PARTICIPATION OF MONTANA HIGH SCHOOL PRINCIPALS IN COMMUNITY ORGANIZATIONS

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ABSTRACT

The problem of this study was to determine the extent Montana high school principals participated in their community organizations and their opinions regarding this participation.

Methods used in this study involved a review of literature which revealed that writers in the field depict a need for principal participation in community activities. An inventory sheet was then prepared and administered to Montana high school principals on which they indicated participation and opinions on principal-community relations.

Conclusions drawn as a result of this study were: (1) The average number of organizations and the average time reported with community organizations indicated that principals of Montana high schools are community minded. (2) The number of offices held by the principals indicated that they are leaders in these organizations. (3) In general, the Montana high school principals reported a need for participation in their community organizations.

Recommendations made as a result of this study were that principals, to be effective leaders, should be active in community activities; principals should also refrain from joining controversial organizations; the principal should not involve himself in outside activities so that he is unable to perform his official duties; and further research is recommended to determine whether or not the number of community activities participated in is correlated with principal tenure.

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CHAPTER I

NATURE OF THE PROBLEM

The role of the secondary school principal in the community is a perplexing one. His chief function in the community must be to serve as the educational leader of the local high school, and his chief duty, then, would be to attend to the education of the community's youth.

Along with these main obligations, a school principal also has responsibilities to his community, a responsibility common to other residents as well. There are many activities in a community in which a principal may participate; as an individual he should be free to join those activities which are best suited for him, and reject those that conscience, time, and background dictate.

The principal because of education and experience may have a great deal to contribute to the community. Some writers even suggest the view that a principal because of his position as an educational leader must be a leader in community organizations as well.

From the standpoint of administrative policy, membership in community activities may often serve as good public relations. The principal can use these means to meet the public and to feel out their views. By these means, also, the public might make their views known to him.

The number of organizations a principal should belong to is, of course, difficult to determine. The number would probably depend on the time a principal has to offer away from his official duties, and on the

activities present in his community. There is general agreement among writers, however, that the principal should enter into some community activities, but how many he should enter into can only be judged by the principal himself. Perhaps the warning sounded by J. B. Edmonson (4) is appropriate: "A long record of success in non-school organizations or activities will not save the administrator who neglects the job for which he is employed."

The purpose of this investigation was to determine the extent to which principals of Montana High Schools containing 100 or more students report that they participate in their community organizations. A second concern of this study was to gain the principal's reported opinions regarding their participation in these organizations.

A review of related literature pertinent to principal-community relations will be presented in Chapter II. The methods used in the study will be presented in Chapter III.

CHAPTER II

REVIEW OF RELATED LITERATURE

The first chapter introduced the problem to be considered, that of determining the extent to which principals of Montana High Schools participate in their community affairs. In this chapter, writings pertinent to principal-community relations will be presented.

Principal Community Relationships

School-community relationships are often taken for granted in small schools because of numerous contacts between school personnel and the school patrons; thus, many communities have come to expect their principal to be community minded. (1) Superintendents, too, seek for community conscious principals, as was reported in the Twenty-seventh Yearbook of the Department of Elementary School Principals. (7) According to this report the ability to get along with people in the community was of primary importance.

H. J. Otto (12) mentioned three types of attitudes of school principals towards their communities. First, there is the principal whose contribution is negative. This, explains Otto, is the one who is generally not satisfied with his job and whose community is dissatisfied with him. Fortunately, there are few principals like this due to the progressive professionalization of principals. Secondly, there is the principal whose contributions to the community are made in an unconscious and unaware manner. This type gives a hand here and

does a turn there, not realizing it but definitely contributing to the community. Finally, there is the principal who works at the business of being an effective community leader. He is one who studies and plans the school-community relations program and is conscious of his attempts to contribute to the community.

The person at the head of the public school is usually a person of some prominence in the community. What he does is noted and what he says is repeated and discussed. (5) According to Kyte (10), the principal should recognize and assume the social and civic responsibilities of a leader in education, but should exert his influence and respond to interests only as long as the activities are wholesome.

Dodson and Widitus (2) caution principals against misuse of their positions. These authors warn against the practice of school people controlling activities in the community.

Goodier and Miller (5) advise the administrator who is new to the community to move slowly in identifying himself with specific groups and to guard against dissipating his energies into too many activities, regardless of worthy purposes. Edmonson (4) advises all principals to avoid controversial activities.

Perhaps H. J. Otto (12) covers this phase of personal relationships best by saying, "principals should be an active participant in as many outside groups as feasible and have cooperative relations with others."

According to Jacobson, Reavis, and Logsdon (8), the time a principal should spend in community activities is a matter that must be settled in the light of his philosophy of school administration.

If the principal intends to furnish educational leadership for a growing faculty, his community duties will form a small part of his total duties.

While the principal plays a personal part in the community, he also has the responsibility for representing the school in the community and for maintaining a good school for the community. (13)

The principal has come to hold a peculiar two-fold relationship to the school and to the community. First, he is the liaison officer between the two, and second, he is the interpreter of the community's educational ideals to the school. (6)

In bringing the school to the community the principal must have faith in the people he serves, so they in turn may have faith in him. Cooperation, then, is built upon this mutual faith. (6) No administrator can build a great school system by himself, but rather, such a school occurs only when the people believe in him. Douglas (3), in speaking to the point that securing faith is a cumulative process, warns:

> No principal of any type of high school can afford, in the interests either of the school or himself, to neglect the possibilities for good or evil of the various avenues for informing and impressing his community concerning the work, objectives, and achievements of his school.

According to Morris (11), the school has taken over responsibilities that were formerly family and community functions. Therefore, the principal should understand the community for the students sake.

Goodier and Miller (5) have set up four criteria for use by school administrators as guiding principles in determining how active they should be in community service groups. First, administrators should recognize the educational features of each organization. They

should support all the educational features in a manner that does not call for membership. They might accept membership in a limited number of groups where the educational element is conspicuous. Finally, the administrator should budget his time spent with community groups.

Community Organizations as They Affect the School

Public schools are unique in their positions in communities in that they are agencies which have no special political, religious, or organizational axes to grind. (2) Schools may act as mediums through which barriers between other agencies may be broken. Through its heterogeneous nature the school can see the community as a whole and seek to secure cooperation among the various groups that exist in the community. (2)

Most community agencies are very willing to work with the school, some to promote the policies of the school, a few to extend their influence into the school. (9) Many groups have character building programs that correlate closely with the work of the school. These would be the youth groups such as the Boy Scouts, Girl Scouts, Campfire Girls, Young Men's Christian Association, and Young Women's Christian Association. By virtue of his closeness to youth and of his educational background, the school principal is in a position to exercise leadership or act in an advisor capacity to these groups. (8)

Other groups, particularly those which are patriotic and economic, are interested in the goals of the school. Patriotic groups generally affect the school in their desire for youth to work on patriotic projects and to use the school for patriotic programs. The economic

groups in a community may insist that school purchases be made locally, or they may wish to sponsor advertising campaigns that go into the school. (8)

Religious organizations, according to Jacobson, Reavis, and Logsdon (9), attempt to influence school procedure. This is more often found in smaller communities where one faith predominates. Pressure from religious organizations is often evidenced in demands for released time for religious instruction, compulsory reading of the Bible in the school, and prevention of the use of the school for school or community dances. The same authors mentioned in a separate source (8) that the principal who has maintained contacts with existing organizations in the community is in an advantageous position to combat any influences which might seriously harm the public school. Such contacts will be valuable in uncovering trouble spots in the community. Through cultivating wholesome relations between school and community, the wise principal forestalls many demands that might be made on the schools both by individual citizens and by organizations. The principal acquires as an active citizen in the community a status that tends to make him immune to certain kinds of demands.

Organizations are part of present society, and because of the close interaction between the school and the community, these organizations must be recognized and considered by all school administrators. (2)

Summary

In this chapter a survey of the literature regarding the principal and the community was made. The need for the principal to

participate actively in his community was stressed by all of the writers.

The principal in the community often is a respected citizen and may be regarded as a leader by many in the community; therefore, he should use his influence in community activities whenever possible.

There are, however, danger points of which a principal should be aware. He should not participate in organizations whose activities may endanger the relationship of school and community. Nor should he so overload himself with outside activities that he is unable to carry out his official duties.

The methods used in surveying practices and opinions of principals of Montana High Schools will be presented in Chapter III which follows.

CHAPTER III

METHODS

Chapter II included a review of literature relative to principal-community activities. The present chapter is organized to include a discussion of methods used in determining the extent to which Montana high school principals participated in their community organizations and of their opinions regarding this participation. This discussion will include information about selection of the population, construction of the data gathering inventory, administration of this inventory, and treatment of the data.

Selection of the Population

The study was limited to principals of high schools consisting of one hundred students or more in the top four grades. The assumption was advanced that schools of this size would be located in communities large enough to support many community organizations or activities to which a principal might belong. The size of the four year high schools ranged from 100 students to 2,850 students. Communities ranged in size of population from 350 to 55,000 residents. A list of communities in which the 93 principals selected for study resided is shown in Appendix A.

Construction of Data Gathering Inventory

A data gathering inventory was prepared specially for this study to secure information from the 93 principals selected for study.

On this inventory, principals were asked to report first of all the community activities in which they participated, and secondly, they were asked to state their opinions concerning principal-community relations. The first part of the inventory consisted of a thorough listing of activities which might be found in communities in Montana. These activities were grouped according to fraternal, service, fund raising, church, youth, governmental, veteran, recreational, and social. Space was included immediately below the listing so that the principals might add any activities which were inadvertently omitted from the inventory. Principals were asked to check those listed activities in which they held membership, to double check those activities in which they were officers, and to estimate the average amount of time spent each week in those activities.

On the second part of the inventory, the principals were asked to report their opinions about principal-community relations. The questions were phrased so that the principals could check either always, frequently, seldom, or never. For example, principals were asked: "The principal should be a community leader." Two additional questions were phrased so that either a yes or a no answer might be checked. These questions were:

"Would you belong to the same organizations if you were located in another town?"

"Do you believe it is possible for a principal to belong to too many community organizations?"

Finally, a section was included on the inventory in which the principals were asked to give their personal comments about principal-community relations.

Administration of the Inventory

This inventory sheet, shown in Appendix B, along with a letter of introduction, shown in Appendix C, was mailed to 93 principals of Montana high schools. A total of 83 principals returned their completed inventories, an 89 per cent response. No attempt was made to follow-up on those who did not return their inventories. Of the ten principals who did not return the inventory, six resided in middle sized communities, and four resided in small sized communities.

Treatment of the Data

The reports of the 83 principals were analyzed in terms of the number of organizations in which the principals participated, the number who were members of each organization, the total number of hours spent each week in the activities of organizations, and the number who served as officers in their organizations. The opinions and personal comments reported by the principals about principal-community relations were included in the study.

The results of the inventory are reported in Chapter IV.

CHAPTER IV

RESULTS

An inventory data sheet was prepared and administered in order to determine the extent to which principals of Montana High Schools participated in their community activities. They were also asked to state their opinions and to give personal comments on principal-community relations.

The findings of the inventory are reported in terms of the amount of principal participation in community activities, their reported opinions pertaining to principal-community relations, and a summary of the findings.

Participation

Fraternal organizations. Sixty-five of the 83 principals reported, as shown in Table 1, that they held 74 memberships in

TABLE 1. PARTICIPATION IN FRATERNAL ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Masons	40	5
Elks	22	0
Knights of Columbus	7	1
Eagles	3	1
Odd Fellows	2	1
TOTALS	74	7

fraternal organizations. Fifty-seven reported only one, seven reported two, and one reported that he participated in three organizations. Seven principals served as officers in their organizations. The sixty-five principals spent an approximate total time of seventy-three hours a week in the activities of their fraternal organizations, the average reported being 1.2 hours. Membership in the Masons led all fraternal organizations. The indication was that principals generally belong to only one fraternal organization, but the time spent indicates that they are active in that organization.

Veterans' organizations. Twenty-five of the 83 principals reported that they held 29 memberships in veterans' organizations. Twenty-one reported one, and four reported that they participated in two of these organizations. As shown in Table 2, twenty-four are American

TABLE 2. PARTICIPATION IN VETERANS' ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
American Legion	24	0
Veterans of Foreign Wars	5	1
TOTALS	29	1

Legion members and five are Veterans of Foreign Wars members. One principal served as an officer in his organization. The twenty-five principals spent an approximate total time of twenty-five hours a week in activities of their organizations, the average reported being 1 hour. The small number of principals active in veterans' organizations might

indicate that most principals do not qualify for membership or it may indicate that they are disinterested in the organizations.

Service organizations. As shown in Table 3, sixty-two of the

TABLE 3. PARTICIPATION IN SERVICE ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Lions	34	9
Chamber of Commerce	12	1
Rotary	12	0
Kiwanis	9	1
Junior Chamber of Commerce	5	1
Quarterbacks	2	0
Toastmasters	2	0
Athletic Club	1	0
Optimist Club	1	0
TOTALS	78	12

83 principals reported that they held 78 memberships in service organizations. Forty-seven reported only one, fourteen reported two, and one reported that he participated in three organizations. Twelve principals served as officers in their service organizations. The sixty-two principals spent an approximate total time of ninety-eight hours a week in these activities, the average reported being 1.6 hours. Membership in the Lions led all service organizations with a total of thirty-four members. Principals seem to be quite active in service organizations, according to their reports.

Fund raising organizations. As shown in Table 4, twenty of the

TABLE 4. PARTICIPATION IN FUND RAISING ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Red Cross	8	0
Community Chest	6	0
American Cancer Society	4	0
Christmas Seals	4	0
March of Dimes	3	0
Heart Fund	3	0
Community Givers	1	0
Winter Carnival	1	1
TOTALS	30	1

83 principals reported that they held 30 memberships in fund raising organizations. Eleven principals participated in one fund raising organization, eight participated in two and one principal reported activity in three organizations. One principal served as an officer in his organization. The twenty principals spent an approximate total time of seven hours a week in the activities of their fund raising organizations, the average reported being .34 hours. Participation in Red Cross activities led all others. Lack of membership in fund raising organizations might indicate that principals feel that they should not become involved in financial campaigns in the community.

Governmental organizations. As shown in Table 5, fifteen of the

83 principals reported that they held 16 memberships in governmental organizations. Fourteen principals reported membership in one, and one

TABLE 5. PARTICIPATION IN GOVERNMENTAL ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Volunteer Fireman	7	1
Health Committee	6	0
Commission	2	1
City Police	1	0
TOTALS	16	1

principal reported that he participated in two organizations. Two principals served as officers in their governmental organizations. The fifteen principals spent an approximate total time of eleven hours a week in the activities of governmental organizations, the average reported being .61 hours. Only fifteen principals are active in governmental organizations, indicating that this may be an area in which principals are not expected to participate or they may not care to participate.

Church organizations. As shown in Table 6, seventy-two of the 83 principals reported that they held 88 memberships in church organizations. Fifty-nine reported only one, ten reported two, and three principals reported that they participated in three church organizations. Six principals served as officers in their church organizations. The seventy-two principals spent an approximate total time of one hundred

TABLE 6. PARTICIPATION IN CHURCH ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Member	69	4
Men's Club	8	1
Choir	7	1
Sunday School	4	0
TOTALS	88	6

and eight hours a week in church activities, the average reported being 1.5 hours. Church membership was the activity in which principals reported the most active membership.

Youth activity organizations. As shown in Table 7, twenty of the 83 principals reported that they held 24 memberships in youth activity organizations. Sixteen reported only one and four reported

TABLE 7. PARTICIPATION IN YOUTH ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Recreation	9	0
Boy Scout	8	1
Community Clubs	5	0
Youth Council	1	0
Y.M.C.A.	1	1
TOTALS	24	2

that they participated in two organizations. Two principals served as officers in youth activity organizations. The twenty principals spent an approximate total time of thirty-six hours a week in youth activity work, the average reported being 1.8 hours. The lack of membership in youth organizations might indicate a lack of these activities in the community. It may also indicate that principals feel that they should not become involved with the student away from the school.

Recreational organizations. Twenty-six of the 83 principals reported that they held 30 memberships in recreational organizations, as shown in Table 8. Twenty-three reported only one, two reported two,

TABLE 8. PARTICIPATION IN RECREATIONAL ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Bowling League	22	0
Independent Basketball	5	0
Independent Softball	2	0
Ski Club	1	0
TOTALS	30	0

and one reported that he participated in three recreational organizations. The twenty-six principals spent an approximate total time of sixty hours a week in recreational activities, the average reported being 2.3 hours. Membership in a Bowling League was the most common activity reported. Lack of membership in recreational activities might indicate that these activities fulfill a personal need, rather than a means to meet the public.

Social organizations. Eighteen of the 83 principals reported that they held 19 memberships in social organizations, as shown in Table 9. Seventeen reported one activity and one principal reported

TABLE 9. PARTICIPATION IN SOCIAL ORGANIZATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Organizations	Memberships	Office-Holders
Rod and Gun	8	0
Community Club	6	1
Bridge Club	2	0
Golf Club	2	0
Square Dance Club	1	0
TOTALS	19	1

activity in two social organizations. One principal served as an officer in his organization. The eighteen principals spent an approximate total time of nineteen hours a week in social organizations, the average reported being 1.1 hours. These are small group activities and may not be regarded by principals as important in principal-community relations.

Opinions

The following section is concerned with opinions and comments reported by 83 Montana High School principals. Seventy-three of the principals in the study reported that the principal should be a community leader. Only ten principals reported that seldom, as shown in Table 10, should a principal be a community leader. Sixty-seven

TABLE 10. OPINIONS PERTAINING TO PRINCIPAL COMMUNITY RELATIONS REPORTED BY EIGHTY-THREE MONTANA HIGH SCHOOL PRINCIPALS

Questions	Always	Frequently	Seldom	Never
The principal should be a community leader.	13	60	10	0
The principal should be active in the organizations of new community activities.	4	62	17	0
The principal should avoid all controversial activities.	9	53	17	4
In dealing with the community, the principal should place school needs above personal needs.	33	45	5	0

principals reported that the principal should be active in the organization of new community activities. Sixteen, however, reported that the principal should seldom be involved in the organization of new community activities. The principals who favor avoiding controversial activities outnumber those who favor taking a stand on them by 62-21, or roughly three to one. Of the sixty-two who favor avoidance, fifty-three indicate frequently, indicating that if the proper occasion arises, they might take a stand. There was almost complete agreement among the principals that in dealing with the community, the principal should place school needs above personal needs. There was complete agreement among the principals that it is possible to hold membership in too many community organizations, as shown in Table 11. All but three of the eighty-three principals reported that they would belong to the same

TABLE 11. OPINIONS REPORTED BY EIGHTY-THREE MONTANA PRINCIPALS ABOUT PRINCIPAL-COMMUNITY ACTIVITIES

Questions	Yes	No
Would you belong to the same organizations if you were located in another town?	80	3
Do you believe it is possible for a principal to belong to too many community organizations?	83	0

organizations if they were administrators in another community.

Following are a sampling of personal comments made by principals on principal-community relations.

As a matter of policy it must be stated to new teachers, as well as older ones, that any organization that is good enough to belong to in the first place is good enough to take an active part in. School, community, fraternal, or service organizations need educated professional advice, that many times can only be offered by a person such as a principal.

I think it is of importance that the principal's wife also be active in community affairs.

It seems to me that community betterment is a responsibility of principals, as well as all other citizens. It seems safe to assume principals by reason of education, experience, and intelligence have a great deal to contribute. All educators will be more likely thought of as true members of the community if we participate in community life.

Considering school activities, it is very easy for a high school principal to join too many organizations.

I am an educator of children not a community joiner, but I have a distinct place in this community and am respected in it.

Principals have every right to engage in and express ideas on controversial issues as a citizen, but he should not use his position or office to bring undue pressure or influence.

The principal of a school must be an active citizen of that community if he is going to be respected in the community. He must be careful to not join everything and become so involved that he cannot

do his school work well or have any home life.

My basic contribution is to my school and the young men and women we turn out. I do not believe in wasting time in coffee hours.

The principal should always remember that he is seen in only one context and that is as the official representative of the school. As such every work, movement, and action has a direct bearing on his ability to function effectively in his job. One serious mistake in public can permanently destroy his image and thereby his influence.

The impressions gained from the reports of the principals is that the principals, generally, should be quite active in community activities.

Summary

A total of eighty-three inventories were completed and returned by the principals, an eighty-nine per cent response. They reported that they were members of forty-six different organizations, with a total of 388 memberships. The number for each principal ranged from one to ten, with an average of 4.7 memberships. They reported a total of thirty-two offices in their organizations. The principals spent an approximate total of 437 hours a week participating in community activities. Broken down, this means an average of 5.2 hours a week for each principal.

Church, service, and fraternal organizations were most frequently reported as those activities in which principals were members. This may indicate the areas of importance for principal participation.

The principals generally agreed that they should be community leaders, be active in organizing new community activities, and should usually avoid controversial activities. The principals were in strong agreement that school needs should be placed above personal needs in relations with the community. The principals were generally satisfied

with the organizations in which they participated. They also reported that it is possible to join too many community organizations.

The summary of this study, the conclusions drawn from the findings, and the recommendations for practice and future research will be presented in Chapter V which follows.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the extent to which Montana high school principals participated in their community organizations and their opinions regarding this participation. With this purpose in mind, a data inventory sheet was prepared to secure information from the subjects of this study.

The study was limited to 93 principals of high schools consisting of one hundred students or more. The size of schools ranged from 100 students to 2,850 students.

In the survey the principals were asked to report the community activities in which they participated and to state their opinions on principal-community relations.

The inventory was mailed to 93 secondary principals in Montana. A total of 83 principals returned a completed inventory, an 89 per cent response. The ten inventories not returned could have affected the findings of the study.

Conclusions

The following conclusions were drawn from the results of this study:

1. The average number of organizations and the average time reported with community organizations indicated that principals of Montana high schools are community minded.

2. The number of offices held by the principals indicated that they are leaders in these organizations.

3. In general, the Montana High School principals reported a need for participation in their community organizations.

Recommendations

It is recommended from this study that principals, to be effective educational leaders, should be active in community activities. This recommendation is offered because of the reported opinions by Montana secondary principals.

A further recommendation is made that principals refrain from joining controversial organizations in the community. Any serious conflict between the principal and individuals in the community may destroy his influence as an educator in the community.

It is also recommended that no principal so involve himself in outside activities that he is unable to perform his official duties.

Further research is recommended to determine whether or not the number of community activities participated in is correlated with principal tenure.

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APPENDIX

APPENDIX A

LIST OF COMMUNITIES

ABSORKEE
BAKER
BELT
BIGFORK
BIG SANDY
BILLINGS
BOZEMAN
BOULDER
BRIDGER
BROWNING
BUTTE
CASCADE
CHARLO
CHESTER
CHINOOK
CIRCLE
COLUMBIA FALLS
COLUMBUS
CONRAD
CORVALLIS
CULBERTSON
CUT BANK
DARBY
DEER LODGE
DENTON
DRUMMOND
ENNIS
EUREKA
FAIRVIEW
FORSYTH
FORT BENTON
GERALDINE
GLASGOW
GLENDIVE
GREAT FALLS
HAMILTON
HARDIN
HARLOWTON
HAVRE
HELENA
HYSHAM
JORDAN
KALISPELL
LAUREL
LIBBY
LIVINGSTON
LODGE GRASS
MALTA
MEDICINE LAKE
MILES CITY
MISSOULA
NASHUA
PHILLIPSBURG
PLAINS
PLENTYWOOD
POLSON
POPLAR
RED LODGE
RONAN
ROUNDUP
ST. IGNATIUS
SCOBEY
SHELBY
SHERIDAN
SIDNEY
SIMMS
STANFORD
STEVENSVILLE
SUNBURST
SUPERIOR
TERRY
THREE FORKS
TOWNSEND
TROY
VALIER
WHITEFISH
WHITE SULPHUR
WIBAUX
WOLF POINT
WORDEN

APPENDIX B

A COPY OF THE INVENTORY SHEET

The High School Principal and Community Activities:

City_____

Approximate High School enrollment_____

Directions- Please check a blank before each organization to which you belong. Double check if you are an officer in that organization. If you belong to an activity that is not listed please list it under "Miscellaneous". This should include activities in which you are now participating or have this school year.

In the time blank at the end of each group, please estimate the average number of hours you have spent with these activities during a typical week.

	Hours per Week
Fraternal	
_____Eagles	_____
_____K. of C.	_____
_____Masons	_____
_____Moose	_____
_____Sons of Norway	_____
_____Elks	_____
_____I.O.O.F.	_____
Service	
_____Chamber of Commerce	_____
_____Jr. Chamber of Commerce	_____
_____Kiwanis	_____
_____Lions	_____
_____Quarterbacks	_____
_____Toastmasters	_____
_____Rotary	_____
Governmental	
_____City Council	_____
_____Commission	_____
_____City Police	_____
_____Fireman	_____
_____Health Committee	_____
Veteran	
_____American Legion	_____
_____V.F.W.	_____

	Hours Per Week
Fund Raising	
_____American Cancer Society	_____
_____Christmas Seals	_____
_____Community Chest	_____
_____March of Dimes	_____
_____Red Cross	_____
_____USO	_____
_____Heart Fund	_____
Church	
_____Member	_____
_____Sunday School	_____
_____Choir	_____
_____Men's Club	_____
_____Young People	_____
_____	
Youth	
_____Boy Scout	_____
_____Y.M.C.A.	_____
_____Y.W.C.A.	_____
_____Community	_____
_____Recreation	_____
Recreational	
_____Bowling League	_____
_____Independent Basketball	_____
_____Independent Softball	_____

	Miscellaneous	Hours Per Week		Social	Hours Per Week
____	_____	____	____	Community Club	____
____	_____	____	____	Rod and Gun	____
			____	Sheriff's Posse	____

Directions: Please check the answer that most closely represents your opinion.

1. The principal should be a community leader.
   Always_____ Frequently_____ Seldom_____ Never_____
2. The principal should be active in the organization of new community activities.
   Always_____ Frequently_____ Seldom_____ Never_____
3. The principal should avoid all controversial activities.
   Always_____ Frequently_____ Seldom_____ Never_____
4. In dealing with the community, the principal should place school needs above personal needs.
   Always_____ Frequently_____ Seldom_____ Never_____
5. Would you belong to the same organizations if you were located in another town?
   Yes_____ No_____
6. Do you believe it is possible for a principal to belong to too many community organizations?
   Yes_____ No_____

Please use the remainder of this sheet to make any comments you wish.

APPENDIX C

INTRODUCTION LETTER TO PRINCIPALS

November 18, 1964

Dear Sir:

As a partial requirement for my Master's Degree I am making a survey of the community activities of the high school principals in Montana. This survey is intended to find out to what extent the principals in our state are participating in their communities affairs, exclusive of educational and professional organizations.

Could you help me by filling out the accompanying questionnaire, checking those activities in which you take an active interest and return it to me.

Your assistance in this project will be appreciated.

Very truly yours,

Henry Friedt