership				
25. Disseminating Information to Lay Citizens				
26. Making Association's Position Heard on Current Issues				
27. Providing Opportunities for Lay Citizens to be Heard on Association Affairs.				
28. Recruitment of Competent Persons for Preparation as Administrators				

Please respond to each item.

	Effective	Not Effective	Not Being Used	Not Aware Of
29. In-Service Growth Programs for Administrators				
30. Protecting and Improving the Image of the Superintendent of Schools.				
31. Support and Enforcement of Ethical Procedures and Practices				
32. Awards for Long or Meritorious Service.				
33. Leadership in the Development of Educational Policies for the State				
34. Educational Research.				
35. Curriculum Development.				
36. Influence on Educational Legislation.				
37. Definition and Support of Sound Employment and Dismissal Practices				
38. Development of Information and Standards for Professional Negotiations				
39. Administrator-Teacher Relationships				
40. High School-College Relationships				
41. Short Range Planning.				
42. Long Range Planning				
LIAISON WITH RELATED AND UNRELATED GROUPS				
43. State Classroom Teachers Association.				
44. State Elementary Principals Association				
45. State Secondary Principals Association.				

Please respond to each item.

- | | Effective | Not Effective | Not Being Used | Not Aware Of |
|---|-----------|---------------|----------------|--------------|
| 46. State Education Association | | | | |
| 47. State Association of Non-Certified Employees. | | | | |
| 48. State Curriculum Association. | | | | |
| 49. State Parent-Teacher Association. | | | | |
| 50. State School Boards Association | | | | |
| 51. American Association of School Administrators | | | | |
| 52. State Department of Education | | | | |
| 53. Colleges and Universities | | | | |
| 54. Board of Regents for Higher Education | | | | |
| 55. State Legislature | | | | |
| 56. State Executive Department. | | | | |
| 57. Associations for Business and Industry. | | | | |
| 58. Associations for Professions Other Than Education | | | | |

ASSOCIATION FINANCES

- | | | | | |
|---|--|--|--|--|
| 59. Adoption and Understanding of Annual Budget | | | | |
| 60. Individual Membership Dues. | | | | |
| 61. Institutional Membership Dues | | | | |
| 62. School Service Membership Dues. | | | | |