Roles and duties of activity/athletic directors in the 115 largest high schools in Iowa

James Irvin Boyd

University of Northern Iowa

Recommended Citation


https://scholarworks.uni.edu/grp/2123
Roles and duties of activity/athletic directors in the 115 largest high schools in Iowa

Abstract
The student activity program in today's high school is complex. Some high schools have activities ranging from boys' and girls' interscholastic athletical events, to school clubs, to dramatics and musicals, and bake sales. Other high schools have a well-tuned student activity program reflecting their school district's philosophy of the educational value of the program to the student. Other school district's activity programs are financially in trouble and lack community, faculty, and student support; the school programs reflect this lack of support.
ROLES AND DUTIES OF ACTIVITY/ATHLETIC DIRECTORS
IN THE 115 LARGEST HIGH SCHOOLS IN IOWA

A Research Paper
Presented to
the Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
James Irvin Boyd
May 1983
This Research Paper by: James Irvin Boyd

Entitled: ROLES AND DUTIES OF ACTIVITY/ATHLETIC DIRECTORS IN THE 115 LARGEST HIGH SCHOOLS IN IOWA

has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

James E. Albrecht

Date Approved

Director of Research Paper

Robert Krajewski

Date Approved

Second Reader of Research Paper

James E. Albrecht

Date Received

Graduate Faculty Adviser

Robert Krajewski

Date Received

Head, Department of Educational Administration and Counseling
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLES.</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Assumptions</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Design of the Study</td>
<td>4</td>
</tr>
<tr>
<td>2. REVIEW OF THE LITERATURE.</td>
<td>6</td>
</tr>
<tr>
<td>3. PRESENTATION AND ANALYSIS OF DATA</td>
<td>11</td>
</tr>
<tr>
<td>4. SUMMARY AND CONCLUSIONS</td>
<td>26</td>
</tr>
<tr>
<td>Summary</td>
<td>26</td>
</tr>
<tr>
<td>Conclusions</td>
<td>27</td>
</tr>
<tr>
<td>BIBLIOGRAPHY.</td>
<td>29</td>
</tr>
<tr>
<td><strong>APPENDIXES</strong></td>
<td></td>
</tr>
<tr>
<td>A. COVER LETTER, SURVEY, AND LIST OF HIGH SCHOOLS RECEIVING SURVEY.</td>
<td>31</td>
</tr>
<tr>
<td>B. SUMMARY DATA.</td>
<td>38</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>3.1</td>
<td>Non-Administrative Personnel Who Direct the Activity/Athletic Programs</td>
</tr>
<tr>
<td>3.2</td>
<td>Other Responsibilities of Activity/Athletic Directors</td>
</tr>
<tr>
<td>3.3</td>
<td>Administrators Responsible for the Activity/Athletic Program</td>
</tr>
<tr>
<td>3.4</td>
<td>Time Spent on the Activity Program by an Administrator</td>
</tr>
<tr>
<td>3.5</td>
<td>Reactions of Principals to an Activities Director Increasing Principal's Available Time</td>
</tr>
</tbody>
</table>
CHAPTER ONE

Introduction

The student activity program in today's high school is complex. Some high schools have activities ranging from boys' and girls' interscholastic athletical events, to school clubs, to dramatics and musicals, and bake sales. Other high schools have a well-tuned student activity program reflecting their school district's philosophy of the educational value of the program to the student. Other school district's activity programs are financially in trouble and lack community, faculty, and student support; the school programs reflect this lack of support.

Having such a wide range of activities in which students can be involved requires many hours spent on preparing schedules, budgets, and overseeing sponsors of those activities. In order for the high school activity program to run smoothly, effectively, and efficiently, it needs to be administered properly. If it is not administered properly, the taxpayer, as well as the parents of children who are involved in the activity program, will subject the school to criticism.

In some schools where administrators have delegated much of the administration of the activity program, two basic patterns are identifiable: in the first pattern, authority for administering the entire activity program, including athletics, is delegated to a staff member—the Activities Director; in the second, authority for the administration of only the athletic part of the activity program is delegated to a staff member—the Athletic Director. In the second pattern, the principal typically retains the responsibility for
administration of the other parts of the activity program. When the principal is responsible for the activity program, or for the athletic part of the student activity program, he/she necessarily spends time away from the main duties of a principal, namely, improving instruction and learning within the school.

**Statement of the Problem**

The primary purpose of this study was to identify the roles and duties of an activities and/or athletic director.

Specifically, the study was designed to answer the following questions:

1. Who administers student activities in high schools?
2. What are their responsibilities?
3. Does school size affect the administration of activity programs?
4. What is the role of the principal in administering student activities?
5. What are the advantages, if any, of employing an activities director?

**Importance of the Study**

This study of who administers the student activity program has importance on several levels: 1. Defining the roles and duties of that person, 2. Identifying the other duties typically assigned to that person, and 3. Determining the impact of school size on the administrative patterns used to deal with the activity program.

With the growing number of student activities in the high school,
there needs to be consistency in the administration of this program. Defining the roles and duties of those charged with the responsibility should be of value to all who are involved with the student activity program.

If the principal is spending many hours a week administering student activities, he/she clearly has less time to pursue his/her real objective: the instruction and learning which takes place under his/her guidance.

**Assumptions**

The first assumption of the study was that the duties and responsibilities of activities program administrators would vary from high school to high school. This would be due both to the different sizes of the high schools and the job descriptions in each high school.

The second assumption was that high schools with the largest number of students in them would have activities directors.

By employing one person to be in charge of the activity program, it was further assumed that there would be fewer conflicts with activities scheduling. Another assumption was that the principal would consequently be allowed more time to work on his/her main goal: to improve instruction and learning. It seemed obvious that the principal could use the time he/she spent on the activity program to evaluate teachers, subject matter, and the overall instruction and learning which takes place in the school. Therefore, it was finally assumed that the principal would favor having one person in charge of the total student activity program in his/her high school.
Definition of Terms

For the purpose of this study, the following terms were identified for definition:

Activities Director: a teacher or administrative official who directs and manages, under the authority of the principal, the non-class activities of a school (such as athletics, clubs, group events) and also supervises the work of the sponsors or supervisors of such activities (1:175).

Activity Program: the non-class activities of a school, such as athletics, clubs, and group events (1:175).

Administrative Position: a position involving performance of major duties in organizing, managing, or supervising other employees and calling for carrying out certain responsibilities in the direction, control or management of an educational or other institution (1:15).

Athletic Director: the person designated as administrative head in charge of a program of athletics (1:175).

Principal: the administrative head and professional leader of a school (1:411).

Principal, Assistant: an officer who is designated as an assistant to the principal of a school and whose specific powers and duties vary according to the local situation (1:411).

Design of the Study

The research on the position of Activities Director suggested that the position was most likely to be established in the larger high schools of a state.

The population for this study was those high schools in Iowa with
more than 300 students in grades 10-12. The principals of these high schools were the respondents for this study.

The 1982 Iowa High School Athletic Association's state football play-off classifications were used to determine the largest high schools in Iowa. The principals of those high schools in class 3-A (300-899 students) and 4-A (900 and more students) were contacted for the survey. The two categories included 115 schools (Appendix A, pp. 32-33).

A questionnaire was developed to gather information from the principals of the 115 schools. Larry Munksgaard, the Activities Director of Cedar Falls High School, and Roger Anderson, the Activities Director of Waterloo Central High School, were consulted in the development of the instrument.

The instrument was designed to collect information in several categories. The areas included: school size, number of administrative personnel, time spent by the principal on the activity program, the duties and responsibilities of the athletic/activity director, and the other responsibilities of the person who administers the athletic/activity program in that high school.

The questionnaires were mailed to each of the 115 schools on the 3-A and 4-A state football play-off assignment lists. A cover letter was included to explain the purpose of the study. A stamped, self-addressed return envelope was also included.

A copy of the cover letter and questionnaire can be found in Appendix A, pp. 31, 34-37.
CHAPTER TWO

Review of the Literature

Very few studies have been done on school districts that employ an activities director. The limited number of articles did however reveal a number of areas of concern.

The first area of concern that was evident was the principal's commitment of time to the managerial and routine duties of the school and the lack of time for his/her main concern: improvement and supervision of the instructional program of the school. Ovard stated that practically all studies in this area indicated the previous statement to be true (7:20).

McAbee made a study of secondary school principals in Oregon. In this study the actual time spent by principals on their varied duties was compared to the time both the Oregon principals and national authorities thought they should spend on these duties. Both the principals and national authorities thought that the most important and time consuming duty of the principal should be supervision of teachers and improvement of instruction. However, McAbee's study showed that only 12 percent of a principal's time was spent performing the duty of supervision of teachers and improvement of instruction. This responsibility ranked only fourth in actual time spent. The duty that ranked first in actual time spent, and consumed 22.5 percent of the principal's time, was office routine. The supervision of the student activity program consumed 17.8 percent of the principal's time, but was considered
to be only the sixth most important duty by the principal and national authorities (5:41).

Principals can spend a considerable amount of time on duties outside the regular school day as well. A study in this area was done in 1953 under the authority of the Pennsylvania branch of the National Association of Secondary School Principals and by a group of graduate students of Lehigh University. During the study, the group analyzed and classified the duties of the high school principal. One part of the study dealt with the extra time spent by high school principals on work related to the office of principal when the school day, week, or term for others was over. The study showed that the principal may expect to spend 98.38 hours, outside the regular school year, on work related to athletics, 27.75 hours to dramatics and music, and 61.25 hours to checking buildings and equipment (9:19).

Based on this body of work, one could conclude that, given the time spent on the student activity program by the principal, the need to employ one person to be in charge of the student activity program is clearly and persuasively supported.

The duty of administering the student activity program in a high school should ideally seem to fall on the shoulders of someone else besides those of the principal. McKnown stated that the average high school principal carries a great responsibility and, in a school of any size, the principal cannot give personal attention to all of its activities (6:615). Thus, it seems only likely that someone other than the principal should administer the student activity program.
The second area of concern was the need for employing one person to administer the total student activity program. A 1977 survey sponsored by the National Association of Secondary School Principals stated that a director of student activities is needed particularly in those high schools with more than 1500 students (4:15). As early as 1952 Johnston and Fauna wrote that without the active support and encouragement of the responsible administrator, no activity program is likely to succeed for long no matter how devoted the sponsors or how eager the student body (2:313). This suggests that there is a need for a separate administrator who would be responsible for the activity program of the high school. McKnown stated a director of student activities is as logical as a director of curriculum, of supervision, of guidance, or of administration (6:616).

Through this review of literature directed to the second area of concern, it became clearer that one person was needed to administer the total student activity program in the high school. At least that is true if the program is to be successful and follow the pattern of the other programs or areas of the school: curriculum, supervision, guidance and administration.

In order for a high school's activity program to operate efficiently and effectively it needs to be administered properly. Both the activities and athletic programs should be administered by one person. Vornberg stated that the lack of supervision or coordination in activities and athletics was a problem (11:321). The problem could be lessened in degree by having one person administer both the activities and athletics in a high school.
There seemed to be some confusion about who would administer the student activity program if this duty did not come under the immediate direction of the principal. Robbins and Williams felt very strongly about the employment of a full-time person at the vice-principal level designated as the Director of Student Activities (10:203). On the other hand, Powell (1978) found that some schools may delegate the administrator responsibilities for student activities to several teachers who are not administrators (8:5).

One could conclude that this is another area that needs further study to determine if the total student activity program could typically be administered more efficiently and effectively by one person, rather than spreading that responsibility among two or more people.

The final area to be examined was the roles and duties of an activity/athletic director. The roles and duties vary greatly. This is due to each individual school's description of that position and the size of the school. There are however many common roles and duties under athletics that are prevalent: scheduling events and officials, supervising activities after the school day is over, and assisting in the selection and assignment of the athletic personnel.

Powell commented upon this very point. In her examination of 26 schools, she noted a multiplicity of duties in those schools, and observed that the duties of the person who fills the position of activities director are many and varied among schools (8:6).

If a school administrator wished to define the roles and duties of an activity/athletic director, it would be difficult to do without
some idea of the many duties that could be included in this position.

With further study of the possible roles and duties, a list could be developed for school administrators to draw from.

Very few studies or articles have been done on school districts that employ an activities director who is in charge of the administration of the total activity program including athletics. The Educational Resources Informational Center Computer Data Base produced only two sources that were of value to this study. Of those two sources, only one (Powell) provided actual information about activities directors.

It seems clear that further study in this field should produce some of the supplemental information not now present in the available literature.
CHAPTER THREE
Presentation and Analysis of Data

Of the 115 questionnaires distributed, 100 were returned. This represents a return rate of 86.9%.

Since the number of returned questionnaires equals 100, the totals for any response category and the percentage those totals represent are identical throughout this study.

A general summary table of the totals for all items on the summary for each of the school sizes is provided as Appendix B, pp. 38-41.

Summary of Data

School size. Three categories of school size were established for the study. The first category includes the high schools with enrollments of 250-550 students. This category is comprised of 38 schools, and is referred to as the "small schools". The second category consists of high schools with enrollments of 551-1000 students. This category has a total of 32 schools and is referred to as the "medium-sized schools". The third category consists of high schools with enrollments of 1001 and more students. This category has a total of 30 schools and is referred to as the "large schools".

Ninety-five of the responding schools operated within a 9-12 or 10-12 high school organization.

Administrative personnel. Data were collected about the number of
personnel whose duties were primarily administrative in the responding schools.

Forty-one schools employed approximately two (between 1.5 and 2.49) administrators. This was the category most frequently identified in the study; the smaller schools understandably had the greatest membership in this group with 27. The second most frequently identified group was schools which employed approximately three (between 2.5 and 3.49) administrators (30); seventeen medium-sized schools and ten large schools made up the majority of this category. The largest schools predictably had their greatest representation (12) in the category 4.5 and more, representing the number of personnel whose duties were primarily administrative.

Predictably, the larger the high school, the more administrative personnel employed. High schools with 1000 and more students most commonly had at least 3.5 administrative personnel. High schools with less than 550 students had 2.49 or fewer personnel whose duties were primarily administrative.

Non-Administrator Who Directs Activity/Athletic Programs

Sixty-nine of the one hundred respondents appointed someone other than the principal or assistant principal to administer the activity/athletic program. (See Table 3.1).

Forty-seven high schools and school districts had an athletic director only. This number represents 37 athletic directors who were responsible of their school's program and 10 athletic directors responsible for their district's athletic program.
Table 3.1

Non-Administrative Personnel Who Direct the Activity/Athletic Programs

<table>
<thead>
<tr>
<th>School size</th>
<th>School-Wide</th>
<th>District-Wide</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activity/ Athletic Director only</td>
<td>Activity/ Athletic Director only</td>
<td>Activity/ Athletic Director only</td>
</tr>
<tr>
<td>Small</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Medium</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Large</td>
<td>7</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>37</td>
<td>6</td>
</tr>
</tbody>
</table>

(Figures reflect some schools with more than one person administering the activity/athletic program.)
Twenty-one schools or school districts had just one person administering both the athletic and activity program. This number included 9 activity/athletic directors who were responsible for their school's program. Twelve of the twenty-one activity/athletic directors were responsible for their school district's program.

The large school reported the greatest number of athletic/activity directors (7) responsible for their school's program, while the medium-sized schools had the most activity/athletic (9) directors responsible for their district's program.

The position of athletic director only was fairly evenly distributed among the sizes of schools. However, the medium-sized schools and large schools had the largest number of positions of activity/athletic directors combined into one position.

Responsibilities other than activity/athletic director. The principals who responded that they had someone other than the principal or assistant principal administering the activity program indicated 15 of those individuals had no other duties. Eleven of those fifteen represented the large schools. (See Table 3.2).

The most common of the other duties identified for the activity/athletic director was teaching. Forty of the activity/athletic directors had some teaching assignments. Other duties included coaching (9), administration (7), and counseling (3).

Smaller schools which had an activity/athletic director, had that person responsible for other duties such as teaching, while the larger
Table 3.2
Other Responsibilities of Activity/Athletic Directors

<table>
<thead>
<tr>
<th>School size</th>
<th>Teaching</th>
<th>Coaching</th>
<th>Administration</th>
<th>Counseling</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Medium</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Large</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

(Figures reflect some assignments divided among listed responsibilities.)
schools which had an activity/athletic director considered that position a nearly full-time position with few other duties.

Administrators responsible for the activity/athletic program. Principals who responded that an administrator was responsible for the activity/athletic program indicated that 22 administrators were responsible for both the activity and athletic programs in their school. Twenty of the twenty-two administrators were assistant principals. The three school sizes were each fairly evenly represented in this area. (See Table 3.3).

Twenty-eight of the responding principals indicated they employed an administrator responsible for just the activity program, exclusive of athletics, in their schools. Nineteen of the twenty-eight administrators who were responsible for just the activity program, exclusive of athletics, were principals. Sixteen of those nineteen came from the small and medium-sized schools.

Those administrators who were responsible for the activity/athletic program all understandably had other duties to perform in their respective schools. The most common of those duties were discipline (37), attendance (31), and teacher evaluation (31).

School size is an important consideration in examining the position of an activities director responsible for the total program of activities in his/her high school. Large schools can have one person in charge of the total activity program with or without other responsibilities. Those other responsibilities include either non-administrative duties, such as teaching or counseling, or administrative responsibilities, such as discipline, attendance, or evaluation. The small school is more apt
Table 3.3
Administrators Responsible for the Activity/Athletic Program

<table>
<thead>
<tr>
<th>School size</th>
<th>Administrator whose duties combine Activities and Athletics</th>
<th>Administrator whose duties are Activities exclusive of Athletics</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Small</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Medium</td>
<td>8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Large</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

(Figures reflect some assignments divided among administrators.)
to have an athletic director, who may or may not be an administrator, but usually with other responsibilities besides those of athletics. In those schools the principal then typically administers the activity program.

Time spent on activity program by administrator. The principals responded fairly evenly, among the three sizes of schools, that they spent the least amount of time administering the activity program before the school day started. (See Table 3.4).

Sixty of the principals indicated that they spent the largest amount of time administering the activity program during the school day. Forty-three of the principals spent the most time administering the activity program after the school day was over.

Twenty-three of the principals in the small schools spent the largest amount of time administering the activity program after the school day was over. Twenty-three of the principals in the medium-sized schools spent most of their time administering the activity program during the school day. The small and large school principals responded that they too spent a portion of their school day administering the activity program.

The time spent performing the duties of activities director was normally spent during the school day or after the school day was over. Making arrangements with other schools for scheduling events took place primarily during the day. Supervising the activity/athletic events took up the greatest amount of time spent after school.

School size makes little difference in time spent administering the activity program, with the exception of after school activities for the
Table 3.4

Time Spent on the Activity Program by an Administrator

<table>
<thead>
<tr>
<th>School size</th>
<th>MOST TIME</th>
<th>LEAST TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before School</td>
<td>During School</td>
</tr>
<tr>
<td>Small</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Medium</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Large</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>60</td>
</tr>
</tbody>
</table>
small school. Since the small school has fewer administrators to supervise the after-school activities, more time was spent by the principal after school on that responsibility.

Part II of the survey disclosed that each school did have a wide variety of duties for its athletic director and for its activities director. These duties were many and varied from school to school.

Duties of the athletic director. The ten most frequent duties of the athletic director in order of frequency were: schedule athletic events (96), prepare formal written evaluations on coaches and programs (92), hire officials and issue contracts (92), coordinate arrangements for travel (89), arrange for visiting teams needs (89), attend all meetings as required by job description (89), establish budgets for athletics (86), maintain equipment inventories (86), supervise and serve as director for tournament series (85), and authorize the purchase of all athletic equipment (84).

Those duties performed by fewer than half of the athletic directors were: prepare press releases (49), supervise the personnel in charge of cheerleading (48), coordinate weight training programs (32), supervise concessions (31), supervise athletic events away from home (27), organize and supervise staff for intramural activities (21), and serve as sponsor of lettermen's clubs (20).

Duties of activities director. Those duties performed by more than half of the activities directors, in order of frequency, included: coordinate the scheduling of activities (72), build activities calendars for band, orchestra, vocal music, speech and drama (66), assist in the
selection and assignment of all activities personnel (59), build the school's master calendar (56), oversee the organization and scheduling of all clubs and other organizations (54), authorize the payment of workers for activities (53), provide for management of all home activities (52), and prepare a roster of workers for activities (51).

Those duties least apt to be performed by activities directors included: arrange lodging for all activity groups (33), maintain inventories of activities equipment (33), prepare formal written evaluations of sponsors of the activities (31), and sponsor and/or attend meetings of student council (senate 27).

The significance in the value of the survey is, in part, the validation of all the duties identified on the questionnaire as legitimate expectations for both the Athletic Director and the Activities Director. All the duties identified for both positions were performed with enough frequency to justify their inclusion as reasonable potential expectations for a given school.

Reactions of principals about having an activities director. Several questions were presented to the responding principals soliciting their response to having an activities director in charge of the total activity program. (See Table 3.5).

Principals indicated that having an activities director increased the time available to them for curriculum leadership (61), for instructional supervision (57), and for student scheduling (49), building maintenance (39), and grade reporting (34). The three school categories
Table 3.5
Reactions of Principals to an Activities Director Increasing Principal's Available Time

<table>
<thead>
<tr>
<th>School size</th>
<th>Supervision</th>
<th>Curriculum</th>
<th>Building Maintenance</th>
<th>Student Scheduling</th>
<th>Grade Reporting</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>23</td>
<td>22</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Medium</td>
<td>18</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Large</td>
<td>16</td>
<td>20</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>61</td>
<td>39</td>
<td>49</td>
<td>34</td>
<td>5</td>
</tr>
</tbody>
</table>
were fairly evenly represented in all categories of Table 3.5.

School size had little effect on the reactions from the responding principals. Curriculum leadership and instructional leadership were considered by responding principals to be duties that could be accomplished more easily if one person were employed to administer the activity program, regardless of the size of the school.

The final part of the survey was designed to solicit judgements from the responding principals on three issues: (1) Activities directors and their role in resolving program conflicts, (2) Activities directors and financial advantages they may create, and (3) Principal's attitudes about employing activities directors.

**Activities director and program conflicts.** Sixty-four respondents felt that having an activities director would ease scheduling and other related program conflicts in their school. Only five respondents felt that an activities director would not ease scheduling and other related conflicts.

The three school sizes were each fairly evenly represented in the responses to this item.

**Activities director and financial advantages.** Fifty-nine of the principals felt that a school could save money by employing one person to administer the **total** activity program. Twenty-three principals responded that they did not think that a school could save money by employing one person to administer the **total** activity program.

The small school principals had the greatest representation (10)
of those who responded negatively. The small school principals are also
the ones who were administering the activity phase of their activity
program.

Principals favoring their school employing an activities director.
Fifty-eight of the principals responded that they favored their school
district's employing one person to administer the total activity program,
while only fifteen of the responding principals did not want their school
district doing that.

The three school sizes were each fairly evenly represented in this
area, although, the small school principals had a slightly larger repre­
sentation in favor of employing one person to administer the total
activity program in their schools.

Summary. School size apparently determines whether a school employs
one person to administer the total student activity program. Depending
on the size of the school, this person may expect to have other duties,
besides those of activities director. These duties might be expected to
include teaching, or administrative duties such as discipline and attend­
ance.

The role of the principal in the administration of the student
activity program is also apparently determined by school size. The larger
the school, the more likely the duty of administering student activities
will be assigned to someone other than the principal.

Principals today have a preference for employing one person in the
administration of the total student activity program. This is apparently
because of the time administering the activity program takes away from the principal's main duty of supervision of curriculum and instruction.
CHAPTER FOUR
Summary and Conclusions

Summary

This study was designed to identify the roles and duties of an activities and/or athletic director and to determine how school size affected that position. Specifically, the study addressed the following questions related to school size: Does the size of the high school affect the way the activity program is administered? What is the role of the principal in administering the activity program? Are there advantages to employing one person to administer the total activity program?

A questionnaire was developed to gather the necessary information for the project. The questionnaire was mailed to the principals of the 115 largest high schools in Iowa. One hundred of the questionnaires were returned.

A pervasive theme of the professional literature is that the principal's main duty is supervision of curriculum and instruction. The principal, however, spends a preponderance of time on the routine management of the school and carries a tremendous work load, thus limiting the time available for the performance of his/her main duty. Part of this management work load is devoted to the administration of the student activity program.

The literature suggests that there is a need for someone else besides the principal to administer the student activity program. The literature suggests further that that person should be an administrator in charge of student activities, with a title similar to "vice-principal"
in charge of student activities."
The responses of the principals surveyed in this study support those concepts.

Conclusions

Four conclusions can be drawn from the study:

1. The role of the principal in the administration of the student activity program depends on the size of the school. If he/she is the principal of a small school he/she may expect to administer the activity program, and possibly the athletic program as well. If he/she is the principal of a larger high school, he/she is more likely to have someone else administering both the student activity program and/or the athletic program.

2. Principals believe that employing one person as the Activities Director will increase the time available for other duties such as instructional supervision, curriculum leadership, and scheduling the educational program.

3. School size makes little difference in the reactions of the principals toward their school employing an activities director. The principals feel that if their school employed one person to be in charge of the administration of the total activity program, it would indeed ease the scheduling of the activity and athletic events and resolve other related conflicts. They also feel that a school district can save money by employing a person as Activities Director.

4. Those school administrators seeking to develop a comprehensive position description for either or both of those positions may confidently
use the survey items to generate those descriptions. Care will, of course, be required to make certain such descriptive statements are appropriate for the particular school setting.

Lipham and Hoeh content accurately that the major responsibilities of the principal are providing leadership in instructional improvement (3:229) and enhancing the role performance of each staff member (3:263). This goal can only be accomplished by having adequate time to spend on the task. If the principal is bogged down by other duties, namely the student activity program, he/she will not be able to accomplish that major goal.

Therefore, it seems clear than an administrator other than the principal should be in charge of the total student activity program. That step seems critical if the principal is to have the time needed to play effectively the role of instructional leader.
BIBLIOGRAPHY


Appendix A

February 3, 1983

Dear Principal:

I am a graduate student at the University of Northern Iowa, working on a Master's program in School Administration. In conjunction with Dr. James Albrecht, I am engaged in a research project concerned with the differences between high schools that employ an activities director who is in charge of the total activities program including athletics and those schools who have different people administering the activities program. I would like to ask for some of your time to complete the enclosed questionnaire.

You were specifically selected to be contacted for this project on the basis of the size of your school. It was felt that your school could have or does have an activities director. It is very important that you try to find a small amount of time to complete and return this questionnaire so that your responses can be included in the analysis of this research project. A stamped envelope is also enclosed for you to use to return the questionnaire. If possible, please respond by February 18, 1983.

If you would like a summary of this study, please write your name and address on the back of the return envelope and check the appropriate response on the questionnaire and one will be sent to you.

Thank you for your time and consideration. Should you have any questions concerning any portion of this questionnaire or study, please feel free to contact me at the location listed below.

1022½ Main Street
Cedar Falls, IA 50613
(319) 266-5260

Sincerely,

James I. Boyd

Enclosures: Survey
Return envelope
Appendix A

LIST OF SCHOOLS SURVEYED

Class 4-A

Ames
Ankeny
Bettendorf
Burlington
Cedar Falls
Cedar Rapids, Jefferson
Cedar Rapids, Kennedy
Cedar Rapids, Washington
Clinton
Council Bluffs, A. Lincoln
Council Bluffs, T. Jefferson
Davenport, Assumption
Davenport, Central
Davenport, West
Des Moines, East
Des Moines, Hoover
Des Moines, Lincoln
Des Moines, North
Des Moines, Roosevelt
Dubuque, Hempstead
Dubuque, Senior
Dubuque, Wahlert
Eldridge, North Scott
Fort Dodge
Iowa City, City High
Iowa City, West
Marshalltown
Mason City
Muscatine
Newton
Ottumwa
Sioux City, East
Sioux City, Heelan
Sioux City, North
Sioux City, West
Waterloo, Central
Waterloo, West
West Des Moines, Dowling
West Des Moines, Valley

Class 3-A

Section I

Algonia
Carroll, Kuemper
 Cherokee, Washington
 Clear Lake
 Denison
 Estherville
 Forest City
 Fort Dodge, St. Edmond
 Hampton
 Humboldt
 Iowa Falls
 LeMars
 Osage
 Sheldon
 Spencer
 Storm Lake
 Webster City

Section II

Atlantic
Audubon
Boone
Chariton
Creston
Glenwood
Harlan
Indianola
Jefferson
Johnston
Knoxville
Lewis Central, Council Bluffs
Norwalk
Perry
Red Oak
Saydel, Des Moines
Southeast Polk, Runnells
Urbandale
Winterset
Appendix A

LIST OF SCHOOLS SURVEYED, Continued

Class 3-A, Continued

Section III

Anamosa
Cascade
Charles City
Cresco, Crestwood
Decorah
Dyersville, Beckman
Epworth, Western Dubuque
Independence
Linn-Mar, Marion
Manchester, West Delaware
Maquoketa
Marion
Monticello
New Hampton
Oelwein
Vinton, Washington
Waterloo, Columbus
Waukon
Waverly, Waverly-Shell Rock
West Union, North

Section IV

Albia
Bloomfield, Davis County
Camanche
Cedar Rapids, Regis
Centerville
Central, Argyle
DeWitt, Central
Fairfield
Fort Madison
Grinnell
Keokuk
Mount Pleasant
Oskaloosa
Pella
Pleasant Valley
Prairie, Cedar Rapids
Tama, South Tama County
Van Horne, Benton Community
Washington
Appendix A

Name of school __________________________

Please check the following which apply.

PART I

1. What is the student enrollment of your attendance center?
   250-400  401-500  551-700  701-850  851-1000  1001-1150
   1151-1300  1301 and over

2. School organization:  7-12  9-12  10-12  other
   please specify: _______________________________________

3. Number of personnel whose duties are primarily administrative. ______

4. Does someone other than the principal or assistant principal have major
   responsibilities for administering the athletic and/or activity program
   in your building or district? yes  no
   IF YES, answer #5 & #6                         IF NO, answer #7 & #8

5. How is your activity/athletic program administered?
   a) ___ Activity and athletic director combined in one position,
       responsible for school's program in those areas.
   b) ___ Activity and athletic director combined in one position,
       responsible for school district's program in those areas.
   c) ___ Athletic director only, responsible for school's program in
       athletics.
   d) ___ Athletic director only, responsible for district's program
       in athletics.
   e) ___ Activity director only, responsible for school's program
       exclusive of athletics.
   f) ___ Activity director only, responsible for district's program
       exclusive of athletics.
   g) ___ Other, please describe ________________________________

6. Does this person have other responsibilities? yes  no
   If yes, what other responsibilities?
   ___ teaching, indicate the approximate percentage of time spent _____
   ___ other, please specify ________________________________
   Indicate the approximate percentage of time spent ____________
Appendix A, Continued

7. How is your activity/athletic administered?
   a) Administrator performs duties of activity and athletic director, responsible for school's program in those areas (identify: ___ principal ___ ass't. principal)
   b) Administrator performs duties of activity and athletic director, responsible for district's program in those areas (identify: ___ principal ___ ass't. principal)
   c) Administrator performs duties of athletic director only, responsible for school's program in athletics (identify: ___ principal ___ ass't. principal)
   d) Administrator performs duties of athletic director only, responsible for district's program in athletics (identify: ___ principal ___ ass't. principal)
   e) Administrator performs duties of activity director only, responsible for school's activity program exclusive of athletics (identify: ___ principal ___ ass't. principal)
   f) Administrator performs duties of activity director only, responsible for district's activity program exclusive of athletics (identify: ___ principal ___ ass't. principal)

8. Does this person have other responsibilities? yes ___ no ___
   If yes, what other responsibilities?
   a) ___ Discipline
   b) ___ Attendance
   c) ___ Scheduling
   d) ___ Curriculum Development
   e) ___ Teacher evaluation
   f) ___ Other, please specify ________________________________

9. If you or another administrator are primarily responsible for administering the student activities program, indicate where most of this time is spent.
   ___ Before school ___ During school ___ After school
   Indicate where the least amount of time is spent.
   ___ Before school ___ During school ___ After school
Appendix A, Continued

A. Please check the duties for which the **ATHLETIC DIRECTOR** is responsible.

___ 1. Assists in the selection and assignment of all athletic personnel.

___ 2. Prepares formal written evaluations on coaches and programs.


___ 4. Schedules athletic events.

___ 5. Hires officials and issues contracts.

___ 6. Develops and implements public relations.

___ 7. Establishes budgets for athletics.

___ 8. Coordinates arrangements for travel.

___ 9. Supervises the repair and maintenance of athletic facilities.

___ 10. Provides tickets and seating policies at athletic events.

___ 11. Maintains equipment inventories.

___ 12. Organizes and supervises awards, banquets and booster club activities.

___ 13. Prepares a roster of workers for all activities events.

___ 14. Keeps permanent records for activities.

___ 15. Provides for management of all home events.

___ 16. Supervises and establishes policies on eligibility, physical exams and insurance.

___ 17. Approves payment of all athletic bills.

___ 18. Supervises athletic activities after school.

___ 19. Supervises athletic activities away from home.

___ 20. Supervises concessions.

___ 21. Arranges athletic meals for traveling teams.

___ 22. Arranges all athletic lodging.

___ 23. Authorizes the purchase of all athletic equipment.

___ 24. Supervises and handles gate receipts for all home events.

___ 25. Schedules all preparations for athletic facilities, (football field, softball diamond).

___ 26. Arranges for visiting team's needs.

___ 27. Supervises the personnel in charge of cheerleading.

___ 28. Develops procedures for filming and video taping athletic events.

___ 29. Coordinates weight training programs.

___ 30. Supervises and serves as director for tournament series.

___ 31. Attends all meetings as requested by job description.

___ 32. Organizes and supervises staff for intramural activities.

___ 33. Prepares press releases.

___ 34. Coordinates all correspondence with state athletic associations.

___ 35. Serves as sponsor of the lettermen's clubs.
Appendix A, Continued

B. Please check the duties for which the ACTIVITIES DIRECTOR is responsible.

___ 1. Coordinates scheduling of activities.
___ 2. Prepares formal written evaluation of sponsors.
___ 3. Assists in selection and assignment of all of the activities personnel.
___ 4. Develops and implements public relations for all activities.
___ 5. Authorizes the payment of workers for activities.
___ 6. Prepares a roster of workers for activities.
___ 7. Establishes budgets for all activities.
___ 8. Supervises and handles all receipts from activity events.
___ 9. Sponsors and/or attends meetings of student council (senate).
___ 10. Provides for management of all home activities.
___ 11. Is responsible for all fund raising to support activities.
___ 12. Arranges for all transportation and meals for all activities.
___ 13. Arranges for all lodging for activity groups.
___ 14. Approves the purchase of all supplies for all activities.
___ 15. Builds activities calendar for band, orchestra, vocal music, speech and drama.
___ 16. Oversees the organization and scheduling of all clubs and other organizations.
___ 17. Supervises and coordinates all class activities. (All general meetings)
   a. ___ 9th grade
   b. ___10th grade (class rings)
   c. ___11th grade (Prom)
   d. ___12th grade (Baccalaureate and Commencement)
___ 18. Builds school's master calendar.
___ 19. Coordinates all correspondence with state associations related to student activities.
___ 20. Maintains inventories of activities' equipment.

C. Summary Reactions

1. Does having an activities director increase the time you have available for: (Please circle if yes.)
   a. Supervision
   b. Curriculum
   c. Maintenance of school facility
   d. Student scheduling
   e. Grade reporting
   f. Other, specify ____________________________

2. Does having an activities director ease scheduling and other conflicts? yes ___ no ___

3. Do you think a school district could save money by employing one person to administer the total activities program? yes ___ no ___

4. Would you favor your district's doing that? yes ___ no ___

Comments are welcome.

Please indicate if you would like a summary of this research topic. yes ___ no ___
Appendix B

Total Summary Table

All references in the column "Survey Question Number" are to the original survey instrument. That instrument is reproduced in Appendix A, pp. 34-37.

<table>
<thead>
<tr>
<th>Survey Question Number</th>
<th>Sizes of Schools Surveyed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250-400</td>
<td>401-550</td>
</tr>
<tr>
<td>1. Size</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2. 7-12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9-12</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>10-12</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>8-12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. 0-.49</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>.5-1.49</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>1.5-2.49</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>2.5-3.49</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.5-4.49</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4.5 &amp; more</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Yes</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5. a)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>c)</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>d)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>e)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Yes</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>teaching</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>% time</td>
<td>0.0-0.25</td>
<td>0</td>
</tr>
<tr>
<td>.26-.50</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>.51-.75</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>.76-1.00</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coach</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Administration</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. a)</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>b)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>c)</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
## Total Summary Table (Continued)

<table>
<thead>
<tr>
<th>Survey Question Number</th>
<th>Sizes of Schools Surveyed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250-400</td>
<td>401-550</td>
</tr>
<tr>
<td>7. d)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>e)</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>f)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>a. Principal</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>b. Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>c. Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>d. Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>e. Principal</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Assistant</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>f. Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Yes</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>a)</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>b)</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>c)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>d)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>e)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>f)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9.a. Before</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>During</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>After</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>b. Before</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>During</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>After</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Part II

| A. 1. | 17   | 23   | 16   | 7    | 7    | 6    | 5    | 16   | 92 |
| 2.    | 7    | 15   | 10   | 4    | 7    | 4    | 4    | 10   | 61 |
| 3.    | 7    | 14   | 10   | 7    | 3    | 5    | 5    | 13   | 64 |
| 4.    | 12   | 25   | 16   | 7    | 7    | 6    | 6    | 17   | 96 |
| 5.    | 12   | 25   | 16   | 7    | 6    | 6    | 6    | 15   | 92 |
| 6.    | 9    | 17   | 10   | 6    | 6    | 5    | 4    | 10   | 67 |
| 7.    | 10   | 23   | 15   | 6    | 6    | 6    | 6    | 14   | 86 |
| 8.    | 10   | 21   | 16   | 7    | 6    | 6    | 6    | 17   | 89 |
| 9.    | 8    | 18   | 9    | 5    | 3    | 6    | 4    | 11   | 64 |
| 10.   | 8    | 13   | 9    | 5    | 6    | 4    | 4    | 17   | 66 |
### Total Summary Table (Continued)

<table>
<thead>
<tr>
<th>Survey Question Number</th>
<th>Sizes of Schools Surveyed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250- 401- 551- 701- 851- 1001- 1151- 1301- 1400 550 700 850 1000 1150 1300 &amp; more</td>
<td></td>
</tr>
<tr>
<td>A. 11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Total Number</th>
<th>400 550 700 850 1000 1150 1300 &amp; more</th>
</tr>
</thead>
</table>

40
### Total Summary Table (Continued)

<table>
<thead>
<tr>
<th>Survey Question Number</th>
<th>Sizes of Schools Surveyed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>250-400</td>
<td>401-550</td>
</tr>
<tr>
<td>B. 15.</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>16.</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>17.</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>a)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>b)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>c)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>d)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>18.</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>19.</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>20.</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>C. 1.a)</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>b)</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>c)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>d)</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>e)</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Yes</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3. Yes</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4. Yes</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>