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THE SELF-PERCEIVED ROLE OF THE NEGRO PRINCIPAL IN IMPROVING  
INSTRUCTIONAL SUPERVISION IN TENNESSEE

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF EDUCATION

BY  
JAMES EDWARD FARRELL

Norman, Oklahoma

1963

THE SELF-PERCEIVED ROLE OF THE NEGRO PRINCIPAL IN IMPROVING  
INSTRUCTIONAL SUPERVISION IN TENNESSEE

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## DEDICATION

This study is dedicated to my family without whose patience, understanding, and encouragement this study would never have been completed.

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	vii
 Chapter	
I. INTRODUCTION . . . . .	1
Background and Need for the Study . . . . .	1
Importance of the Study . . . . .	3
Statement of Problem . . . . .	4
Hypothesis . . . . .	4
Delimitation of the Problem . . . . .	4
Definition and Use of Terms . . . . .	5
Assumption . . . . .	7
Sources of Data . . . . .	7
Related Literature . . . . .	8
Organization of Study . . . . .	11
II. THE ROLE OF THE PRINCIPAL IN IMPROVING CLASSROOM INSTRUCTION . . . . .	12
Method of Establishing Criteria For Functions . . . . .	13
Functions of the Principal . . . . .	14
III. THE COLLECTION OF DATA . . . . .	29
Sampling Method . . . . .	31
Technique of Interview . . . . .	33
Treatment of Data . . . . .	34
IV. INTERPRETATION OF DATA . . . . .	36
Definition of Responses . . . . .	36
Selection and Utilization of Instructional Materials . . . . .	37
Utilization of Community Resources . . . . .	38
In-Service Training . . . . .	44
Individual Differences . . . . .	48
Individual Conferences With Teachers . . . . .	49
Inter-Visitations . . . . .	53
Teacher-Pupil Planning . . . . .	54
Working With Teachers for Curriculum Improvement . . . . .	58
Professional Literature . . . . .	59
Evaluation . . . . .	63

TABLE OF CONTENTS

(continued)

	Page
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	69
Findings . . . . .	70
Recommendations . . . . .	71
General Conclusion . . . . .	72
APPENDIX . . . . .	74
BIBLIOGRAPHY . . . . .	99

LIST OF TABLES

Table	Page
1. Number and Per Cent of Responses of 27 Negro Principals in Tennessee Reporting on "Selection and Utilization of Instructional Materials." . . . . .	39
2. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Utilization of Community Resources." . . . .	41
3. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "In-Service Training." . . . . .	45
4. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Class-room Visitations." . . . . .	47
5. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Individual Differences." . . . . .	50
6. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Individual Conferences with Teachers." . . . .	51
7. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Inter-visitations." . . . . .	55
8. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Teacher-Pupil Planning." . . . . .	57
9. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Working with Teachers for Curriculum Improvement." . . . . .	60
10. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Professional Literature." . . . . .	64
11. Number and Per cent of Responses of 27 Negro Principals in Tennessee Reporting on "Evaluation." . . . . .	65



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CHAPTER I

INTRODUCTION

Background and Need for the Study

The schools of today are confronted with conflicting beliefs about purposes, functions and objectives of the schools. These diverse beliefs are not, as is the usual circumstance, limited to members of the educational profession. People in industry, government, labor, and the man on the street have suddenly become aware of the "impending crisis" in American public schools. The people are unhesitatingly and forcibly voicing their concern over their self-defined realization that the schools are not fulfilling their commitments to the youth of the nation. This fact is manifested in many phases of present day life noticeable to the most casual observer.

Public schools have three main purposes: (1) to transmit the cultural heritage; (2) to assist the individual in acquiring the skills, techniques, knowledge, and understanding needed to enable him to become what he can become; and (3) to assist society to maintain and improve itself. If these purposes are accepted, then there is an obvious need for professionalizing teaching to a greater degree. Purposes such as these can be accomplished

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only by a group of employed classroom teachers and administrators who have attained within themselves and to the satisfaction of the public the status of a profession. There must be continued high standards for the preparation of teachers and administrators for American public schools.<sup>1</sup>

The principal in the school holds the key position in the program of instructional improvement.<sup>2</sup> Parents expect their children to become functional members of a democratic society. To this end the public school provides instruction and services collectively called the school's "program." How well the school meets the expectation of parents and others depends on the scope and quality of its program.

Schools do not exist in the abstract. Educational goals do not just happen. The society in which schools function determines their purposes and the character of their programs either directly or indirectly. The effectiveness of the instruction, the suitability of the curriculum, and the initiative shown by the faculty all depend to a great extent upon the leadership qualities of the principal. The importance of the role of the principal makes it imperative that principalships be filled by the ablest, most dedicated school administrators that school systems can employ.<sup>3</sup>

It is also important that school administrative arrangements be organized in such a way as to best enable the principal to carry out his leadership role effectively. In a 1957 report, "Public Education in

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<sup>1</sup>Joe Parks, "Other Disciplines in Teachers Education," School and Society, LXXXI (May, 1955), pp. 165-67.

<sup>2</sup>Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), p. 191

<sup>3</sup>Public Education in Tennessee Grades 1 through 12, A Report to The Education Survey Subcommittee of the Tennessee Legislative Council, 1957., p. 281-82.

Tennessee grades 1 - 12," certain weaknesses were noted in the instructional areas. These weaknesses were:

1. Many schools do not use stated purposes to govern the selection of content, activities and evaluation. Too often the text book is being used as the sole guide to these phases of instruction rather than as one of many resources.
2. Instruction in many schools lacks variety. Purposes are not formulated in adequate variety to include values, skills, and habits essential for learning and for other aspects of everyday living. The range of teaching procedures, learning activities, and evaluation techniques is too narrow.
3. Local community resources are not used adequately. School communities often have individuals, materials, or other resources that could be particularly helpful in some specialized topics; yet they are not used by the school. In fact, most schools have not attempted to identify such resources in their community.
4. Schools are weak in the cooperative aspects of instruction. Purposes are not cooperatively formulated, very little pupil-teacher planning and evaluation takes place.<sup>4</sup>

#### Importance of Study

The improvement of instruction is a major responsibility of the principal, whether he performs it himself or insures that it happens by other means, the extent to which he performs this function should be known. No study has been made of how, or the extent to which, the Negro principals in Tennessee perform this function. It seems important therefore that a study be made of the manner in which Tennessee Negro principals are, or are not, discharging this responsibility. Such a study can have various positive values to the principals themselves, to boards of education, to

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<sup>4</sup>Ibid., p. 97.

communities, and to institutions which prepare administrators. Finally, the ones receiving the ultimate values from any effort to improve instruction will be the children who attend the schools.

It seems important to know how and the extent to which this function is performed in communities of various sizes as a means of knowing the extent to which the educational opportunities of children vary. It is believed that there is a particular value in asking principals to reveal what they think they are doing with respect to the improvement of classroom instruction. This value is two-fold. It provides principals an opportunity to take a look at current administrative practices and invites the principals to evaluate their own purposes and practices.

#### Statement of Problem

The problem of this study is to determine how well the Negro Secondary school principal in Tennessee in discharging his functions in the improvement of instruction. The problem is composed of three subproblems:

1. The development of criteria of current practices from the professional literature.
2. The identification of what the principal is doing.
3. The comparison of present practices with the criteria.

#### Hypothesis

This then leads to the statement of the hypothesis underlying this present study: Negro Secondary principals in the schools of Tennessee are not doing as much as they should to improve classroom instruction.

#### Delimitation of the Problem

This study is limited to twenty-seven Tennessee schools, nine from each of the three geographical areas, namely, West, Middle, and East Tennessee. Small, medium and large Negro high schools are included proportionately in the study.

The findings apply specifically to the twenty-seven schools used in the study but, due to the sampling procedure, may be considered indicative of the remainder of the population of schools other than the category studied. The most prevalent practices as reported in selected references will be used as the criteria in this study.

#### Definition and use of Terms

For the purpose of this study, the following definitions are used:

Secondary School:--is a school consisting of grades VII - XII or any combination of these grades, supported by tax revenues, administered by public officials, and open to all.

Small School:--any secondary school in Tennessee with an enrollment from 100 to 300 in grades VII-XII or any combination of these grades.

Medium size school:--any secondary school in Tennessee with an enrollment from 301 to 600 in grades VII-XII or any combination of these grades.

Large size school:--any secondary school in Tennessee with an enrollment from 601 and above in grades VII-XII or any combination of these grades.

Principal:--the administrative head and professional leader of a school division or unit, such as a high school, junior high school, or elementary school; usually subordinate to a superintendent of schools.

The term, functions or duties as used in this study refers generally to the principals role and responsibility in the improvement or classroom instruction.

Instructional materials:--any device, method, experience used for teaching purposes, including textbooks, supplementary reading materials, audio-visual and sensory materials.

Community resources:--anything in the community outside the schools having educative value and being within the scope of the school's use, (for example, museums, theaters, courts, libraries, industries, parks, including outstanding individuals and other human resources).

In-service:--all efforts of administrative and supervisory officials to promote by appropriate means the professional growth and development of educational workers; illustrative are curriculum study, classroom visitation, and supervisory assistance.

Classroom visitation:--the practice of the principal going to observe teachers at work in their respective classrooms.

Individual differences:--the variations or deviations among individuals with regard to a single characteristic or a number of characteristics.

Individual teacher conferences:--a meeting of principal and teacher for the discussion of instructional policies or other problems; may be initiated either by principal or by the teacher.

Intervisitation:--the exchange of classroom visits by teachers within a given school or school system for the purpose of demonstration teaching, stimulating self-criticism, and promoting cooperation in the solution of common problems.

Teacher-pupil planning:--the instructional planning, evaluating, and

and replanning in which the teacher ideally encourages pupil participation commensurate with the learner's maturity, understanding, and sense of responsibility and with instructional value for him.

Curriculum:--a group of courses and planned experiences children have under the guidance of a teacher.

Professional literature:--published reading materials of a superior quality containing research, trends, organization, and legal aspects of the profession.

Evaluation:--consideration of evidence in the light of value standards and in terms of the goals which the group or individual is striving to attain.

#### Assumptions

This study was developed on the following assumptions:

1. The principal's performance in the area of instructional improvement is limited.
2. The key role in the program of instructional improvement should be assumed by the principal.
3. Principals should allocate ample time to the tasks directly related to the instructional program.

#### Sources of Data

To establish criteria, the literature in the field was studied to determine the most prevalent practices in the area of instructional improvement. Through further examination of the literature and by discovering agreement among authorities it was possible to develop a selected bibliography and thereby limit as well as establish criteria for prevalent practices



in instructional improvement. A chart of agreement of twelve authorities reporting on instructional supervision from which criteria of prevalent practices was developed is found in Appendix A. A primary source of data was the response of the principals to a questionnaire; another source of data was information elicited by personal interview on the same information listed in the questionnaire.

Schools used in this study were taken from the "Tennessee Directory of Schools." They were classified according to size and the three geographical areas. There was a total of forty eight schools in the population. A table of random numbers was used in the selection of schools to be studied from each area. Questionnaires were used first to gather data. Follow-up interviews were conducted later to substantiate the data originally collected.

The findings secured by the interview and questionnaire were analyzed with reference to the prevalent practices listed in the review of literature. To further present the data collected, the bargraph was used.

#### Related Literature

Few studies have focused definitely on the role of the principal in instructional improvement. Instead, most investigations have examined phases of the principal's efforts to improve instruction.

A study of what role the principal should play was made by Durgan. He found improvement in instruction depended upon the guidance and encouragement of the principal. He stated:

Evidence showed that the most suitable role for the principal was that of an accepted, working contributing member of a faculty group. As the principal becomes more relaxed and less defensive about his status and authority, teachers activity

and productivity increases.<sup>5</sup>

A study by Peterson compared the role principals should play in instructional improvement, as indicated by selected educators, with the role actually played by certain elementary principals in the schools of California. He found that the practices of the principals did not reflect a leadership role in instructional improvement as educational writers had recommended. Rather, the principal depended upon members of the central office staff for guidance. Most of the schools studied did not possess the autonomy essential for instructional improvement. The research project suggested the need for more training for principals in instructional improvement.<sup>6</sup>

Stanford surveyed professional educators on this subject by asking them what they thought the job of the high school principal should be in instructional improvement. Among the responsibilities of the principals were listed as follows: (a) offer educational leadership, (b) utilize means which lead to desirable outcomes (c) arouse interest and concern of teachers in instructional improvement, (d) provide a daily schedule which will permit innovations which seem important to the staff, (e) provide continuous evaluation procedures, and (f) vigorously support practices designated to instructional improvement.<sup>7</sup>

<sup>5</sup>Guy A. Durgan, "A Study of the Principal's Role in a Curriculum Improvement Project" (unpublished doctoral dissertation, Stanford University, 1953).

<sup>6</sup>Clarence Eugene Peterson, "The Role of the Principal in Curriculum Development" (unpublished doctoral dissertation, Stanford University, 1953).

<sup>7</sup>Charles W. Stanford, "The Principal's Role in Curriculum Development," Bulletin of the National Association of Secondary-School Principals, XXXVIII (April, 1954) pp. 362-67.

The involvement of teachers in workshops has resulted in changes in instructional programs. Kelly, describing the Wayne University workshops and conducting a follow-up study of workshop practices, found that teachers who had been involved in workshops were using more group processes on problems and using more effective teaching procedures than they did prior to their workshop experiences.<sup>8</sup>

Ostrander, in studying the use of lay persons in program development at Oak Ridge, Tennessee, concluded that laymen make valuable contributions to the development of the school curriculum. Lay participation in planning and conducting the program of the public schools was believed to contribute to greater understanding and appreciation of school problems and of the school.<sup>9</sup>

McKee, in a study of the role of the school principal in Cheatham County, Tennessee, evaluated the role of the school principal as conceived by the school principals, lay people, teachers and compared the various roles with a theory of the role of the school principal taken from educational literature. Differences were found to exist in the conceptions of the lay people, teachers, and principals and the accepted theory in the areas of the selection, qualification, and duties of the school principal as well as in the relationship of the principal to teachers, students and the community.<sup>10</sup>

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<sup>8</sup>Earl C. Kelly, The Workshop Way of Learning (New York: Harper and Brothers), 1951, p. 93.

<sup>9</sup>Raymon H. Ostrander, "Laymen Aid Curriculum Development," Journal of Education, CXXXIV (September, 1951), pp. 251-52.

<sup>10</sup>Clinton O. McKee, "The Principal's Role in a Selected School System." (unpublished doctoral dissertation, George Peabody College for Teachers, 1953).

This review of related literature would indicate that there are certain designated functions and requirements which any effective principal should be fulfilling. If these functions are being met then the weaknesses as pointed out in the Tennessee study would be alleviated.

#### Organization of Study

Chapter I has given the background and need for study, surveyed related literature, stated the problem and hypothesis, and delimitation of the problem, defined the major terms, presented the assumptions, sources of data and procedure and analyzing data. Chapter II is devoted to functions of the principal in improving classroom instruction. Chapter III explains the procedures and the design of the study and describes the instruments and methods used in the collection of the data. Chapter IV presents the data which were collected, and interprets the findings through tables and discussion. Chapter V presents the summary of the study and conclusions.

## CHAPTER II

### THE SELF-PERCEIVED ROLE OF THE NEGRO PRINCIPAL IN IMPROVING INSTRUCTIONAL SUPERVISION IN TENNESSEE

In order to have a clearer understanding of the practices of principals for the improvement of classroom instruction, it is important to point out the functions to be performed personally or under the direction of a person appointed by the principal. Traditionally speaking when improvement of instruction is being discussed, one immediately thinks of an individual principal or supervisor visiting the classroom of the teacher. The principal, in his role as an instructional leader in today's school, must assume numerous other connotations such as improving instruction by establishing meaningful objectives, with the aid of parents, teachers and students, improving the use of instructional materials, obtaining more knowledge of the psychological implications of how learning takes place, and providing the kinds of learning experiences for the students--within and out of the classroom--that will make living satisfying and productive.<sup>11</sup>

In chapter one the weaknesses as found existing in "Public Education in Tennessee grades 1 - 12 were stated as follows:

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<sup>11</sup>Armond T. Larson, "What Role for the Principal in Improving the Instructional Program in the Junior High Schools?" The National Association of Secondary School Principals, Vol. XLIV (April 1960).

1. Many schools do not use stated purposes to govern the selection of content, activities and evaluation. Too often the text book is being used as the sole guide to these phases of instruction rather than as one of many resources.
2. Instruction in many schools lack variety. Purposes are not formulated in adequate variety to include values, skills, and habits essential for learning and for other aspects of everyday living. The range of teaching procedures, learning activities, and evaluation techniques is too narrow.
3. Local community resources are not used adequately. School communities often have individuals, materials, or other resources that could be particularly helpful in some specialized topics; yet they are not used by the school. In fact, most schools have not attempted to identify such resources in their community.
4. Schools are weak in the cooperative aspects of instruction. Purposes are not cooperatively formulated, very little pupil-teacher planning and evaluation takes place.<sup>12</sup>

If the weaknesses stated above are to be corrected it would seem then important to establish some type of criteria or functions so the principals can determine to what extent they are, or are not, correcting the weaknesses as set out in the Tennessee study. The following functions were developed after reading broadly in the area of school administration, the philosophy and competency pattern systems of recognized writers in the field of school administration. These functions were included because they were the ones mentioned most frequently by the authorities in the improvement of classroom instruction.

#### Method of Establishing Criteria For Functions

The first step in establishing criteria was identification of an authoritative bibliography. The following aids were used.

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<sup>12</sup>Op. cit. p. 97

1. Education Index
2. Reader's Guide

Through a search of the literature the bibliography was developed.

The following factors were used as a basis of selection of authorities:

1. A recognized expert in the area of supervision and administration whose writings have been widely used as basic texts or references;
2. The expert includes in his discussion an explanation of how administrators can improve classroom instruction;
3. The expert recommends ways through which instructional supervision can be best accomplished.

By referring to the selected bibliography a list of functions was formulated under the following classifications: (1) Selection and Utilization of Instructional Materials, (a) Utilization of Community Resources, (3) In-service Training, (4) Teacher-pupil Planning, (5) Classroom Visitation, (6) Providing for Individual Differences, (7) Individual Conferences with Teachers, (8) Inter-visitations, (9) Working with Teachers for Curriculum Improvement, (10) Guidance, (11) Professional Literature, and (12) Evaluation. Twelve authors were identified as authorities for these functions. The functions, as explained by different experts, were then compared to determine the extent of agreement. Only those functions with which a majority of the twelve experts agreed were considered as an acceptable part of the criteria. Agreement of twelve authorities reporting on Instructional Supervision from which criteria of functions were developed is found in Appendix A.

#### Functions of the Principal

The responsibilities of the principal are many. One of the major re-

responsibilities is that for the improvement of classroom instruction. Functions of principals, used in this study, deal with the responsible activities of the principal that directly or indirectly influence the classroom instructional program.

**FUNCTION I. IT IS THE RESPONSIBILITY OF THE PRINCIPAL TO OBTAIN AND MAKE AVAILABLE TO TEACHERS AT THE TIME OF NEED, THE NECESSARY INSTRUCTIONAL SUPPLIES.**

Each teacher needs supplies appropriate to the instruction to be carried on. The principal should familiarize himself with the need for for supplies and arrange for their procurement in order that instruction will be facilitated.

Douglas, Boardman, and Bent stated,

The principal has the responsibility of assisting teachers in the more effective use of textbooks. Among the responsibility in this line are:

1. Textbook should be supplemented by lectures, use of Audio-Visual Aids, collateral reading, and student activities of a wide variety.
2. Students should be trained in how to read textbooks critically and understanding and how to out-line or summarize material from a book.
3. Teachers should be brought to observe consistently the fact that the textbook is only a part of a course of study a means rather than an end in itself.<sup>13</sup>

Burton and Brueckner wrote,

To bring about desired change in the behavior of children, the modern school uses a variety of visual aids; still pictures of all kinds, sound and silent motion pictures, charts, maps, and graphic representations. In addition to these aids, commonly recognized as visual, there is a wide variety of concrete materials which are also visual in nature that are used to give meanings

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<sup>13</sup>Harl R. Douglas, Charles W. Boardman, Rudyard K. Bent, Democratic Supervision in Secondary Schools. (Boston: Houghton Mifflin, 1961), pp. 220-3.



and manipulative experiences.<sup>14</sup>

Spears wrote,

The following guide is acceptable for the purchase and use of instructional materials.

1. The democratic selection of materials:--Those who are to use the materials are brought in to help in the selection.

2. The knowledge of materials:--The principal should become well acquainted with the availability of the various materials of instruction.

3. The systematic extension of information about materials:--The knowledge of the materials available should be spread to all teachers. One popular means of doing this has been the creation of a materials center.<sup>15</sup>

FUNCTION II. IT IS A RESPONSIBILITY OF THE PRINCIPAL TO URGE TEACHERS TO USE RESOURCE MATERIALS THAT ARE PROVIDED BY THE SCHOOL AND TO DIRECT TEACHER'S ATTENTION TO RESOURCE MATERIALS AVAILABLE WITHIN THE COMMUNITY THAT MIGHT WELL SERVE AS VALUABLE TEACHING AIDS.

Spears stated,

The principal should be alert in improving his knowledge of the community and school which he serves. He determines in so far as possible ideas others have about supervision. He becomes acquainted with the facilities of the community, available or already in use. In this, he thinks in terms of such things as libraries, documentary materials, surveys, extended field study, camping, service projects.<sup>16</sup>

Douglas and others said,

It is natural for teachers to think primarily in terms of the textbook and library and laboratory in connection with their planning of learning activities and experiences. In recent years, however, there has been a growing tendency to incorporate activities of less academic and less verbal type into the situations providing learning experiences. This is evident not only in the increased use of visual aids in the classroom but also in the increased amount of time and emphasis given to study the particular community, its organization, its methods of operation, and its problems.

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<sup>14</sup>William H. Burton, Leo J. Brueckner, Supervision, A Social. (New York: Appleton-Century-Crofts, 1955), p. 441

<sup>15</sup>Spears., op. cit., pp. 319-19.

<sup>16</sup>Ibid., pp. 176-77.

The principal's job is to see that teachers have an opportunity to arrive at their own decisions and that they have every facility at hand for careful investigation and study of their particular interest and assignment.<sup>17</sup>

Briggs and Justman stated,

Good supervisory planning involves not only consideration of educational principles and of the human elements in the situation--children, teachers, parents and the general community--but also precise knowledge of the physical resources which are available for the achievement of the educational task.

The availability of the necessary physical resources or the likelihood of securing additional resources as needed will at all times condition the extent to which basic educational improvement can be undertaken and the speed with which they can be carried out.<sup>18</sup>

Burton and Brueckner stated,

The principal should help the teachers to examine the community to locate sources of concrete instructional situations and illustrations. The school should also secure the co-operation of interested groups of laymen in the study of local questions such as public health, recreation, guidance, relief, religious education, delinquency, and the like. These should then be related to the curriculum and their possible usefulness recognized.<sup>19</sup>

FUNCTION III. PROFESSIONAL GROWTH OF TEACHERS IS A CONTINUOUS PROCESS AND THE RESPONSIBILITY RESTS WITH THE PRINCIPAL TO PROVIDE THE TYPE OF IN-SERVICE TRAINING THAT WILL MAKE THIS GROWTH POSSIBLE.

Teachers should work under the direction and counsel of one who is professionally trained in the same general field in which they are trained and who can usually point out definite and fruitful ways in which they can improve their classroom instruction.

Kyte said,

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<sup>17</sup>Douglas, Bent, Boardman, op. cit., pp. 188-89.

<sup>18</sup>Thomas H. Briggs, and Joseph Justman, Improving Instruction Through Supervision (New York: Macmillan, 1952), pp. 199-202.

<sup>19</sup>Burton, Brueckner, op. cit., pp. 636-37.

In order to render the best possible service to the pupil, the teacher must continue to develop into the most professionally efficient person she is capable of becoming. The measure of her success should be the degree of all-round development of every pupil enrolled in her class. The principal, through the various means at his command, should aid the teacher in becoming thoroughly competent in self-analysis, self-appraisal, and self-improvement.<sup>20</sup>

Wiles stated,

One of the purposes of in-service is to provide for a growing together of the faculty. Any faculty needs to feel that it is a unit, that it is a team working for a common purpose. In-service training is most profitable when it is centered on improving the schools program.<sup>21</sup>

Wiles further said,

In-service training should not be confined to experiences that provoke only academic growth. Many times a faculty will be further advanced in its academic learning than in other abilities that make the success of the school's program possible.

Growth in ability to work with others, improved skill in democratic processes, the development of social skill, and the founding out of the individual as a social being may all be areas in which the teachers need more help than they do with methods of teaching or with content.<sup>22</sup>

Spears stated,

An in-service program that is cooperatively planned by administrators, supervisors, and teachers to meet a wide variety of educational needs saves the time and energy of all concerned and at the same time gives greater assurance of more functional outcomes.<sup>23</sup>

Douglas, Boardman and Bent said,

It is extremely important that programs of in-service education be planned for all teachers, with the aim of enabling them

<sup>20</sup>George C. Kyte, The Principal at Work (Boston: Ginn and Co., 1952.), p. 31.

<sup>21</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1952)., pp. 222-23.

<sup>22</sup>Wiles, Ibid., p. 224.

<sup>23</sup>Spears, op. cit., pp. 349-50-52-60.

to complete their professional growth and education. Professional growth can be achieved best, if not almost completely, after teaching experience is underway and the teachers have had a chance to identify their problems and try out their own ideas and techniques.<sup>24</sup>

McNerney said,

Preparation for teaching is a process that is never finished. Life is constantly changing, and the teachers must change through growth in order to direct the educational process so that it is meaningful for youth. In order to promote professional growth of teachers in-service training programs have been instituted in most school districts or cities. The idea of in-service training is quite old, but the modern superintendent is emphasizing workshops, exchange programs, and reading groups, as opposed to the previous emphasis on institutes.<sup>25</sup>

FUNCTION IV. IT IS THE RESPONSIBILITY OF THE PRINCIPAL TO ENCOURAGE TEACHER-PUPIL PLANNING.

As pupils understand the school purposes and program through participation in the process through which they are formed, the student body becomes a public relations unit. Pupils explain and interpret the school to the community.

Wiles said,

The relationship of the faculty group with the students must be characterized by joint planning and work. In the classroom, each teacher should feel the responsibility for exercising of official leadership that the principal, department head or special subject matter supervisor follows.

Student participation in the thinking out problems of classroom operation and the school policy and program is the only way teachers can help students to become self-disciplined.<sup>26</sup>

Douglas, Boardman and Bent stated,

Regardless to what is available in the way of suggestion in the course of study, the curriculum guide, or the resource units

<sup>24</sup>Douglas, Boardman, Bent., Ibid., p. 300.

<sup>25</sup>Chester T. McNerney, Educational Supervision (New York: McGraw-Hill Book Company, Inc., 1951), p. 331.

<sup>26</sup>Wiles, op. cit., p. 194.

most teachers will, with the assistance of their students, prepare teaching and learning experiences themselves.<sup>27</sup>

FUNCTION V. SUPERVISION THROUGH CLASSROOM VISITATION IS THE PRINCIPAL'S RESPONSIBILITY.

Classroom visitation is a procedure by which the educational leader who possesses wisdom and vision can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning of the students.

Spears said,

Classroom visitation comes about naturally, as a follow-up of instructional planning. There is none of the compulsion of the former period of classroom supervision.<sup>28</sup> The focus of attention is upon the teacher as a personality.

Cooke stated,

A school may be administered rather effectively with the minimum of classroom visitations, but the supervision of instruction cannot be carried on successfully in the absence of classroom visitations. The best teachers welcome classroom visitation by the principal, because they find that such visits, if properly conducted and followed up in conference, continue improvement in service.<sup>29</sup>

Jacobson, Reavis and Logston stated,

Classroom visitation can be of benefit to both the teacher and the principal when it is properly employed. In a planned program of supervision, particularly when teachers have helped to formulate the plan, the classroom visit fits logically into the picture. Classroom visitation is practiced more frequently

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<sup>27</sup> Douglas, Boardman, and Bent., op. cit., p. 194.

<sup>28</sup> Spears, op. cit., pp. 267-68.

<sup>29</sup> Dennis H. Cooke, Administering the Teaching Personnel (Chicago: Benj. H. Sandborn and Company, 1939), p. 326.

than any other supervisory device.<sup>30</sup>

Douglas, Boardman and Bent said,

The purpose of classroom visitation is to study the nature and quality of the student's learning and the means by which the teacher guides it. The purpose of observation may be stated as follows:

1. To study the learning activities of the students, the worth of those activities for the objectives of education, their utility, interest, and value for the students, and their adaptation to the students' abilities and needs.<sup>31</sup>

FUNCTION VI. THE RESPONSIBILITY FOR PROVIDING A PROGRAM TO MEET THE INDIVIDUAL DIFFERENCES OF STUDENTS RESTS WITH THE PRINCIPAL

It is the responsibility of the principal in his position as educational leader to realize the necessity to provide classes and courses of such nature that every boy and girl will be provided with an education. The children that are often overlooked in our schools are those children having, in some manner, physical or mental handicaps as well as those who have superior abilities. It is the responsibility of the principal to exercise the initiative implicit in his position in order that a program for these children be provided.

Burton and Brueckner stated,

In addition to data about intelligence and achievement which can be expressed in precise quantitative terms, the teacher in planning learning experiences must bear in mind the equally important information about other aspects of pupil behavior that cannot be expressed objectively in precise units. Some suggestive ways of providing for individual differences are:

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<sup>30</sup>Paul B. Jacobson, William C. Reavis, James D. Logsdon, The Effective School Principal (New York: Prentice Hall Inc. 1955), pp. 113-14.

<sup>31</sup>Douglas, Boardman, Bent., op. cit., p. 80.

1. The use of experience units which provide for a wide variety of activities on different levels of difficulty.
2. Grouping of pupils according to their needs, interest, and level of development.
3. Differentiation of work in classes by such means as:
  - a. Readiness program adjusted to needs of individuals and groups.
  - b. Differences in scope of course requirements.
  - c. Special assignments for more able pupils of those with special interests.<sup>32</sup>

Jacobson, Reavis and Logsdon stated,

The principal must be conversant with, and competent to set up the type of educational training appropriate to satisfy the needs of the various deviate pupils. He should know the general procedure and special agencies which may be utilized in diagnosing and remedying the difficulty of the various types. There is some indication that more attention is being given to the gifted children. Among the suggestions made for improving the opportunities available to them are:

1. Acceleration
2. Enrichment
3. Ability grouping
4. Special classes

Each of these suggestions recognizes that the gifted student must be given instruction at a higher level or at a faster rate than his associates.<sup>33</sup>

FUNCTION VII. IT IS THE PRINCIPALS RESPONSIBILITY TO CONFER WITH INDIVIDUAL TEACHERS AS A MEANS OF PROFESSIONAL GROWTH.

Conferences are regarded as one of the most valuable means for aiding teachers. A supervisory conference is concerned with the discussion of some professional problem for which a solution is sought.

<sup>32</sup>Burton, Brueckner., op. cit., p. 471.

<sup>33</sup>Jacobson, Reavis and Logsdon., op. cit., pp. 408-09.

Douglas, Boardman and Bent said,

The most important characteristic of effective individual conferences is that of insight into teaching practices.<sup>34</sup>

Jacobson, Reavis and Logsdon stated,

Principal, teacher conferences should be planned, they should deal with such vital problems as curriculum revision or construction and methods of teaching. If the conference is to be helpful, the relation between the teacher and principal must be democratic.<sup>35</sup>

Briggs and Justman stated,

As a means of fostering growth and furthering the professional competence of teachers, the supervisory conference is potentially of utmost value. The general purposes of conferences is to guide teachers to such self-directed growth that they become increasingly effective in their activities to improve the learning and conduct of their pupils.<sup>36</sup>

Burton and Brueckner said,

The individual conference is one of the best and also one of the most abused methods of securing growth in-service.<sup>37</sup>

#### FUNCTION VIII. PROVIDING FOR TEACHER INTER-VISITATION TO IMPROVE INSTRUCTION IS A RESPONSIBILITY OF THE PRINCIPAL.

In many schools the principal adopts the policy of encouraging teachers to visit their colleagues' classes.

Douglas, Boardman and Bent said,

Inter-visitation furnishes a teacher an opportunity to observe how another teacher conducts work in the classroom. This may be of value to any teacher who is attempting to acquire skill in the use of a new method or who is having difficulty in using a specific technique. As judged by the criterion of self-motivated, purposeful learning activity, the situation for learning seems more

<sup>34</sup>Douglas, Boardman and Bent., op. cit., p. 99.

<sup>35</sup>Jacobson, Reavis and Logsdon., op. cit., pp. 115-16.

<sup>36</sup>Briggs and Justman., op. cit., pp. 346-47.

<sup>37</sup>Burton, Brueckner., op. cit., p. 346.



favorable when teachers seek to learn from one another.<sup>38</sup>

Briggs and Justman stated,

Among the more important purposes of directing teachers to observe the work of others in the same of in neighboring schools are:

1. to observe for comparison practices that are similar to or diverse from his own.

2. to obtain a standard of comparison against which he can evaluate his own instruction.

3. to see some special practice or skill demonstrated well.<sup>39</sup>

Wiles stated,

Inter-visitation through which teachers have the opportunity to see other teachers at work and to discuss with them the work they are doing, serves the same purpose and may be more helpful for the teacher who does not operate with the principal on a basis of mutual respect and complete rapport.<sup>40</sup>

Jacobson, Reavis and Logsdon said,

Inter-visitation should be planned and occur when the best results may be expected. Benefits may also be expected from inter-visitation within a building when there is planning beforehand and conference afterward.<sup>41</sup>

**FUNCTION IX. IT IS THE PRINCIPAL'S RESPONSIBILITY TO ENCOURAGE CONTINUOUS CURRICULUM IMPROVEMENT TO INSURE IMPROVEMENT OF CLASSROOM INSTRUCTION.**

The final test of the worth and efficiency of the principal must be in the knowledge he possesses as to means and purposes in the education of children; and, as a result of such knowledge, the influence he can exert upon instruction given in the school has influence upon the work of de-

<sup>38</sup>Douglas, Boardman and Bent., op. cit., pp. 145-46.

<sup>39</sup>Briggs and Justman., op. cit., pp. 475-76.

<sup>40</sup>Wiles, op. cit., p. 262.

<sup>41</sup>Jacobson, Reavis and Logsdon., op. cit., pp. 119-120.

veloping and administering the different courses of study. In shaping the construction and adaptation of the courses of instruction for his school and in interpreting the means and ends in educational procedure, the real measure of his competence for the position of principal is to be found.<sup>42</sup>

Douglas, Boardman and Bent stated,

Maurice Ahrens made a very useful statement of the duties of the leader in curriculum construction which follows:

1. to assist teachers in techniques and methods of classroom instruction;
2. to assist teachers in the utilization of community services through planning field trips, obtaining speakers, arranging for parent planning groups;
3. to assume general leadership in the co-ordination of the total school's program.<sup>43</sup>

Jacobson, Reavis and Logsdon said,

It is apparent that curriculum reorganization has wide implications for the school principal. It should also be evident that in such work the wise principal will rely upon his faculty, the students, and even the patrons in a program of study and action for the purpose of evaluating and improving the educational experiences of the young people within his school.<sup>44</sup>

Burton and Brueckner stated,

In the area of curriculum making the principal should exercise professional leadership, not in dictating the school's policies and dominating the thinking of the staff, but in encouraging and promoting

<sup>42</sup> Ellwood P. Cubberly, Public School Administration, (New York: Houghton Mifflin Company, 1944), p. 426.

<sup>43</sup> Douglas, Boardman and Bent., op. cit., p. 184.

<sup>44</sup> Jacobson, Reavis and Logsdon., op. cit., pp. 148-51.

curricular activity and in stimulating effort.<sup>45</sup>

Briggs and Justman stated,

The principal can make considerable contribution by helping teachers at all times to be mindful of educational values and purposes, and by working continuously for their clarification; by impressing upon teachers the importance of curriculum development as a means of attaining these purposes and encouraging teachers to participate in organized curricular activity.<sup>46</sup>

FUNCTION X. THE PRINCIPAL HAS THE RESPONSIBILITY TO PROVIDE PROFESSIONAL LITERATURE FOR TEACHER GROWTH AND DEVELOPMENT.

The principal should be alert to professional articles and books which will help the teachers with their problems and immediate projects.

Douglas, Boardman and Bent stated,

Teachers should be encouraged to read professional literature. Such publications as the following are sources of valuable reading materials.

1. The Research Bulletins of the National Education Association, 1201-16th Street, N.W., Washington, D.C.
2. The Bulletins of the National Association of Secondary School Principals of the N. E. A., 1201-16th Street, N. W., Washington, D.C.;
3. The Yearbooks of the Association for Supervision and Curriculum Development, 1201-16th Street, N.W., Washington, D.C.;
4. The bulletins of state departments of education;
5. Such periodicals as the School Review, the Journal of Educational Leadership, The Nations' Schools, and at least one journal in each subject field, such as Social Outlook, the English Journal, Mathematics Teachers, and School Science and Mathematics.<sup>47</sup>

<sup>45</sup>Burton, Brueckner, op. cit., pp. 366-67.

<sup>46</sup>Briggs, and Justman, op. cit., p. 465.

<sup>47</sup>Douglas, Boardman and Bent, op. cit., pp. 148-49.

Jacobson, Reavis and Logsdon stated,

The responsibility for making adequate professional library materials rest with the principal or superintendent which is responsible for the administration of the school.<sup>48</sup>

Briggs and Justman said,

A supervisor will suggest from time to time readings in connection with problems discussed in teachers' meetings or in conferences with individuals. Gradually he will learn which teachers can profit from reading abstract theory and which require the concrete explanation of specific procedures, and he will be influenced to make suggestions accordingly.<sup>49</sup>

FUNCTION XI. IT IS THE PRINCIPAL'S RESPONSIBILITY TO ENCOURAGE CONTINUOUS EVALUATION OF THE SCHOOLS' PROGRAM.

The development of an effective program of evaluation in a local school depends in no small measure on the ability of the school principal to interpret the purpose and the processes of evaluation to his teachers.<sup>50</sup>

Douglas, Boardman and Bent stated,

The supervisor should construct the instruments for evaluation and use them in the improvement program, for in cooperative plans, he is a member of a group and works with the teachers in their program of professional growth. Some of the specific ways he can help are:

1. To stimulate teachers so they will want to improve;
2. To appoint committees to study evaluative procedures;
3. To aid teachers in making instruments for evaluation;
4. To visit classes and hold conferences with teachers;
5. To obtain the assistance of qualified persons to work with the teachers.<sup>51</sup>

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<sup>48</sup>Jacobson, Reavis and Logsdon, op. cit., pp. 197-98.

<sup>49</sup>Briggs and Justman, op. cit., pp. 468-69.

<sup>50</sup>Jacobson, Reavis and Logsdon, op. cit., pp. 216-17.

<sup>51</sup>Douglas, Boardman and Bent, op. cit., pp. 106-07.

Wiles stated,

Evaluation is an important phase of group leadership. It is the procedure through which a supervisor can bring about group self-improvement.<sup>52</sup>

Burton and Brueckner said,

The purpose of evaluation in so far as the classroom is concerned is to assist the teacher to make continuing adaptations of the educational program to the needs of the children.<sup>53</sup>

Chapter II has discussed the functions in the area of improving instruction. Chapter III will describe the instrument and methods used to collect the data.

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<sup>52</sup>Wiles, op. cit., p. 147.

<sup>53</sup>Burton, Brueckner, op. cit., pp. 259-60.

## CHAPTER III

### THE COLLECTION OF DATA

As stated in Chapter II the functions were developed after reading broadly in the area of school administration. In order to better understand the philosophy and competency pattern systems of recognized writers in the field, an instrument was developed to determine the level of fulfillment of the functional requirements by the participants in this study.

A questionnaire was developed which contained items related to the improvement of classroom instruction. The resulting questionnaire was the culmination of this analysis. (The complete questionnaire is in Appendix F). This instrument was examined, criticized, and revised many times before it was approved and accepted for the study. It was administered on a trial basis to a selected group of principals before using it with those comprising the sample. Further needed revisions of the instrument were made as a result of this initial trial. The questionnaire contained items in areas related to the various activities involved in the improvement of instruction.

The questionnaire contained seven areas for each question in which the respondent was asked to give his reaction. Each question carried a value of 20 per cent in each area or from 0 to 100 per cent in all of the seven areas for each question. A complete explanation of the questionnaire

follows: The first function of the principal as stated in the questionnaire was:

As principal to what extent do you conceive the importance of your duties as supervisor of instruction, and to what degree do you assume leadership in carrying out these duties?

To ascertain the level of accomplishment the following four items were included in the instrument.

### Selection and Utilization of Instructional Materials

The term instructional materials as defined in this questionnaire means:

Any device, method, experience, used for teaching purposes, including textbooks, supplementary reading materials, audio-visual and sensory materials.

As principal do you:

1. Seek the aid of teachers and students in the selection of Audio-Visual materials?

	I	II		I	II
a. Always 100%	—	—	e. Sometimes 20-39%	—	—
b. Very Often 80-99%	—	—	f. Seldom 1-19%	—	—
c. Often 60-79%	—	—	g. Never 0%	—	—
d. Frequently 40-59%	—	—			

2. Encourage teachers to make maximum use of all instructional material?

	I	II		I	II
a. Always 100%	—	—	e. Sometimes 20-39%	—	—
b. Very Often 80-99%	—	—	f. Seldom 1-19%	—	—
c. Often 60-79%	—	—	g. Never 0%	—	—
d. Frequently 40-59%	—	—			

3. Encourage the use of materials other than textbooks as aids to learning?

	I	II		I	II
a. Always 100%	—	—	e. Sometimes 20-39%	—	—
b. Very Often 80-99%	—	—	f. Seldom 1-19%	—	—
c. Often 60-79%	—	—	g. Never 0%	—	—
d. Frequently 40-59%	—	—			

4. Encourage the care and storage of Audio-visual aids so that they will be available when needed?

		II			
		I	II		
a. Always 100%	---	---	---	e. Sometimes 20-39%	---
b. Very Often 80-99%	---	---	---	f. Seldom 1-19%	---
c. Often 60-79%	---	---	---	g. Never 0%	---
d. Frequently 40-59%	---	---	---		---

The study participant was asked to respond to each of the items under two conditions. In the column headed Roman Numeral I the respondent was asked how he conceived this specific function as to its importance; for example, if he thought that this was something which was not an obligation of the principal, he was to check the "Never" category under the column I heading. Under the column II heading he was asked to check the relative frequency describing what he actually did in practice; for example, if he encouraged his teachers to make maximum use of all instructional materials at every possible opportunity, he was asked to check the "Always" category under column II. This procedure was to be followed throughout the entire questionnaire.

The items included in the questionnaire were designed to determine how well the participants were meeting the aforementioned functional requirements as well as their respective role perception of these functions. The questionnaire contained two open-ended questions which allowed the respondents to express themselves freely. The personal interview was held after the participants returned the questionnaire.

#### Sampling Method

Tennessee is divided into three geographical areas namely, East, Middle and West Tennessee as is shown on the map in Appendix B. There are eighty Negro Secondary Schools in the state consisting of grades VII-XII or a combination of these grades. The enrollment in these schools range from twenty-one (Campbell County, LaFollette, Tennessee) to 2104 (Hamilton County,



Chattanooga, Tennessee).<sup>54</sup>

There are forty-eight Negro Secondary Schools in Tennessee with an enrollment of 100 or more in grades VII-XII. The sampling used in this study was taken from twenty-seven of the forty-eight schools. More than 50 per cent, of the schools in this category was used in the study. After identifying the Negro Secondary Schools with 100 or more students in grades VII-XII the next step was to classify these schools according to size namely; small, medium and large. The schools were next classified according to area namely; East, Middle and West Tennessee. Each of the 48 schools listed was given a number in each of the three geographical areas. A table of random numbers was applied to the schools in each area. A total of twenty-seven schools were selected for the study, nine from each geographical area and three from each category. With the aid of personnel from the Tennessee State Department of Education, a one hundred per cent response to the questionnaires was secured. The twenty-seven principals were requested to respond to the same schedule of questions through personal interviews.

It would seem important here to point out the alarming number of Negro Schools in Tennessee with an enrollment of less than 100 in grades VII-XII, or a combination of these grades. As previously stated there are eighty Negro secondary schools in Tennessee, 48 have an enrollment grades VII-XII of 100 or more, and 32 schools, grades VII-XII have an enrollment of less than 100, this then seems to be a weakness in the state school system for

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<sup>54</sup>Directory of Schools Grades 1 through 12, Department of Education, State of Tennessee. For the School Year Ending June 30., 1961, pp. 28-34.

allowing so many small schools to exist. In referring to the information in The American High School Today by James B. Conant, it would seem that there is much to be desired in the Negro Secondary Schools in Tennessee.

Portions of Conant's report follow:

The enrollment of many American public high schools is too small to allow a diversified curriculum except at exorbitant expense. The prevalence of such high schools—these with graduating classes of less than one hundred students—constitutes one of the serious obstacles to good secondary education throughout most of the United States. I believe such schools are not in a position to provide a satisfactory education for any group of their students—the academically talented, the vocationally oriented, or the slow reader. The instructional program is neither sufficiently broad nor sufficiently challenging. A small high school cannot by its very nature offer a comprehensive curriculum. Furthermore, such a school uses uneconomically the time and efforts of administrators, teachers, and specialists, the shortage of whom is a serious national problem.

Financial considerations restrict the course offerings of the small high schools. As the curriculum is narrowed, so is the opportunity for a meaningful program. Unless a graduating class contains at least one hundred students, classes in advanced subjects and separate sections within all classes become impossible except with extravagantly high costs.<sup>55</sup>

#### Technique of Interview

In as many instances as possible, the principals were interviewed at the school where they were employed. This provided an opportunity to visit in many schools of the state and to observe the schools in action. The pattern of the interview was such that after a short conversation of a general nature, the purpose of the interview and the kind

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<sup>55</sup>James B. Conant, The American High School Today. (New York: McGraw-Hill Book Company, Inc., 1959), p. 77.

of cooperation desired from the interviewees was explained. The same forms were used for the questionnaire and interview. After a feeling of understanding and confidence had been established, the interview continued by referring to each question on the schedule. Clarifications were given if needed, but care was exercised not to influence the interviewee in making the response.

The open-ended questions were designed to encourage the respondent to say exactly what he thought. Notes were taken as the interviewee talked. At the conclusion of significant statements, the interviewee was asked why he was of his stated opinion. Drawing the respondents out on some points seemed to result in a clearer indication of their trend of thought or opinion on certain questions.

The technique of taking notes during each interview proved to be an asset to the study. It allowed an opportunity for subsequent evaluation of the response to each question. It was found that the interviewees did not object to the note-taking and that it even caused them to be more thoughtful and exact when they knew their responses were being recorded.

#### Treatment of Data

To determine to what extent the principal conceived and performed in the role of improving instruction, a frequency distribution was used to tabulate the responses to each question assessing degree of performance relative to the two assessed categories. The response to each question was placed in the proper category according to how the idea was conceived and carried out by the principal.

To further present the data collected, the bar-graph was used. A common form of the bar-graph is that in which a set of bars is used, the

lengths of the bars being proportional to the amounts of the variable possessed.<sup>56</sup> Chapter III has discussed collection of data, sampling method used, technique of interview and treatment of data. Chapter IV will discuss interpretation of data.

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<sup>56</sup>Henry E. Garrett, Statistics in Psychology and Education (New York. McGraw-Hill Book Company, Inc., 1959), p. 80.

## CHAPTER IV

### INTERPRETATION OF DATA

The purposes of this chapter are to (1) present, through the use of tables and discussion, information recorded with the use of the questionnaire and elicited through the personal interview and to (2) determine how this information compares with the accepted criteria of the professional literature.

In the tables the bar-graph is used to show the number and per cent of principal's responses to each question. The numbers from 1 to 27 across the top of the table represents the 27 Negro Principals in the state of Tennessee sampled in the study. The respondent was asked to check the categories in which he conceived his role and the category indicating the extent to which he discharged his role in improving instruction. A complete explanation and definition of each of the seven categories follows:

#### DEFINITIONS OF RESPONSES

##### RESPONSES

##### DEFINITIONS

##### Always

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 100 per cent of the time.

##### Very Often

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 80 to 99 per cent of the time.

Often

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.

Frequently

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.

Sometimes

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 20 to 39 per cent of the time.

Seldom

The principal conceives his role and aids in the solution of educational problems, when the need occurs, roughly 1 to 19 per cent of the time.

Never

At no time does the principal conceive the importance of his role and aid in the solution of educational problems.

This chapter is concerned with the actual performance of the Negro principal in the area of improving instruction. There was no significant difference between the questionnaire responses and information elicited from the personal interview. The data presented show the extent the principals reported they conceived and performed in this vital role of instruction, and help to determine whether the extent of these performances compare favorably or unfavorably with the functions reported in Chapter II. This discussion will point out the largest number of responses to the eleven basic questions. A discussion of the tables follows:

Selection and Utilization of Instructional Materials

To bring about desired changes in the behavior of children, the modern school uses a wide variety of visual aids; still pictures of all kinds, sound and silent motion pictures, school journeys of various kinds, museum materials

models and exhibits. Visual aids should be used for educational purposes to develop meanings, to broaden experiences, and to arouse genuine interest in the activity at hand. They should be true to life, artistic, and correct to scale so that the pupils will be likely to establish correct concepts and be stimulated to desirable kinds of responses and behavior.<sup>57</sup>

In reporting on "Selection and Utilization of Instructional Materials," Table 1 shows that 16, or 59.2 per cent, was the largest number of principals who conceived the importance of this duty. On the other hand 11, or 40.7 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. If improvement of instruction is to be fostered in the Negro high schools of Tennessee it would seem that the principals should put forth greater effort in the "Selection and Utilization of Instructional Materials."

#### Utilization of Community Resources

The principal should help the teachers to examine the community to locate sources of concrete instructional situations and illustrations. The school should also secure the co-operation of interested groups of laymen in the study of local questions such as public health, recreations, guidance, relief, religious education, delinquency, and the like. These should then be related to the curriculum and their possible usefulness recognized. To lead to the easy use of these experiences, necessary administrative adjustments must be made by the principal. Two kinds of community contacts have been recognized. In one kind the contact comes into the classroom, as when

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<sup>57</sup>Burton and Brueckner, op. cit., p. 441.







Table 2.-Frequency Distribution of 27 Principals Reporting on "Utilization of Community Resources."

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

1. Seek to secure the co-operation of interested laymen groups in the Community?			
Always	C	XXXXXXXXXXXXXXXXXXXX	25.9
	A	+++	3.7%
Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	48.1%
	A	+++++	29.6%
Often	C	XXXXXXXXXXXXXXXXXXXX	25.9%
	A	+++++	18.5%
Frequently	C		0.0%
	A	+++++	40.7%
Sometimes	C		0.0%
	A	+++	3.7%
Seldom	C		0.0%
	A	+++	3.7%
Never	C		0.0%
	A		0.0%
2. Encourage teachers and students to acquire knowledge of the physical resources which are available for the achievement of educational tasks?			
Always	C	XXXXXXXXXXXXXXXXXXXX	40.7%
	A	++++	7.4%
Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	44.4%
	A	+++++	22.2%
Often	C	XXXXX	11.1%
	A	XXXXXXXXXXXXXXXXXXXX	37.0%
Frequently	C	XXX	3.7%
	A	+++++	22.2%
Sometimes	C		0.0%
	A	+++++	11.1%
Seldom	C		0.0%
	A		0.0%
Never	C		0.0%
	A		0.0%

Table 2 Continued

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

3. Secure resource persons to address the students on topic related to their occupation and its community relations?	Always	C	XXXXXXXXXXXX	22.2%
		A	+++++	11.1%
	Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	44.4%
		A	+++++	25.9%
	Often	C	XXXXXXXXXXXX	22.2%
		A	+++++	18.5%
	Frequently	C	XXX	3.7%
		A	+++++	22.2%
	Sometimes	C	XXXX	7.4%
		A	+++++	14.8%
	Seldom	C	0.0%	
		A	++++	7.4%
	Never	C	0.0%	
		A	0.0%	
4. Work closely with community agencies and arrange for their resources to be utilized by teachers in solving the problems of individual children?	Always	C	XXXXXXXXXXXX	29.6%
		A	+++++	14.8%
	Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	48.1%
		A	+++++	18.5%
	Often	C	XXXXXXXXXXXX	33.3%
		A	+++++	22.2%
	Frequently	C	XXX	3.7%
		A	+++	3.7%
	Sometimes	C	0.0%	
		A	0.0%	
	Seldom	C	0.0%	
		A	++++	7.4%
	Never	C	0.0%	
		A	0.0%	

exhibits are brought into the school or when some businessman addresses the students on topics related to his occupation and its community relations. In the other kind of experience, the pupils leave the school and see the agency or activity in its natural setting.<sup>58</sup>

The improvement of the learning situation in the classroom should be the focus of the principal's activity. By systematic observation and study the principal can learn the local conditions, problems, and available opportunities that should influence the educational experiences to be provided.

A multitude of values may be derived from a high level of school-community interaction. It provides an avenue of communication which lends itself to mutual understanding and unified support of the many problems confronting the school. People are made increasingly aware of their responsibility for providing adequate educational opportunity for the youth of the community. The school program is developed more in terms of the specific needs and interests of community life. As indicated in Table 2, when principals were questioned concerning "Utilization of community Resources," 13, or 48.1 per cent, was the largest number of principals who stated they conceived the importance of this duty. Whereas 11, or 40.7 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. This would indicate that there is a need for greater effort to be made by the principals in the "Utilization of Community Resources."

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<sup>58</sup>Barton and Brueckner, op. cit., pp. 636-37.

### In-Service Training

In-service training as an idea is relatively new in school administrators garden of instructional improvement. Therefore, it is receiving the major share of attention in the cultivation of school improvement programs. The term is not exactly the equivalent of professional growth. In-service training has as its goal the professional growth of the teacher; but as a concept it includes the plan, the program, or the effort of the local school system to accomplish that end.<sup>59</sup>

In-service education presents an opportunity for teachers to profit from experiences that can be obtained only on the job and enables them to relate their abilities to specific teaching jobs. Field laboratory courses, faculty meetings, workshops, and action research serve as a means of providing in-service education. As pointed out in Table 3, in responding to the question concerning "In-Service Training," 17, or 62.9 per cent, was the largest number of principals who stated they conceived the importance of this duty. And 12, or 55.5 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. As indicated in Table 3, over half the principals sampled were making an effort to improve instruction through "In-Service Training."

### Classroom Visitation

Classroom visitation is a procedure by which the educational leader who possesses wisdom and vision can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning of the students. Under the modern concept of supervision the purpose of

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<sup>59</sup> Spears, op. cit., pp. 349-50.





Table 4.-Frequency Distribution of 27 Principals Reporting on Classroom Visitations."

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

1. Plan scheduled classroom visits with teachers as a follow up of in-service planning?	Always	C	XXXXXXXXXX	18.5%
		A	+++	3.7%
	Very Often	C	XXXXXXXXXXXXXX	25.9%
		A	+++++	14.8%
	Often	C	XXXXXXXXXXXXXXXXXX	33.3%
		A	+++++	22.2%
	Frequently	C	XXXXXXX	11.1%
		A	+++++	22.2%
	Sometimes	C	XXX	3.7%
		A	+++++	22.2%
	Seldom	C	XXXX	7.4%
		A	+++++	14.8%
	Never	C		0.0%
		A		0.0%
2. After visitation tactfully discuss discovered weaknesses with teacher to improve both his instructional techniques and the learning of the students?	Always	C	XXXXXXXXXXXXXX	22.2%
		A	++++	7.4%
	Very Often	C	XXXXXXXXXXXXXXXXXX	33.3%
		A	++++	7.4%
	Often	C	XXXXXXXXXXXXXXXXXX	29.6%
		A	+++++	37.0%
	Frequently	C	XXX	3.7%
		A	+++++	18.5%
	Sometimes	C	XXXXX	7.4%
		A	+++++	25.9%
	Seldom	C	XXX	3.7%
		A	+++	3.7%
	Never	C		0.0%
		A		0.0%



classroom observation is to study the nature and quality of the student's learning and the means by which the teacher guides it.<sup>60</sup>

Classroom visitation can be of benefit to both the principal and the teacher when it is properly employed. In a planned program of supervision, particularly when teachers have helped to formulate the plan, the classroom visit fits logically into the picture. For instance if one is conducting a remedial program in reading following a survey of local conditions, classroom visitation logically must follow to ascertain how the remedial work is proceeding. Such visitation is for the purpose of improving instruction.

As shown in Table 4 when principals were questioned concerning "Classroom Visitation," 9, or 33.3 per cent, was the largest number of principals who stated they conceived the importance of this duty. Ten, or 37 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. Thus from this information it seems that greater effort should be made by the principals to improve instruction through planned classroom visits.

#### Individual Differences

The principal of the school faces several general problems in connection with arranging for the educational care of deviate pupils. The principal must be conversant with and competent to set up the types of educational training appropriate to satisfy the needs of the various groups of these children. He should also know the general procedure and special agencies which may be utilized in diagnosing and remedying the difficulty of the

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<sup>60</sup>Douglass, op. cit., p. 80.

various types. The principal must understand these problems in order to make provisions for their solution or, if that cannot be done, for their amelioration.<sup>61</sup>

The principal should be conversant with, and competent to set up, the types of educational training appropriate to satisfy the needs of the various groups of deviate children. The principal, or someone else in the school, should furnish these students with sound educational and vocational guidance which will help make their vocational adjustment easier. It should be pointed out here that the gifted child is sometimes over looked when consideration is given to the matter of exceptional children. Failure to make provision for an educational program which will prove challenging to those pupils will result in waste not only to those immediately concerned but also to society in general. Table 5 shows responses from the principals concerning "Individual Differences." As indicated by the Table, 13, or 48.1 per cent, was the largest number of principals who stated they conceived the importance of this duty. On the other hand 9, or 33.3 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. It appears then that the area of "Individual Differences" need greater attention by the principals as a means of improving classroom instruction.

#### Individual Conferences with Teachers

The conference that follows classroom visitation has been urged as a necessity by many writers on supervision. In general, principals and supervisors have had much more faith in conferences than have the classroom teacher. It is clear that the conference can be a more vital force in the improvement

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<sup>61</sup>Jacobson and Reavis, op. cit., pp. 408-09.





Table 6 Continued

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

3. Encourage outstanding professional scholarship and development on the part of the staff?

Always	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	48.1%
	A	+++++	18.5%
Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	40.7%
	A	+++++	40.7%
Often	C	xxx	3.7%
	A	+++++	14.8%
Frequently	C	xxxx	7.4%
	A	+++++	14.8%
Sometimes	C	xxxxxx	11.1%
	A		0.0%
Seldom	C		0.0%
	A		0.0%
Never	C		0.0%
	A		0.0%

4. Strive to be democratic in order that a better insight into teaching practices may be gained?

Always	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	40.7%
	A	+++++	25.9%
Very Often	C	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	51.8%
	A	+++++	33.3%
Often	C	xxxx	7.4%
	A	+++++	25.9%
Frequently	C		0.0%
	A	++++	7.4%
Sometimes	C		0.0%
	A		0.0%
Seldom	C		0.0%
	A	++++	7.4%
Never	C		0.0%
	A		0.0%

of instruction than has been the case, if the principal takes the time and effort to make it so. This is especially true when the principal has a planned program dealing with such vital problems as curriculum revision or construction and methods of teaching. If the conference is to be helpful, the relation between the teacher and principal must be democratic.<sup>62</sup>

It may be noted in Table 6, in reporting on "Individual Conferences with Teachers," 14, or 51.8 per cent, was the largest number of principals who stated they conceived the importance of this duty. The largest number who stated they assumed leadership in carrying this duty out was 12, or 44.4 per cent. The conference allows opportunity for the principal to become better acquainted with the teacher's professional ambitions and to encourage them. If the conference is to be of value the teacher should be led to do most of the talking. Certainly the conference should commend whatever is good and deserving of commendation. These data would indicate the principals need to improve in the area of "Individual Conferences with Teachers."

#### Inter-Visitations

In many schools the principal adapts the policy of encouraging teachers to visit their colleagues' classes. Because of the values attached to such mutual inter-visitation, it seems wise to develop a cooperative attitude among the teachers and the practice of inter-visitation of this type. Before any visitation takes place its purpose must be determined, for there is no sound reason for visiting unless it is designed to attain some specific objectives.

Visitation furnishes a teacher an opportunity to observe how another

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<sup>62</sup>Ibid., p. 415.

teacher conducts work in the classroom. This may be of value to any teacher who is attempting to acquire skill in the use of a new method or who is having difficulty in using a specific technique. As judged by the criterion of self-motivated, purposeful learning activity, the situation for learning seems more favorable when teachers seek to learn from one another.<sup>63</sup>

In practice, inter-visitation is not widely attempted. An examination of Table 7 shows that 7, or 29.6 per cent, was the largest number of principals who conceived the importance of the duty concerning "Inter-visitations." The responses indicated 12, or 44.4 per cent, was the largest number of principals assuming leadership in carrying this duty out. From the table it would seem that very little has been done by the principals to encourage "Inter-visitations."

#### Teacher-Pupil Planning

The relationship of faculty group with students must be characterized by joint planning and work. In the classroom each teacher should feel the responsibility for exercising of official leadership that the principal, department head or special subject matter supervisor follows. Every committee considering program change should involve students.

Student participation in thinking out problems of classroom operation and the school policy and program is the only way teachers can help students to become self disciplined. As pupils understand the school purposes and program through participation in the processes through which they are formed, the student body becomes a public relations unit. Pupils explain and interpret

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<sup>63</sup>Douglass., op. cit., pp. 145-46.

Table 7.-Frequency Distribution of 27 Principals Reporting on "Inter-visitations."

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
<b>1. Encourage teachers to visit other schools or classrooms to observe for purposes of comparing practices that are similar to or diverse from their own? Always</b>																												
C																												
A																												
<b>Very Often</b>																												
C																												
A																												
<b>Often</b>																												
C																												
A																												
<b>Frequently</b>																												
C																												
A																												
<b>Sometimes</b>																												
C																												
A																												
<b>Seldom</b>																												
C																												
A																												
<b>Never</b>																												
C																												
A																												
<b>2. Encourage teachers to visit their colleagues with the idea they learn more from each other about the methods of instruction than they do from the administration? Always</b>																												
C																												
A																												
<b>Very Often</b>																												
C																												
A																												
<b>Often</b>																												
C																												
A																												
<b>Frequently</b>																												
C																												
A																												
<b>Sometimes</b>																												
C																												
A																												
<b>Seldom</b>																												
C																												
A																												
<b>Never</b>																												
C																												
A																												



Table 7 Continued

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

3. Encourage teachers to determine before the visitation the specific objective that the visitation is to accomplish?

Always C	XXXXXXXXXXXXXXXXXXXX	29.6%
A	+++++++	11.1%
Very Often C	XXXXXXXXXXXXXXXXXXXX	25.9%
A	+++++++	14.8%
Often C	XXXXXXXXXXXXXXXXXXXX	18.5%
A	+++++++	18.5%
Frequently C	XXXXXXXXXXXX	14.8%
A	+++++++	25.9%
Sometimes C	XXX	3.7%
A	+++++	7.4%
Seldom C	XXXXX	7.4%
A	+++++++	18.5%
Never C	0.0%	
A	+++	3.7%

Table 8.-Frequency Distribution of 27 Principals Reporting on "Teacher-Pupil Planning."

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
<b>1. Aid teachers and pupils in planning constructive learning experiences for themselves?</b>																												
Always	C	xxxxxxxxxxxxxxxx																									22.2%	
	A	+++																										3.7%
Very Often	C	xxxxxxxxxxxxxxxx																									29.6%	
	A	+++++																								++++	37.0%	
Often	C	xxxxxxxxxxxxxxxx																									37.0%	
	A	+++++																								+	14.8%	
Frequently	C	xxxx																										7.4%
	A	+++++																								++++	29.6%	
Sometimes	C	0.0%																										
	A	xxx																										3.7%
Seldom	C	+++																										3.7%
	A	xxxxxxx																										11.1%
Never	C	0.0%																										
	A	0.0%																										
<b>2. Encourage students to develop leadership in all facets of the school's program?</b>																												
Always	C	xxxxxxxxxxxxxxxx																									37.0%	
	A	+++++																										11.1%
Very Often	C	xxxxxxxxxxxxxxxx																									51.8%	
	A	+++++																								++++	48.1%	
Often	C	xxxx																										7.4%
	A	+++++																								++++	22.2%	
Frequently	C	xxx																										3.7%
	A	+++																										7.4%
Sometimes	C	0.0%																										
	A	+++++																										11.1%
Seldom	C	0.0%																										
	A	0.0%																										
Never	C	0.0%																										
	A	0.0%																										

the school to the community.<sup>64</sup>

Students have a right to become involved in the activities pertaining to instructional improvement. They know, in general, what they want the school to do; they have ideas whether the schools are carrying out desirable functions; and they have concepts of what their own educational responsibilities and opportunities should be. Table 8, which shows the responses from the principals reporting on "Teacher-Pupil Planning," indicates that 14, or 51.8 per cent, was the largest number of principals who stated they conceived the importance of this duty. Thirteen, or 48.1 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. This would indicate that there is some effort on the part of the Negro principals in Tennessee to improve instruction through encouraging "Teacher-Pupil Planning."

#### Working with Teachers for Curriculum Improvement

In the area of curriculum making the principal should exercise professional leadership, not in dictating the school's policies and dominating the thinking of the staff, but in encouraging and promoting curricular activity and in stimulating effort. The principal can make considerable contribution by helping teachers at all times to be mindful of educational values and purposes, and by working continually for their clarification; by impressing upon teachers the importance of curriculum development as a means of attaining these purposes and encouraging teachers to participate in organized curricular activity; by so guiding and influencing the organization of this activity that teachers can obtain maximum results from the effort

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<sup>64</sup>Spears., op. cit., p. 195.

expended; and by affording teachers every opportunity to apply in their classroom instruction the projects which they have planned and prepared, and subsequently to evaluate the results achieved. Seasoned teachers know and new teachers will soon discover that there is no more wholesome, professionally satisfying experience than creative participation in producing a curriculum which measurably improves the education of their pupils.<sup>65</sup>

It is apparent that curriculum improvement has wide implications for the school principal. It should also be evident that in such work the wise principal will rely upon his faculty, the students, and even the patrons in a program of study and action for the purpose of evaluating and improving the educational experiences of the young people within their school.

In reporting on "Working with Teachers for Curriculum Improvement," Table 9 shows that 15, or 55.5 per cent, was the largest number of principals who stated they conceived the importance of this duty. Fourteen, or 51.8 per cent, was the largest number of principals who stated they assumed leadership in carrying this duty out. As revealed by the table it seems that Negro principals in Tennessee are trying to improve instruction through "Working with Teachers for Curriculum Improvement."

#### Professional Literature

The library should serve not only for the instruction of pupils, but also as a source of professional reading for teachers. The principal or supervisor will find a professional library a constant source of aid and stimulation to teachers. Books dealing with modern movements in education, educational psychology, philosophy, and sociology, methods of teaching,

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<sup>65</sup>Briggs and Justman., op. cit., p. 465.







elementary statistics, methods of research, extracurricular activities, and other educational fields should be added to the library each year for the teacher's use. and the principal should use them in his work with teachers and stimulate the teachers to use them.<sup>66</sup>

Every school, however small, should have a well-chosen and steadily growing professional library. The books and magazines should be selected by the principal and teachers in such a way as to contribute primarily to the promotion of the educational program. The number of books and magazines is not so important as that they are helpful in the activities carried on by the teachers and that they are used continually and effectively.

In reporting on "Professional Literature," it may be noted in Table 10 that the largest number of principals who stated they conceived the importance of this duty was 14, or 51.8 per cent. The largest number who stated they assumed leadership in carrying this duty out was 9, or 33.3 per cent. As revealed by the table, there is a need for principals to attach greater importance to the use of Professional Literature," by the teachers as a means of improving instruction.

#### Evaluation

Evaluation is the process of making judgments that are to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth toward goals, making judgments about the evidence, and reviving procedures and goals in light of judgments. It is a procedure for improving the product, the process, and even the goals themselves. Evaluation is an important phase of group leadership. It is the procedure

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<sup>66</sup> Boardman, Bent, . op. cit., pp. 437-38.



Table 10.-Frequency Distribution of 27 Principals Reporting on "Professional Literature."

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27																				
1. Provide an up-to-date professional library containing subject areas periodicals e.g., The English Teacher and encourage the use of same?																																																
Always	C	XXXXXXXXXXXXXXXXXXXX																		29.6%																												
	A	++++																											7.4%																			
Very Often	C	XXXXXXXXXXXXXXXXXXXX																						51.8%																								
	A	+++++																											25.9%																			
Often	C	XXXX																											7.4%																			
	A	+++++																											33.3%																			
Frequently	C	XXX																											3.7%																			
	A	+++++																											14.8%																			
Sometimes	C	XXX																											3.7%																			
	A	+++++																											11.1%																			
Seldom	C																											0.0%																				
	A																											0.0%																				
Never	C	XXX																											3.7%																			
	A	++++																											7.4%																			
2. Encourage teachers to use professional articles and books which will help them with their problems?																																																
Always	C	XXXXXXXXXXXXXXXXXXXX																						48.1%																								
	A	+++++																											22.2%																			
Very Often	C	XXXXXXXXXXXXXXXXXXXX																		40.7%																												
	A	+++++																											29.6%																			
Often	C	XXXX																											7.4%																			
	A	+++++																											18.5%																			
Frequently	C	XXX																											3.7%																			
	A	+++++																											18.5%																			
Sometimes	C																											0.0%																				
	A	+++																											3.7%																			
Seldom	C																											0.0%																				
	A	+++																											7.4%																			
Never	C																											0.0%																				
	A																											0.0%																				





through which a supervisor or principal bring about group self-improvement.<sup>67</sup>

The development of an effective program of evaluation in a local school depends in no small measure on the ability of the school principal to interpret the purpose and the processes of evaluation to his teachers. In Table 11, in reporting on "Evaluation", sixteen, or 59.2 per cent, was the largest number of principals who stated they conceived the importance of this duty. Ten, or 37.0 per cent, was the largest number who stated they assumed leadership in carrying this duty out. From the data presented here it would seem that Negro principals in Tennessee need to assume greater leadership in the area of "Evaluation."

There were two open-ended questions included in this questionnaire, the first question "What major tasks not included in this questionnaire, do you perform that are directly related to the improvement of instruction?" There were no responses to this question, the principals stated that the questionnaire was all inclusive of the tasks performed by them. The second open-ended question was; "Are you satisfied with your present efforts to improve instructions?" Four, or 14.8 per cent, of the principals stated they were pleased with their efforts to improve instruction. Twenty-three, or 85.2 per cent, of the principals stated they were not pleased with their effort to improve instruction. The responses to the questions in the tables just discussed indicated that there is a great deal of difference in what the Negro principal in Tennessee is actually doing and the functions set out in Chapter II as to what an administrator should do in order to improve instruction in the secondary schools. It would appear that Negro Secondary Principals in the schools

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<sup>67</sup>Wiles, op. cit., p. 147.

of Tennessee are not doing what they should to improve classroom instruction.

Chapter IV has presented the data which were collected, and interpreted the findings through tables and discussions. Chapter V will present the summary of the study and conclusions.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The specific problem of this study was to determine how well the Negro Secondary school principal in Tennessee is discharging his functions in the area of improvement of instruction. The problem was composed of three sub-problems:

1. The development of criteria of current practices from the professional literature.
2. The identification of what the principal was doing.
3. The comparison of present practices with the criteria.

The data was secured through the use of written questionnaires and personal interviews. Questionnaires were mailed to the principals. Follow-up interviews were conducted from three to six weeks later to substantiate the data originally collected. Bar-graphs were used to show the number and per cent of principals conceiving the importance of these functions, and assuming leadership in discharging the functions. Twenty-seven of the forty-eight Negro Secondary Schools in Tennessee with an enrollment of 100 or more in grades VII-XII were used in the study. There was 100 per cent response from the schools sampled.

### Findings

The following findings were revealed by this study:

1. Principals did not function extensively in tasks directly related to instructional improvement.
2. Information elicited from the interviews revealed that none of the principals were pleased with their present efforts to improve instruction.
3. The study did not reveal any noticeable differences between the responses received from principals of small, medium and large high schools.
4. There were no noticeable differences between the responses of principals from the three geographical areas of the state namely: West, East and Middle Tennessee.
5. From the eleven major functions discussed in Chapter IV, it was found that the largest number of principals assumed leadership in improving instruction through the following three functions.
  - a. Selection and Utilization of Instructional Materials.
  - b. In-Service Training
  - c. Evaluation
6. From the eleven major functions discussed in Chapter IV, it was revealed that the principals assumed leadership in improving instruction least through the following three functions.
  - a. Inter-Visitation
  - b. Classroom Visitations
  - c. "Meeting the Needs of Individual Differences."
7. This study revealed that little was done by the principals to improve

instruction through the "Utilization of Community Resources," and encouraging teachers to use "Professional Literature."

8. It was also revealed by this study that principals improved instruction through "Teacher-Pupil Planning," and Working with Teachers for Curriculum Improvement."

9. As indicated by the tables there were seven categories to each question. The largest number of principals conceiving the importance of their duty in any of the seven categories was 20, or 74 per cent. The largest number of principals assuming leadership in discharging their duty in any of the seven categories was 14, or 51.8 per cent. The "Very Often" category lead all other categories in the number of responses. While the "Never" category received the least number of responses.

10. In comparing the present practices of Negro principals in Chapter IV, with the criteria of functions discussed in Chapter II, it seems there is a great deal of difference between what these principals are actually doing and what they should be doing to improve instruction in the schools of Tennessee.

#### Recommendations

The following recommendations are made in view of the findings revealed by this study:

1. Principals should keep in closer contact with what is going on in the classroom.
2. Principals should devote more time to facilitating the teaching process. A major step in this direction would be helping teachers solve teaching problems they perceive to be important.
3. Principals should develop ways to appraise their efforts in instructional



supervision and the efforts of teachers in order to determine progress toward planned goals.

4. As improved working relationship should be established among teachers.
5. Better opportunity should be provided for those concerned with instructional improvement to formulate curriculum objectives.
6. Better opportunities should be provided for those concerned with instructional improvement to determine curriculum content.
7. Better opportunities should be provided for meeting the needs of individual differences in the classroom.
8. Provision should be made for the staff members to utilize community resources more effectively.
9. Provision should be made for more adequate supervision of the instructional program.
10. Opportunities should be provided for better and more planned individual conferences with teachers.

#### General Conclusion

To be of real help to teachers and to assume their proper leadership role, Negro school principals in Tennessee must diligently seek various means to obtain solutions to instructional problems. Principals should spend more time in reading, listening to people who have something to say, and attending conferences which come to grips with educational problems. They should spend more time examining pertinent research and literature (sociological, psychological, and philosophical) pertaining to the educative process. Principals should become more sensitive to problems related to instructional improvement. This will help create a shift in emphasis which will mean that a major portion

of the principal's time and effort will be devoted to curriculum and instructional leadership. It is believed that through these recommendations principals and teachers of Tennessee may plan more effectively, become creative in their work, and evaluate the results of their labors.

**APPENDIX A**

**AGREEMENT OF TWELVE AUTHORITIES REPORTING ON INSTRUCTIONAL  
SUPERVISION FROM WHICH FUNCTIONS OF  
PREVALENT PRACTICES WERE  
DEVELOPED**

**Agreement of 12 Authorities Reporting on Instructional Supervision From  
which Criteria of Functions were Developed**

	Barton Brueckner Pages	Bent Douglas Beardman Pages	Jacobson Reavis Logston Pages
<b>Selection and Utilization of Instructional Materials</b>	441, 445, 449-50; 442- 43	183, 206- 07	195-96
<b>Utilization of Community Resources</b>	636-37	188-89	242-43
<b>In-service Training</b>	161-629-30	10,300- 01	109-13 578-79
<b>Teacher-Pupil Planning</b>	538-39	190-94	118-19
<b>Classroom Visitation</b>	317-20-23	80-98	113-14
<b>Providing for Individual Differences</b>	471-74	103-04	408-09
<b>Individual Conferences with Teachers</b>	167-68-69	99-116	115-16
<b>Inter-visitations</b>	167-68	145-46	119-20
<b>Working with Teachers for Curriculum Improvement</b>	366-67	184-90	149-51,165
<b>Guidance</b>	476-77	285-86	249-69
<b>Professional Literature</b>	619-21	148-50	197-98
<b>Evaluation</b>	154,387 421-51	47-48, 323 121-22	216-17

## (Agreement of 12 Authorities Continues)

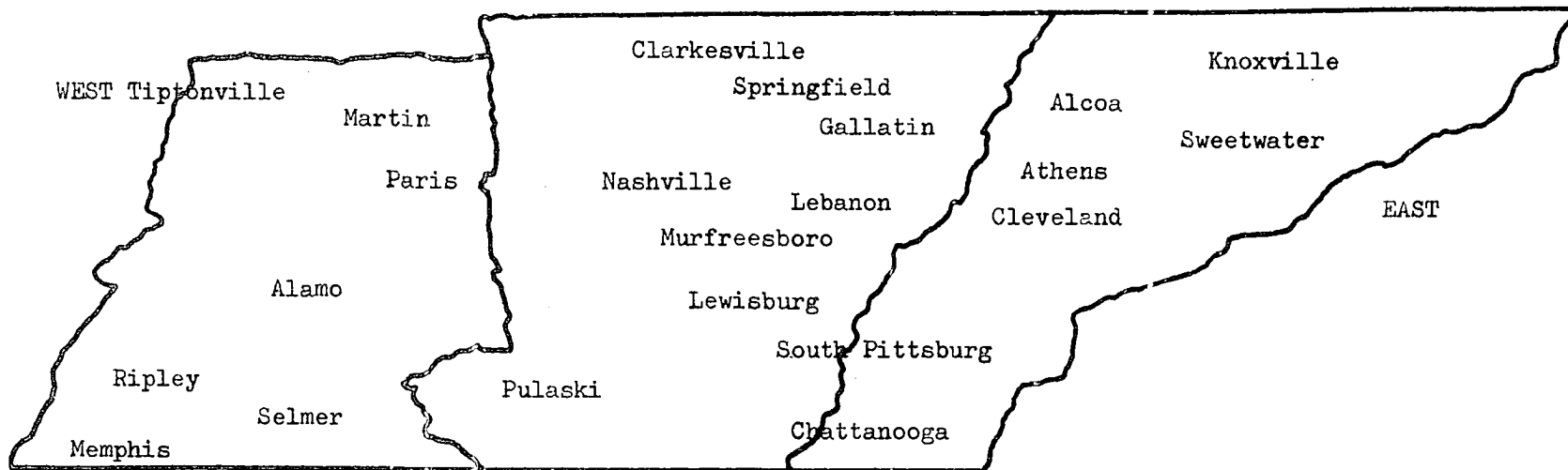
	Spears	Wiles	Briggs Justman
	Pages	Pages	Pages
Selection and Utilization of Instructional Materials	317-19	-----	-----
Utilization of Community Resources	177-78	-----	199-201
In-service Training	349-50-51 52-60	222-23- 24-25	-----
Teacher-Pupil Planning	-----	195	-----
Classroom Visitation	66-71-74 165-66-267-68	259-60	314-15- 16
Providing for Individual Differences	294	-----	16-17,86,89,157 166,234
Individual Conferences With Teachers	74-75	264-65	316-75
Inter-visitations	-----	262	475-76
Working with Teachers for Curriculum Improvement	199-202	-----	460-65
Guidance	197	-----	34-37-38
Professional Literature	-----	-----	468-69
Evaluation	427-37-38	102,247	15,201-02, 227-28

**APPENDIX B**

**MAP OF TENNESSEE SHOWING THE THREE  
GRAND DIVISIONS OF  
THE STATE**

TENNESSEE

MIDDLE



**APPENDIX C**  
**LETTER OF EXPLANATION OF QUESTIONNAIRE**



CLARKE ELEMENTARY AND HIGH SCHOOL

Mt. Pleasant, Tennessee

J. E. Farrell  
Principal

August 13, 1962.

Fellow Principal:

As a part of a doctoral study at the University of Oklahoma, I wish to ascertain, "The Role of the Negro Principal in Instructional Supervision in the High Schools of Tennessee." I feel that there is a need for a Study in this area.

Will you please take a few minutes of your time to fill out the enclosed questionnaire and return it in the stamped, addressed envelope within one week? All information will be treated strictly confidentially.

The results of this study will be made available to you upon request.

Your cooperation will be greatly appreciated.

Very truly yours,

James E. Farrell

APPENDIX D  
LETTER OF ENDORSEMENT OF STUDY

State of Tennessee  
DEPARTMENT OF EDUCATION  
Tennessee A. & I. State University  
August 8, 1962

Dear Principal:

I have read the prospectus of Mr. James E. Farrell's doctoral study on "The Role of the Negro Principal in Instructional Supervision in the High Schools of Tennessee." In my opinion, his study probes a real area of need in our state, and its findings should be helpful to all of us.

Because of the importance of his study, and also because we need to pool our efforts to improve the educational program in Tennessee, I sincerely urge you to respond to his questionnaire at once and return it to him.

Yours truly,

N. A. Crippens, Consultant  
In-Service Education

NAS:ac

**APPENDIX E**  
**FOLLOW UP LETTER**

## CLARKE ELEMENTARY AND HIGH SCHOOL

Mt. Pleasant, Tennessee

J. E. Farrell  
Principal

October 1, 1962

Second Request

Dear Administrator:

I am sure my questionnaire reached you when you were either on vacation or very busy making preparation for the new school year, however if you will be so kind as to take about ten minutes of your time to complete the questionnaire sent you earlier, it would be greatly appreciated. Not only will this be a very special favor for me, but I am anxious that this study be as complete and accurate as possible in order that the conclusions may be valid.

If you have misplaced your questionnaire I will be happy to send you another one upon request.

Sincerely,

James E. Farrell

**APPENDIX F**  
**QUESTIONNAIRE**

## INSTRUCTIONS

The purpose of this questionnaire is to determine:

1. To what extent do you conceive the importance of your duties as supervisor of instruction?
2. To what degree do you assume leadership in carrying these duties out?

You are asked to put an "x" in column I in the questionnaire as to the degree of importance that you attach to this duty.

You are asked to put an "x" in column II in the questionnaire as to the degree to which you actually perform this duty.

Please check columns I and II only once under each question.

Example ----

As principal, do you:

1. Interpret the school's program to the community?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80 - 99%	_____ <u>x</u> _____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____ <u>x</u> _____			

In this example, the importance of the duties were conceived very Often 80-99% but were actually carried out Frequently 40-59%.

The terms are defined preceding each section of questions as they are related to this questionnaire.

Please scan each section and question in order to become familiar with the nature of the questions to be answered. This is very important because we wish to interview each of you at a later date and at your convenience.

Questions XII and XIII are essay type. You are asked to react to these two questions and if more space is needed, you may use the back of the last sheet.

## QUESTIONNAIRE

As principal to what extent do you conceive the importance of your duties as supervisor of instruction, and to what degree do you assume leadership in carrying out these duties?

## I

Selection and Utilization of Instructional Materials

The term instructional materials as defined in this questionnaire means: Any device, method, experience, used for teaching purposes, including textbooks, supplementary reading materials, audio-visual and sensory materials.

As principal do you:

- |  |       |       |                     |       |       |
|--|-------|-------|---------------------|-------|-------|
| 1. Seek the aid of teachers and students in the selection of Audio-Visual materials?               | I     | II    |                     | I     | II    |
| a. Always 100%   | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-90%   | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%  | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59%   | _____ | _____ |                     |       |       |
| 2. Encourage teachers to make maximum use of all instructional materials?                          | I     | II    |                     | I     | II    |
| a. Always 100%   | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99%   | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%  | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59%   | _____ | _____ |                     |       |       |
| 3. Encourage the use of materials other than textbooks as aids to learning?                        | I     | II    |                     | I     | II    |
| a. Always 100%   | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99%   | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%  | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59%   | _____ | _____ |                     |       |       |
| 4. Encourage the care and storage of Audio-visual aids so that they will be available when needed? | I     | II    |                     | I     | II    |
| a. Always 100%   | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99%   | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%  | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59%   | _____ | _____ |                     |       |       |



Utilization of Community Resources

The term Community Resources as defined in this questionnaire means:

Anything in the community outside the schools having educative value and within the scope of the school's use, for example, museums, theaters, courts, libraries, industries, parks, etc., including outstanding individuals and other human resources.

As principal do you:

1. Seek to secure the cooperation of interested layman groups in the community?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-90%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

2. Encourage teachers and students to acquire knowledge of the physical resources which are available for the achievement of educational tasks?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

3. Secure resources persons to address the students on topics related to their occupation and its community relations?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

4. Work closely with community agencies and arrange for their resources to be utilized by teachers in solving the problems of individual children?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

III

In-Service Training

The term In-Service as defined in this questionnaire means:

All efforts of Administrative and Supervisory officials to promote by appropriate means the professional growth and development of educational workers; illustrative are curriculum study, classroom visitation, and supervisory assistance.

As Principal do you:

1. Make provisions for all teachers to grow professionally on the job including the new and the problem teacher?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

2. Plan in-service co-operatively with teachers to meet a wide variety of educational needs?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

3. Take specific steps to co-ordinate the activities of various members of the staff so that each may know what the other is doing and work together as a team?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

4. Have specific and democratically operative plans for helping teachers to keep from getting into a mental rut?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

IV

Classroom Visitation

The term classroom visitation as defined in this questionnaire means:

The practice of going to observe teachers at work teaching their classes.

As principal do you:

1. Plan scheduled classroom visits with teachers as a follow up of in-service planning?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

2. After visitation tactfully discuss discovered weaknesses with teacher to improve both his instructional techniques and the learning of the student?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

V

Individual Differences

The term individual differences as defined in this questionnaire means:

The variations or deviations among individuals in regard to single characteristics or a number of characteristics.

As principal do you:

1. Make provisions for the types of educational training appropriate to satisfy the needs of the various deviate group of pupils?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

2. Encourage teachers to use experience units which provide for a wide variety of activities on different levels of difficulty?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

VI

Individual Conferences With Teachers

The term individual teacher conference as used in this questionnaire means:

A meeting of a principal and teacher for the purpose of discussing instructional policies or other problems; may be initiated either by the principal or by the teacher.

As principal do you:

1. Confer with individual teachers as a means of fostering growth and furthering the professional competence of both you and the teacher?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

2. Attempt to guide teachers to such self-directed growth that they become increasingly effective in their activities to the extent that they improve the learning and conduct of their pupils?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

3. Encourage outstanding professional scholarship and development on the part of the staff?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

4. Strive to be democratic in order that a better insight into teaching practices may be gained?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

VII

Inter-visitations

The term intervisitation as used in this questionnaire means:

The exchange of classroom visits by teachers within a given school system for the purpose of demonstration teaching, stimulating self-criticism, and promoting cooperation in the solution of common problems.

As principal do you:

1. Encourage teachers to visit other schools or classrooms to observe for purposes of comparing practices that are similar to or diverse from their own?

- |                      |       |       |                     |       |       |
|----------------------|-------|-------|---------------------|-------|-------|
|                      | I     | II    |                     | I     | II    |
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

2. Encourage teachers to visit their colleagues with the idea they learn more from each other about the methods of instruction than they do from the administration?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

3. Encourage teachers to determine before the visitation the specific objective that the visitation is to accomplish?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

VIII

Teacher-Pupil Planning

The term teacher-pupil planning as used in this questionnaire means:

The instructional planning, evaluating, and replanning in which the teacher ideally encourages pupil participation commensurate with the learner's maturity, understanding and sense of responsibility and with its instructional value for him.

As principal do you:

1. Aid teachers and pupils in planning constructive learning experiences for themselves?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

2. Encourage students to develop leadership in all facets of the school's program?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

Working with Teachers for Curriculum Improvement

The term curriculum as used in this questionnaire means:

A group of courses and planned experiences children have under the guidance of a teacher.

As principal do you:

1. Assume general democratic leadership in the coordination of the total school's program?

- |                      | I     | II    |                     | I     | II    |
|----------------------|-------|-------|---------------------|-------|-------|
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

2. Recognize and act upon the principle that the primary responsibility for outlining a definite curriculum rests with the staff, the students, and the administrator acting collectively.

- |                      | I     | II    |                     | I     | II    |
|----------------------|-------|-------|---------------------|-------|-------|
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

3. Work with teachers to secure excellent textbooks, courses of study, and other teaching materials that will help them guide the learning experiences of their pupils?

- |                      | I     | II    |                     | I     | II    |
|----------------------|-------|-------|---------------------|-------|-------|
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

4. Plan purposeful faculty meeting in the school co-operatively with teachers and department heads?

- |                      | I     | II    |                     | I     | II    |
|----------------------|-------|-------|---------------------|-------|-------|
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

5. Assist teachers in their effort to develop better study skills, techniques and methods of classroom instruction?

- |                      | I     | II    |                     | I     | II    |
|----------------------|-------|-------|---------------------|-------|-------|
| a. Always 100%       | _____ | _____ | e. Sometimes 20-39% | _____ | _____ |
| b. Very Often 80-99% | _____ | _____ | f. Seldom 1-19%     | _____ | _____ |
| c. Often 60-79%      | _____ | _____ | g. Never 0%         | _____ | _____ |
| d. Frequently 40-59% | _____ | _____ |                     |       |       |

### Professional Literature

The term professional literature as used in this questionnaire means:

Published reading material of a superior quality containing research, trends, organization, and legal aspects of the profession.

As principal do you?

1. Provide an up-to-date professional library containing subject area periodicals (e.g., The English Teacher) and encourage the use of same?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

2. Encourage teachers to use professional articles and books which will help them with their problems and immediate projects?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

XI

Evaluation

The term evaluation as used in this questionnaire means:

Consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain.

As principal do you:

1. Help the staff set up machinery for the continuous evaluation of the school's program?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

2. Work with the staff to develop practices in evaluation, promotion, and grouping which are consistent with known principles of learning, child development, and mental health?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

3. Organize supervisory activities in such a way that there is continuous study, planning, developing, and evaluating of conditions that improve the contribution of the school to the needs of the learners?

	I	II		I	II
a. Always 100%	_____	_____	e. Sometimes 20-39%	_____	_____
b. Very Often 80-99%	_____	_____	f. Seldom 1-19%	_____	_____
c. Often 60-79%	_____	_____	g. Never 0%	_____	_____
d. Frequently 40-59%	_____	_____			

XII

What major tasks, not included in this questionnaire, do you perform that are directly related to the improvement of instruction?

Explain:

XIII

Are you satisfied with your present efforts to improve instruction?

Explain:



**APPENDIX G**  
**NAME OF SCHOOLS AND PRINCIPALS**  
**SAMPLED IN THIS STUDY**

## MIDDLE TENNESSEE

Large High Schools

<u>School</u>	<u>Principal</u>	<u>City</u>
Cameron	O. R. Jackson	Nashville
Pearl	J. C. Hull	Nashville
Haynes	C. K. Derricks	Nashville

Medium High Schools

Bridgeforth	J. P. Lewis	Pulaski
Bransford	J. T. Patterson	Springfield
Holloway	J. H. Stevens	Murfreesboro

Small High Schools

Jones	G. W. Turner	Lewisburg
Union	R. A. Steward	Gallatin
Wilson	J. H. Bryant	Lebanon

## WEST TENNESSEE

Large High Schools

Douglas	J. D. Springer	Memphis
Hamilton	H. T. Cash	Memphis
Manassas	L. B. Hobson	Memphis

Medium High Schools

Central	B. W. Simmons	Alamo
Central	T. R. Wilson	Paris
Lauderdale	J. C. Brent	Ripley

Small High Schools

<u>School</u>	<u>Principal</u>	<u>City</u>
Lincoln	J. D. McCloud	Tiptonville
McNairy	W. E. Ledbetter	Salmer
Weakley	A. P. Nunn	Martin

## EAST TENNESSEE

Large High Schools

Howard	C. C. Bond	Chattanooga
Austin	O. T. Hogue	Knoxville
Burt	G. W. Brooks	Clarksville

Medium High Schools

Booker T. Washington	T. D. Upshaw	Chattanooga
J. L. Cook	E. H. Johnson	Athens
McReynolds	M. M. Burnett	South Pittsburg

Small High Schools

High Point	A. K. Upton	Sweetwater
Charles M. Hall	J. Wm. Wade, Sr.	Alcoa
College Hill	W. L. Burton	Cleveland

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## BIBLIOGRAPHY

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