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A STUDY OF THE SUPERVISORY ACTIVITIES AND RECOMMENDATIONS OF
FIFTY-EIGHT SECONDARY SCHOOL PRINCIPALS IN THE STATE OF UTAH

by

Elmer W. Wahlstrom

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

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Elmer W. Wahlstrom

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INTRODUCTION

This study of the supervisory activities of the Utah high school principals was originally planned by the Utah State Department of Public Instruction and the Utah Secondary School Principals' Association, to be a part of a questionnaire study on the status of the Utah high school principal. As it was later not included in the status study, the supervision study became a study by itself.

The study was carried on by the questionnaire method. A tentative list of areas of supervision to be covered by the questionnaire was sent to a selected list of 10 principals and to several of the professors of education at the Utah State Agricultural College, and to the Utah State Office of Public Instruction. This tentative list was first obtained by reviewing the articles on supervision which were published during the five-year period of 1950-54, in the National Association of Secondary School Principals' Bulletin. It is believed that all the areas covered in these articles were, for the most part, included in this first tentative list (see Appendix 1). After careful consideration of the returned recommendations from the 10 principals sampled, the areas of supervision to be included in the study were selected and the questionnaire formulated.

An eight-page questionnaire (see Appendix 2) was formulated with two general objectives in mind: (1) to find out what the principals were actually doing in supervision; and (2) to obtain their recommendations or viewpoints on where responsibility was at present and where they thought the responsibility should be in supervisory duties.

The questionnaire was then sent to all the high school principals in the state of Utah. A 76 percent return was obtained, which was considered good, and on which this study was based.

The questionnaires were tabulated and the results compiled in tables according to the size of the schools. The high schools were divided into five groups for the purpose of analyzing the questionnaires: (1) those with more than 30 teachers (12 questionnaires); (2) those with 20-30 teachers (11 questionnaires); (3) those with less than 20 teachers but where the principal still spends his full time with administration and supervision (eight questionnaires); (4) those schools where the principal spends approximately three-fourths of his time in administration and supervision (12 questionnaires); and (5) those schools where the principal spends one-half or less of his time in administration and supervision (15 questionnaires). This made a total number of 58 returned questionnaires.

In the tabulations all the responses from the principals are shown. On some of the questions the principals may have checked more than one response, or they may not have checked any of the possible responses.

This study can be assumed to be correct only in proportion to the validity of the questionnaire and the truthfulness of the responses to it. It is felt that the study has been worthwhile and is significant in its findings.

No attempt is made in the discussions of this study to separate the responses of the full-time and part-time principals because it was found in preliminary analyses that the differences were small and of little apparent significance. The responses for each of the five groups of principals are summarized in the tables.

REVIEW OF LITERATURE

Supervision

Who is a supervisor? According to Kimball Wiles of the University of Florida, any official leader, superintendent of schools, principal, department head, or staff officer who spends a portion of his time seeking improvement of the instructional program is a supervisor (13, p. 26). For the purpose of this study, however, we will think primarily of the principal as a supervisor.

What is supervision and its functions? R. C. Guy, principal at Hutchinson, Kansas, in a presentation at the 39th annual convention of the Secondary School Principals' Association, indicated that it is not easy to differentiate between purely administrative and purely supervisory duties. Some duties overlap and could be classified in either category. He said, however, that supervision is considered as the activities which are directly related to the improvement of teaching and that it is doubtful if any best way of supervising has yet been devised (7, p. 155).

The basic function of supervision is to improve the learning situation for children. If any person in a supervisory position is not contributing to more effective learning in the classroom, his existence in that position cannot be justified. Organization, equipment, staff relationships, and teacher welfare are important only as devices for improving learning opportunities for children. Supervision is a service activity that exists to help teachers do their job better. (13, p. 10)

The immediate purpose of a coordinator of instruction is to work with teachers; the ultimate purpose is to improve the learning of the pupils in the classroom (4, p. 234).

From the above references on supervision in schools we can conclude that supervisory activities deal with the improvement of the teaching-learning process for the betterment of the student and that all supervisory

activities should be directed toward this goal.

The principal and supervision. The success of the school program depends more upon the principal than any other administrative personnel. The late Dr. Cubberly once said in effect, "As is the principal so is the school." The leadership ability of the principal is reflected in every phase of the school's activity and even extends into the life of the community (7, p. 154).

Since the principal is directly responsible for the successful functioning of the school as a whole, he must shoulder the blame when he fails to initiate and carry on a coordinated plan of supervision designed to benefit both teachers and students (5, p. 27).

The principal is recognized as the supervisory head of the school and supervisors when employed are staff officers of the principal. Even suggestions to the teachers go through the principal's hands (8, p. 507).

Many administrators are coming to realize that supervision is no longer an adjunct of administration. Because of expanding programs, crowded schools, etc., administrators have little time left for supervision. Probably the most satisfactory method of providing supervision has been to hire administrative assistants to free chief administrators for supervisory duties. Another method might be a proposed plan to add a full-time supervisor to the school staff to supervise the instructional program (4, p. 231).

Fortunately, it is true that anyone who has the temerity to be a principal realizes that supervision is part of the job; that if it is ignored, worse problems are likely to pile up. Beginning teachers need and deserve help, experienced teachers appreciate stimulation and approval, and those few but persistent problem teachers demand constant attention to keep their classes at subsistence level (3, p. 212).

Leslie W. Kindred, professor of secondary education at Temple University in Philadelphia, in speaking to the 35th annual convention of secondary school principals, contended that there is actually very little supervision done by principals in secondary schools. Few teachers have the benefit of any constructive supervision from the time they are first employed in a public, junior, or senior high school. The average principal explains his lack of supervisory activities on grounds of too many managerial tasks. Professor Kindred further remarked that anyone who has served on committees using the evaluative criteria soon discovers that the weakest spot in most schools is supervision (9, p. 15).

We can gather from the above references concerning the principal and supervision that at least some of the men closely associated with the problem of supervision feel that the principal is the key man to initiate and supervise it, and that supervision is not being carried on to the extent it should be in the high schools.

Ways and means of supervision. In addition to shifting the personnel to make more effective use of their abilities, staff improvement depends upon an in-service training program that increases the skills of teachers. In-service education must be provided to prepare for the next steps in program development (13, p. 24,25).

The amount of time that is allocated for the studies necessary in the in-service program is the direct result of the efforts of administrators. The board of education cannot be expected to grant released time for group studies by teachers without having recognized the need based upon sound information. The building principal is responsible for interpreting the needs for professional group activity by his teachers to his superintendent and board of education (11, p. 68).

One of the most effective means of improving the professional status

of teachers is the curriculum workshop. If a sufficient number of teachers are interested in working out a curriculum project, they ask the supervisor to set up an organizational meeting. At this meeting the immediate objective is discussed and defined. The type of study is determined and the group effects an organization. The time, place, and length of meetings are determined and a schedule set up which is submitted to the director of curriculum for approval (10, p. 185).

Thomas H. Briggs, in his writings on supervision, states:

No principal devoted to professional leadership of the school entrusted to his responsibility will fail to use, continually and as effectively as he can, teachers' meetings as one of the two most important means of supervision. The other important means is individual conferences. (2, p. 410)

The N. E. A.-published booklet of the Association for Supervision and Curriculum Development stresses curriculum development as follows:

The curriculum is the means whereby the goals of the school are achieved. Curriculum development, when carried on as a group process under the leadership of skillful supervisors and master teachers, becomes an in-service project whereby teachers share experiences, challenge old and new techniques, and develop better practices. (12, p. 11,12)

"A Democratic school is one which constantly evaluates its program and encourages experimentation and change in keeping with social progress and educational research." (12, p. 18)

Helping faculty members improve their classroom teaching can best be done by classroom visitation. The following suggestions should be observed in connection with class visitation: (1) Establish rapport with the teacher previous to the visit. (2) Be sure that the date and the time of the visit will be agreeable to her and that you will have an opportunity to observe her best teaching. (3) Determine the length of the visit by the activity to be observed. (4) Create as little disturbance as possible in entering and leaving the classroom. Leave both teacher and pupils

with the impression that you enjoyed the visit. (5) Following the visit make notes to be used in a conference with the teacher. (6) The classroom visit must culminate in a conference with the teacher. (7, p. 155-156)

Good supervision using the techniques of class visitation might be summed up this way: visit, confer, commend, and suggest (7, p. 156).

Someone has said, "The bad things can usually be ignored, the good things never."

John J. Gach points out three things a principal should look for in a classroom visit: (1) Where is the teacher going? What are the objectives? (2) How does he propose to get there? What are his methods? (3) How does he know he has arrived? What testing takes place? (6, p. 62)

Every classroom visitation should, if possible, be followed by a personal conference or at least by a note of critical appreciation (5, p. 27).

These above references on ways and means of supervision suggest a few supervisory methods and procedures which are thought to be helpful in supervisory work, and will, for the most part, be referred to later in the discussion. In conclusion to this review of literature, it is fitting to enumerate eight basic principles underlying techniques of supervision formulated by Dr. Luther E. Bradfield of the Arkansas State Teachers College. They are as follows:

1. Techniques of supervision should provide for democratic leadership.
2. Techniques of supervision should provide for group action.
3. Techniques of supervision should provide for good human relations.
4. Techniques of supervision should provide for continuous self-improvement.
5. Techniques of supervision should assist teachers in all phases of their work.

6. Techniques of supervision should be adopted to each teaching-learning situation.
7. Techniques of supervision should provide for improving the whole teaching-learning environment through a cooperative effort.
8. Techniques of supervision should provide for varied individual and group procedures. (1, p. 21-23)

PRESENTATION AND ANALYSIS OF DATA

Classroom supervisory visits

Tables 1A, 1B, and 1C contain a compilation of the responses the principals made concerning classroom supervisory visits.

Table 1A deals with the importance of, the present responsibility for, and the principals' recommendations for responsibility in classroom visits.

As shown in Section A, of the 58 responses, 31 principals felt visits are important, with 23 indicating very important and three indicating they are not very important. One thought they are not necessary and none that they are detrimental.

Section B shows that 35 principals indicated they are at present responsible for classroom visits; 25 indicated the responsibility was partly the principal's and partly the superintendent's. A total of nine indicated they are not carried on in any significant amount. There were four responses where principals delegated responsibility to the assistant principal and two where responsibility was delegated to a supervisor.

Section C shows that most (54) felt the principal should be responsible for classroom visits, with 31 indicating the school or district supervisor, and 30 that the superintendent should have this responsibility. There were 13 who felt the assistant principal should have the responsibility. Others mentioned were: other teachers, department heads, and State Department of Education. In Section C there were 134 responses from 58 questionnaires. This would indicate that the principals were not sure who was responsible for classroom visits or that the responsibility was carried by several people.

Table 1A. Principals' responses concerning classroom supervisory visits

Principals classified	Classroom Supervisory Visits														
	A Importance of classroom visits					B Responsibility for visits is:					C Responsibility should be:				
	Very important	Important	Not very important	Not necessary	Detrimental	Principal	Prin. but delegated to Ass't Prin.	Prin. but delegated to Supervisor	Partly Prin. & Partly Supt.	Not done in significant amounts	Principal	Ass't Principal	School or District Supervisor	Supt.	
1*	7	6				8	4	1	4	3	12	6	9	8	1
2	5	5		1		5			7		11	1	5	3	1
3	3	5				6			3	1	8	2	3	4	
4	15	16		1		19	4	1	14	4	31	9	17	15	2
5	3	7	1			8			3	2	10	2	5	8	3
6	5	8	2			7		1	8	3	13	2	9	7	1
7	8	15	3	1		15		1	11	5	23	4	14	15	4
8	23	31	3	1		34	4	2	25	9	54	13	31	30	6

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

Although most of the principals felt the classroom visits are important, only 46 percent now have full responsibility for them; and even less, 40 percent, felt they should have full responsibility.

Table 1B deals with the frequency the normal classroom should be visited, the usual time the principal spends in a classroom visit, and the recommended time the principal felt should be spent in a classroom visit.

In section D, 22 principals indicated the classroom should be visited every four weeks, 18 thought they should visit at other intervals (these ranged from a few minutes every month to once a year and as occasion demands, periodically, "when he can motivate," "no regular time," "according to needs," and etc.), seven indicated every three weeks, six every week, and five every two weeks.

Section E summarizes the usual time the principals spend in a classroom visit. A larger number (23) of the principals spend 25 minutes or more, 15 spend 15 minutes, 13 spend 10 minutes, five spend 20 minutes, and only three spend as little as five minutes.

Section F shows the recommended length for the classroom visits as given by the principals. Of the 55 responses, there were 27 recommended 25 minutes or longer, 10 recommended 20-minute visits, 15 recommended 15-minute visits, and only three recommended 10 minutes, with no recommendations for five-minute visits.

From Table 1B we find that most of the principals felt that intervals between classroom visits should be about four weeks, or at intervals as needed, and that the length of a visit should ordinarily be 25 minutes or more.

Table 1C deals with the scheduling of classroom visits, recommended scheduling procedure, and individual conferences following classroom visits.

Table 1B. Principals' responses concerning classroom supervisory visits

Principals classified	D Supervisor should visit normal classroom:					E Usual time principal spends in classroom visit:					F Recommended length for average classroom visit:				
	Every week	Every 2 weeks	Every 3 weeks	Every 4 weeks	At other intervals	Five minutes	Ten minutes	Fifteen minutes	Twenty minutes	Twenty-five or more minutes	Five minutes	Ten minutes	Fifteen minutes	Twenty minutes	Twenty-five or more minutes
1*		1		4	7	2	2	5	2	6		1	4		6
2	1		3	5	4		3	1	1	4			4	1	5
3	1			4	2		1	3	1	2			2	1	3
4	2	1	3	13	13	2	6	9	4	12		1	10	2	14
5	3	2	2	4	1	1	2	5		4			5	2	6
6	1	2	2	5	4		5	1	1	7		2		6	7
7	4	4	4	9	5	1	7	6	1	11		2	5	8	13
8	6	5	7	22	18	3	13	15	5	23		3	15	10	27

- *1. Full-time principals with more than 30 teachers.
 2. Full-time principals with 20-30 teachers.
 3. Full-time principals with less than 20 teachers.
 4. Totals of full-time principals.
 5. Three-fourths time principals.
 6. One-half time or less principals.
 7. Totals of part-time principals.
 8. Totals of all principals' responses.

Table 1C. Principals' responses concerning classroom supervisory visits

Principals classified	G Scheduling of classroom visits is:			H Recommended scheduling procedure for classroom visits			I Following classroom visits individual conferences are held			
	By appointment from teacher	By special schedule drawn up by principal	Carried on unannounced to teacher	By appointment from teacher	By special schedule drawn up by principal	Carried on unannounced	Always	Usually	Sometimes	Never
1*	9		10	9		5	1	10	1	
2	7	3	10	5		2	3	6	1	
3	2	1	6	4		3	1	5	1	
4	18	4	26	18		10	5	21	3	
5	5	1	10	4		7	3	7	2	
6	6		14	6	1	9	7	7	1	
7	11	1	24	10	1	16	10	14	3	
8	29	5	50	28	1	26	15	35	6	

- *1. Full-time principals with more than 30 teachers.
 2. Full-time principals with 20-30 teachers.
 3. Full-time principals with less than 20 teachers.
 4. Totals of full-time principals.
 5. Three-fourths time principals.
 6. One-half time or less principals.
 7. Totals of part-time principals.
 8. Totals of all principals' responses.

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Section G is concerned with present practices in scheduling classroom visits. Of the 84 responses, 50 indicated the visits were carried on unannounced to the teacher, 29 visited by appointment from the teacher, and five visited by a schedule drawn up by the principal.

Section H shows the principals' recommendations for scheduling classroom visits. Of the 55 responses, 28 felt they should visit by appointment from the teacher, 26 felt classroom visits should be carried on unannounced to the teacher, and one felt a schedule should be drawn up by the principal.

Section I is concerned with individual conferences with the teachers following classroom visits; 15 indicated they always held individual conferences following a classroom visit, six said conferences were sometimes held, and none indicated conferences were never held.

Table 1C shows that 64 percent of the responses indicated classroom visits were carried on unannounced to the teacher, and 47 percent of the recommendations favored unannounced classroom visits. There were only 27 percent who indicated individual conferences were always held following a classroom visit. According to a previous statement by R. C. Guy (p. 6), rapport should be established previous to the visit and the date and time of the visit should be agreeable to the teacher. He also states that the classroom visit must culminate in a conference with the teacher.

Supervisory conferences with individual teachers

Table 2 shows the principals' responses concerning supervisory conferences with individual teachers.

Section A indicates procedure used by the principal in holding supervisory conferences with individual teachers. Of the 63 responses, 22 indicated other arrangements. Typical responses here were: No specific rule, when needed, when principal and/or teacher feels it

necessary. Nineteen held conferences according to a pre-arranged schedule, 10 only at the request of the teacher, 10 only as requested by the superintendent or supervisor, and two did not hold supervisory conferences with their teachers.

Section B shows the frequency which principals felt supervisory conferences should be held with individual teachers. There were 54 responses of which 21 indicated other times than those indicated in the table.

Typical responses here were: as needed, every week, some monthly, once or twice a year, and it depends entirely on teacher situation. There were 12 principals who thought teacher conferences should be held about once every two months, 10 who indicated once a month, nine who indicated once every three months, and two who said they should be held only at the request of the teacher.

Section C indicates who the principals felt should be responsible for supervisory conferences with individual teachers. Of the 45 responses there were 16 principals who felt conferences were their responsibility, eight felt it should be the principal's and teacher's, and eight principals indicated other. Typical responses here were: teacher, supervisor, and combination of principal, superintendent, supervisor, and teacher. There were seven who felt the superintendent and principal should be responsible, and six who thought it was the principal's and supervisor's responsibility.

In Table 2 a great variance of opinion is indicated as to just what organization and procedure should exist for supervisory conferences with individual teachers.

Thomas E. Briggs, as previously stated (p. 6) feels that individual conferences is one of the two most important means of supervision, and it would seem, in the light of this, that something more definite and uniform

Table 2. Principals' responses concerning supervisory conferences with individual teachers

Principals classified	A Conferences are held with individual teachers:					B Conference with each teacher should be held:					C Conferences should be responsibility of:				
	Only at request of teacher	According to pre-arranged schedule	Only as requested by Sup. or Supt.	Not held	Other	About once a month	About once every 2 months	About once every 3 months	Only at request of teacher	Other	Principal	Supt. and principal	Principal and supervisor	Principal and teacher	Other
1*	3	3	2		7		3	1		7	3	1		2	3
2		4	1		7	2	1	4		5	5		1	2	2
3	1	2	1		3	1	1	2		4		2	3	1	
4	4	9	4		17	3	5	7		16	8	3	4	5	5
5	2	5	2		3	4	4	1	1	1	5	1	1	3	1
6	4	5	4	2	2	3	3	1	1	4	3	3	1		2
7	6	10	6	2	5	7	7	2	2	5	8	4	2	3	3
8	10	19	10	2	22	10	12	9	2	21	16	7	6	8	8

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

should be established to facilitate these conferences than is indicated in Table 2.

Special work with teachers

Tables 3A, 3B, 3C, 3D, and 3E all deal with the principals' responses to special work with new, less satisfactory, substitute, average, and superior teachers, respectively. These tables show where the present responsibility for special work lies and where the principals think the responsibility should lie.

Table 3A deals with principals' responses concerning special work with new teachers.

Section A shows where the present responsibility for special work lies. Of the 56 responses, there were 25 which show the responsibility for special work with the new teachers rested in a combination of the superintendent, principal, and supervisor. Twenty-four principals said it was their own responsibility, four indicated other (principal and vice-principal), and two said it was the superintendent's and supervisor's responsibility.

Section B gives the principals' recommendations on where the responsibility should rest for special work with new teachers. Of the 45 responses, 28 principals thought the responsibility should be divided among the superintendent, principal, and supervisor; 10 principals thought it should be their responsibility; four indicated other (combination of principal, vice-principal, teacher, superintendent, and supervisor); two thought it should be the supervisor's responsibility, and one the superintendent's.

Table 3B deals with the principals' responses concerning special work with less satisfactory teachers.

Table 3A. Principals' responses concerning special work with teachers

Principals classified	A Present responsibility for special work with new teachers lies with:					B Responsibility for special work with new teachers should lie with:				
	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other
1*		4		3	4		2		6	3
2	1	6		4			2		6	
3		6		2			1		7	
4	1	16		9	4		5		19	3
5		2		11			3		5	
6	1	6	1	5		1	2	2	4	1
7	1	8	1	16		1	5	2	9	1
8	2	24	1	25	4	1	10	2	28	4

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

Section C shows who is responsible at present for doing special work with less satisfactory teachers. Of the 54 responses, 25 principals said the responsibility was distributed among the superintendent, principal, and supervisor. There were 22 principals who said they were responsible, four said the superintendent was responsible, and three indicated other (principal and vice-principal).

Section D indicates the principals' recommendations in who should be responsible for doing special work with less satisfactory teachers. Of the 45 responses, 31 principals thought the responsibility should rest with a combination of the superintendent, principal, and supervisor. Ten principals felt it should be their responsibility, three indicated others (principal, vice-principal, and teacher), and one indicated the superintendent.

Table 3C has to do with special work with substitute teachers.

Section E shows where the responsibility lies at present for special work with substitute teachers. Of the 53 responses, 38 principals said they were at present responsible; 10 indicated the responsibility was with a combination of the superintendent, principal, and supervisor; four indicated others (principal, vice-principal, and teacher); and one indicated the superintendent.

Section F indicates the principals' recommendations on where the responsibility should be placed for special work with substitute teachers. Of the 43 responses, 26 principals felt it should be their responsibility; 12 thought the responsibility should rest with a combination of the superintendent, principal, and supervisor; four indicated others (principal and vice-principal, and teacher); and one thought the superintendent should do the work.

Table 3B. Principals' responses concerning special work with teachers

Principals classified	C Present responsibility for special work with less satisfactory teachers lies with:					D Responsibility for special work with less satisfactory teachers should be with:				
	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other
1*		4		4	3		2		7	2
2	1	7		4			2		6	
3		5		3			1		5	
4	1	16		11	3		5		18	2
5		4		9			2		6	
6	3	2		5		1	3		7	1
7	3	6		14			5		13	1
8	4	22		25	3	1	10		31	3

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

Table 3C. Principals' responses concerning special work with teachers

Principals classified	E Present responsibility for special work with substitute teachers lies with:					F Responsibility for special work with substitute teachers should lie with:				
	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other
1*		7		1	3		3		4	3
2	1	7		3	1		4		2	1
3		7					5		2	
4	1	21		4	4		12		8	4
5		8		5			6		3	
6		9		1		1	8		1	
7		17		6		1	14		4	
8	1	38		10	4	1	26		12	4

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

Table 3D deals with the principals' responses concerning special work with average teachers.

Section G shows where the present responsibility lies for doing work with average teachers. Of the total of 51 responses in this table, 30 principals felt they were responsible for special work with average teachers. There were 14 principals who said the responsibility rested with a combination of the superintendent, principal, and supervisor; five indicated others (principal and vice-principal, vice-principal, and one principal asked, "Why do it?"); and one thought the superintendent should be responsible.

Section H gives the principals' recommendations of where he felt the responsibility should be for special work with average teachers. Of the 44 responses, 21 principals felt the responsibility should rest with a combination of the superintendent, principal, and supervisor. There were 18 principals who felt it was solely their responsibility, three indicated others (principal and vice-principal), one indicated the superintendent, and one the supervisor.

Table 3E deals with the principals' responses concerning special work with superior teachers.

Section I has to do with the present responsibility for special work with superior teachers. Of the 49 responses, 26 principals indicated they were at present responsible for special work with superior teachers. There were 16 principals who said the work rested with a combination of the superintendent, principal, and supervisor; six mentioned others (principal and vice-principal, vice-principal, teachers, and all); and one mentioned the superintendent.

Section J shows where the principals feel the responsibility for doing

Table 3D. Principals' responses concerning special work with teachers

Principals classified	G Present responsibility for special work with average teachers lies with:					H Responsibility for special work with average teachers should lie with:				
	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other
1*		4		2	4		4		6	2
2	1	7		2	1		3		4	1
3		7		1			3	1	3	
4	1	18		5	5		10	1	13	3
5		5		7			4		4	
6	1	7		2		1	4		4	
7	1	12		9		1	8		8	
8	2	30		14	5	1	18	1	21	3

- *1. Full-time principals with more than 30 teachers.
- 2. Full-time principals with 20-30 teachers.
- 3. Full-time principals with less than 20 teachers.
- 4. Totals of full-time principals.
- 5. Three-fourths time principals.
- 6. One-half time or less principals.
- 7. Totals of part-time principals.
- 8. Totals of all principals' responses.

Table 3E. Principals' responses concerning special work with teachers

Principals classified	I Present responsibility for special work with superior teachers lies with:					J Responsibility for special work with superior teachers should lie with:				
	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other
1*		4		2	5		4		5	2
2	1	7		2	1		4		3	1
3		6		1			4		3	
4	1	17		5	6		12		11	3
5		3		9			3		5	
6		6		2			6		2	
7		9		11			9		7	
8	1	26		16	6		21		18	3

- *1. Full-time principals with more than 30 teachers.
 2. Full-time principals with 20-30 teachers.
 3. Full-time principals with less than 20 teachers.
 4. Totals of full-time principals.
 5. Three-fourths time principals.
 6. One-half time or less principals.
 7. Totals of part-time principals.
 8. Totals of all principals' responses.

special work with superior teachers should be. Of the 42 responses, there were 26 principals who felt they should be responsible; 18 who felt a combination of the superintendent, principal, and supervisor should be responsible; and three who indicated others (principal and vice-principal) who should be responsible for special work with superior teachers.

More principals felt they should be responsible for special work with substitute and superior teachers than with new, average, or less satisfactory teachers. Over all five groupings, only 35 percent of the principals indicated they had full responsibility for special work with teachers, and only 28 percent of these wanted to retain this responsibility. Seventy-two percent felt other people should share this responsibility. These percentages again indicate that the principals do not want to shoulder so much responsibility. Professor Kindred (p. 5) says the average principal explains his lack of supervisory activities on grounds of too many managerial tasks. This might explain why so few principals accept the responsibility for special work with teachers. Professor Kindred also states that few teachers have ever had the benefit of constructive supervision from the time they were first employed in a public, junior, or senior high school.

Table 4 deals with the principals' responses concerning the importance of special work with new, substitute, less satisfactory, average, and superior teachers.

Section A gives the principals' responses concerning the importance of special work with new teachers. Of the 56 responses, 49 principals indicated special work with new teachers was very important, seven indicated it was important, none indicated it was not necessary, and none said it was not done.

Section B gives the principals' responses concerning the importance of doing special work with substitute teachers. Of the 56 responses, 31 felt that special work with substitute teachers was important, 19 felt it was very important, three felt it was not necessary, and three said that special work with substitute teachers was not done.

Section C gives the principals' responses concerning the importance of doing special work with less satisfactory teachers. Of the 58 responses, 44 said special work with less satisfactory teachers was very important and 14 indicated it was important. None of the principals said it was not necessary or that it was not done.

Section D gives the principals responses concerning the importance of doing special work with average teachers. Of the 58 responses in this table, 42 indicated special work with average teachers was important, 13 said it was very important, two that it was not necessary, and one that this type of work was not done.

Section E contains the principals' responses concerning the importance of special work with superior teachers. Of the 54 responses to this inquiry, 30 said that special work with superior teachers was important. There were 11 who felt this work was very important, 10 thought it was not necessary, and three who said special work with superior teachers was not done.

Table 4 indicates the principals feel that special work with teachers is important even though, as indicated in the Table 3 series, they are not certain who should be responsible for it. It might be well to state again, as on page 4, that beginning teachers need and deserve help, experienced teachers appreciate stimulation and approval, and problem teachers demand constant attention to keep their classes at subsistence level.

Table 4. Principals' responses concerning importance of special work with new, substitute, less satisfactory, average, and superior teachers

Principals classified	A Importance of special work with new teachers				B Importance of special work with substitute teachers				C Importance of special work with less satisfactory teachers				D Importance of special work with average teachers				E Importance of special work with superior teachers			
	Very important	Important	Not necessary	Not done	Very important	Important	Not necessary	Not done	Very important	Important	Not necessary	Not done	Very important	Important	Not necessary	Not done	Very important	Important	Not necessary	Not done
1*	11	1			3	8		1	10	3			2	10			3	6	3	
2	9	2			5	5		1	7	4				9	2	1	1	6	2	2
3	8				4	4			8				3	5			2	5	1	
4	28	3			12	17		2	25	7			5	24	2	1	6	17	6	2
5	8	2			3	6	2		6	5			2	9			2	5	3	
6	13	2			4	8	1	1	13	2			6	9			3	8	1	1
7	21	4			7	14	3	1	19	7			8	18			5	13	4	1
8	49	7			19	31	3	3	44	14			13	42	2	1	11	30	10	3

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.

5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

Intervisitation of teachers

Table 5 deals with the principals' responses concerning the value of, present responsibility for, recommended placement of responsibility for, and the recommended frequency of visits, in the intervisitation of teachers.

Section A shows the principals' responses concerning the value of the intervisitation of teachers. Of the 55 responses, 44 felt these visits were helpful in teacher improvement, five said they were all right occasionally, four indicated other (not done, unable to do it, value dependent on teachers involved), and one indicated that it was not necessary or worthwhile.

Section B gives the principals' responses showing where the responsibility for the intervisitations lies. Of the 74 responses, 32 indicated the principal was responsible, 27 that the superintendent was responsible, 10 indicated other (typical responses here were: assistant principal, teacher, employee, personnel department, and not done), and there were five who said the supervisor was responsible.

Section C shows the recommendations of the principals as to who should be responsible for the intervisitation of teachers. Of the 45 responses, 18 principals thought it should be their responsibility; 14 felt it should rest with a combination of the superintendent, principal, and supervisor; six felt the superintendent should be responsible; five indicated other (principal and teacher, teachers); and two indicated the supervisor.

Section D shows the recommended frequency with which principals felt their teachers should visit other teachers. Of the 48 principals' responses here, 36 indicated other (responses were: yearly (14), when necessary (13), when needed (5), twice a year (3), and as opportunity

Table 5. Principals' responses concerning teachers visiting other teachers

Principals classified	A Value of inter-visitatation of teachers					B Person at present responsible for inter-visitatation				C Person who should be responsible for inter- visitatation of teachers					D Recommended frequency of visits between teachers			
	Necessary for teacher improvement	Helpful in teacher improvement	All right occasionally	Not necessary or worthwhile	Other	Superintendent	Principal	Supervisor	Other	Superintendent	Principal	Supervisor	Combination of Supt., Prin., and Supervisor	Other	Month	Two months	Three months	Other
*1	1	11	1			2	8		4		3	2	3	2				10
2		9	1			7	9	1	1	1	5		2	1			2	9
3		3	2	1	2	3	3	1	2	2	1		1	1				5
4	1	23	4	1	2	12	20	2	7	3	9	2	6	4			2	24
5		9	1		1	5	7	1	2	2	6		3	1		2	3	7
6		12			1	10	5	2	1	1	3		5			1	4	5
7		21	1		2	15	12	3	3	3	9		8	1		3	7	12
8	1	44	5	1	4	27	32	5	10	6	18	2	14	5		3	9	36

- *1. Full-time principals with more than 30 teachers.
- 2. Full-time principals with 20-30 teachers.
- 3. Full-time principals with less than 20 teachers.
- 4. Totals of full-time principals.

- 5. Three-fourths time principals.
- 6. One-half time or less principals.
- 7. Totals of part-time principals.
- 8. Totals of all principals' responses.

arises). There were nine principals said these intervisitations should take place every three months, and three indicated every two months.

Again we have evidence that the principals see the value of the activity but have no set line of responsibility and no general established procedure.

Teacher selection

Table 6 deals with the principals' responses concerning present and recommended responsibility, and the importance of principals having an integral part in teacher selection.

Section A shows the principals' responses in respect to who is at present responsible for teacher selection. Of the 79 responses, 37 indicated the superintendent is responsible for teacher selection; 20 indicated the superintendent after consulting the principal; 16 indicated the principal; four indicated other (supervisor, superintendent and principal together, employee personnel department, principal and teachers); and two indicated principal after consulting the superintendent.

Section B contains principals' responses showing their recommendations of who should be responsible for teacher selection. Of the 80 responses, 31 were in favor of the superintendent (after consulting the principal) as the person for responsibility in teacher selection. There were 21 indicated the superintendent should have full responsibility; 20 felt the principal should have the responsibility; six indicated other (included: employee personnel department, supervisor, department heads, teachers should be asked, principal and supervisor); and two felt the principal (after consulting the superintendent) should be responsible.

Section C deals with the importance of principals having an integral part in the selection of teachers. Of the 57 responses of principals in this section, 45 felt it was very important for them to have an

Table 6. Principals' responses concerning present and recommended responsibility and the importance of principals having a part in teacher selection

Principals classified	A Person at present responsible for teacher selection					B Person who should have responsibility for teacher selection					C Importance of principals having an integral part in teacher selection				
	Superintendent	Principal	Supt. after consulting principal	Prin. after consulting Supt.	Other	Superintendent	Principal	Supt. after consulting principal	Prin. after consulting Supt.	Other	Very important	Important	Not important	Not necessary	Undesirable practice
*1	6	4	4		4	4	5	5		4	11	1			
2	6	5	4	2		5	4	5	2		9	2			
3	6	3	2			3	3	4		1	8				
4	18	12	10	2	4	12	12	14	2	5	28	3			
5	9	3	4			4	5	6			8	3			
6	10	1	6			5	3	11		1	9	5		1	
7	19	4	10			9	8	17		1	17	8		1	
8	37	16	20	2	4	21	20	31	2	6	45	11		1	

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

integral part in teacher selection. There were 11 who felt it was important for them to have an integral part, and one thought it not necessary to take part.

It would seem that if the principal is the head of the school and responsible for what goes on, he should--as the principals indicate--have an integral part in teacher selection.

Institutes, extension classes, workshops

Table 7 shows the principals' responses concerning teacher participation, frequency of participation, responsibility for participation, and the person or persons recommended to be responsible, in the teachers' in-service education.

Section A shows the teacher participation in 76 percent of the Utah high schools in teacher institutes, extension classes, and workshops in the district or area. Of the 58 principals in this study, 53 said their teachers participated in teacher institutes; 47 had teachers who took extension classes; 37 had teachers who participated in teacher workshops within the district or area; and four listed other in-service education activities (committee work within the school, monthly departmental meetings, study groups on district basis, and state and national conventions).

Section B gives the principals' responses concerning frequency which teachers should participate in group in-service education. Of the 52 responses, 41 indicated other (typical responses were: once a year, twice a year, no regular interval, as need arises, when motivated, and each semester). There were nine principals who thought teachers should participate every three months, and two thought these activities were not necessary.

Section C indicates, from principals' responses, who is at present

Table 7. Principals' responses concerning arranging for and participation of teachers in institutes, extension classes, and workshops

Principals classified	A Teacher participation according to principals of 76% of the Utah high schools				B Teachers should participate in group in-service education every:				C Present responsibility for arranging in-service education lies with:			D Responsibility for arranging in-service education for teachers should lie with:			
	Teachers' institutes	Extension classes	Workshops in district or area	Other	Two months	Three months	Other	These activities not necessary	Superintendent and staff	Principal	Other	Superintendent	Principal	Combination of Supt. and Prin.	Other
*1	12	11	7	4			11		8	6	4	1	3	2	2
2	11	10	7			1	7	1	7	7	3	1	2	3	4
3	8	8	6			1	7		8	4		3		2	
4	31	29	20	4		2	25	1	23	17	7	5	5	7	6
5	9	7	7			4	7		10	5	2	6	2	3	2
6	13	11	10			3	9	1	13	4	2	4	3	3	2
7	22	18	17			7	16	1	23	9	4	10	5	6	4
8	53	47	37	4		9	41	2	46	26	11	15	10	13	10

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals responses.

responsible for arranging in-service education. Of the 83 responses, 46 indicated the superintendent and staff were responsible for in-service education; 26 said the principal was responsible; and 11 indicated other (typical responses were: various departments, supervisor, teachers, teachers' association, and vice-principal).

Section D has to do with where principals felt the responsibility should be placed for in-service education for teachers. Of the 48 responses, 15 felt the superintendent should be responsible; 13 felt the superintendent and principal should share the responsibility; 10 indicated the principal should be responsible; and there were 10 who indicated other (these included: vice-principal, administration and teacher, teachers, all persons concerned, and a combination of the superintendent, principal, and local association).

Staff improvement depends upon an in-service training program that increases the skills of teachers and must be provided to prepare for the next steps in program development (p. 5), and according to R. E. Michael (p. 5), the principal is responsible for interpreting the needs for professional group activity by his teachers to his superintendent and board of education. The results indicated in Table 7 show that most teachers are participating in in-service education, but that organization and responsibility has not been established in providing for it on a state-wide basis.

Educational supplies for teachers

Table 8 contains the principals' responses concerning the principal's responsibility and his recommendations for responsibility in selecting educational supplies for teachers and the present and recommendations for responsibility in obtaining educational supplies.

Section A deals with the amount of responsibility the principals had in selecting educational supplies for their teachers. Of the 60 responses, most (33) indicated they were responsible, 24 said they were contacted but not responsible, and three principals were not permitted to select supplies.

Section B shows the principals' recommendations for responsibility in selecting educational supplies for teachers. Of the 126 responses, 46 felt the principal should be responsible, 30 indicated it was the teacher's responsibility, 22 assigned the responsibility to the superintendent and his staff, 13 felt it was the supervisor's job, 11 felt the purchasing agent should be responsible, and four indicated other (combination of superintendent, principal, district supervisor, teachers, and purchasing agent).

The great number of responses in section B (two or three per principal) would seem to indicate again that the principals either feel the responsibility for selecting these supplies should rest with two or three different individuals or they are not sure just where the responsibility should be.

Section C gives the principals' responses on where the present responsibility lies for obtaining educational supplies after they have been selected. Of the 89 responses to this inquiry, 38 indicated the principal was responsible, 26 indicated it was the superintendent's responsibility, 17 said the purchasing agent, and eight indicated other (staff, supervisors, clerk, teachers, clerk of the board, and purchasing agent).

Section D shows the principals' recommendations on where they felt the responsibility should be. Of the 98 responses in this section, 36 were for the principal, 29 for the purchasing agent, and 28 for the

Table 8. Principals' responses concerning selection and obtainance of educational supplies for teachers

Principals classified	A Principal's responsibility in selecting educational supplies for teachers			B Responsibility for selecting educational supplies for teachers should lie with:					C Present responsibility for obtaining educational supplies lies with:				D Responsibility for obtaining educational supplies should lie with:				
	Principal responsible	Prin. contacted but not responsible	Prin. not permitted to select supplies	Superintendent and staff	Principal	Teacher	District purchasing agent	Supervisors	Other	Superintendent	Principal	Purchasing agent	Other	Superintendent	Principal	Purchasing agent	Other
*1	6	7	2	2	11	6	4	5	2	1	5	10	4	2	5	11	1
2	9	2		7	10	5	3	1		5	11	2	2	5	10	5	3
3	6	2		5	6	4	2	2	1	5	4	1	2	6	5	3	1
4	21	11	2	14	27	15	9	8	3	11	20	13	8	13	20	19	5
5	5	6	1	4	9	7		3	1	7	9	2		7	9	4	
6	7	7		4	10	8	2	2		8	9	2		8	7	6	
7	12	13	1	8	19	15	2	5	1	15	18	4		15	16	10	
8	33	24	3	22	46	30	11	13	4	26	38	17	8	28	36	29	5

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

superintendent in showing who they thought should be responsible for obtaining educational supplies for the teachers. There were five who indicated other (staff, clerk, teachers).

Selection of textbooks

Table 9 deals with the responsibility for textbook selection and shows where the responsibility is at present and where the principals felt it should be for the selection of textbooks.

Section A gives the principals' responses on where the responsibility lies for the selection of textbooks. Most (40) indicated the teachers choose their books from the approved state list. There were 16 principals who selected all the textbooks, five who select part of the textbooks, three who indicated higher authority than principal selects textbooks, and five indicated other (done in conferences with teachers, teacher committees, principal works with teachers, and teachers and superintendents).

Section B shows where the principals felt the responsibility for specific selection of textbooks should be. Of the 76 responses, 40 felt the principal and teachers should share the responsibility together, 16 felt the state committee as now set up should make specific selection, 11 indicated the local school district, and nine the individual teacher.

In response to the question: "With what features of the present state procedure of textbook selection do you: 1. agree___, 2. disagree ___?" there were 28 responses in agreement with present state procedures and eight responses in disagreement. Following is an enumeration of the responses which disagree with the present state procedure of textbook selection:

1. Too limited in selection.
2. All selection is made within restricted subject areas.
3. Teachers should have adoption lists in spring for fall selections.

Table 9. Principals' responses concerning the selection of textbooks

Principals classified	A Responsibility for selection of textbooks in my school lies with:					B Specific selection of textbooks used in each school should be the responsibility of			
	Principal selects all textbooks	Principal selects part of the textbooks	Teacher chooses books from state list	Higher authority than principal chooses books	Other	The state committee as now set up	The local school district	The principal and teachers in each school	The individual teacher
*1	2	2	7	3	3	4	6	8	3
2	3		9			2		8	1
3	2	1	5		1	3	1	4	3
4	7	3	21	3	4	9	7	20	7
5	2	1	9			2	1	11	1
6	7	1	10		1	5	3	9	1
7	9	2	19		1	7	4	20	2
8	16	5	40	3	5	16	11	40	9

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

4. Not enough classroom representation.
5. Evaluating textbook should be done only by professional educators.
6. Too infrequently revised.
7. We would prefer no textbook at all.
8. We prefer the old law which permitted district to select books.

Libraries of professional books and periodicals

Table 10 deals with the status of professional libraries in Utah high schools and reasons why these professional libraries are not maintained.

Section A shows the status of libraries of professional books and periodicals in 76 percent of Utah's high schools. Of the 61 responses, 28 said they had a library of professional books and periodicals at the school, 15 indicated such a library was in the process of being formed, 12 said one was available in a nearby library, five indicated a professional library was not available, and one considered it not worthwhile.

Section B gives the reasons why some of the schools do not have a library of professional books and periodicals. Of the 32 responses, 10 said they lacked facilities, eight lacked sufficient interest, six principals indicated the maintenance costs were too high, five responses said there was a similar library nearby, two indicated other (never established), and one said they lacked time.

In answer to the question: "The responsibility for building up and maintaining this kind of library in my school rests with: (specify) _____," there were a total of 50 responses. In these 50 responses were 17 different combinations of answers ranging from the local people through the school administration to the school board.

Table 10. Principals' responses concerning a library of professional books and periodicals

Principals classified	A Status of libraries of professional books and periodicals in 76% of Utah high schools					B Reasons given by principals why a library of prof. books and periodicals is not maintained at high school					
	Prof. library available at school	Prof. library available at nearby library	Prof. library not available	Prof. library in process of being formed	Prof. library not considered worthwhile	Similar library nearby	Costs too much to maintain	Lack of facilities	Lack of interest	Lack of time	Other
*1	9	5				2					1
2	5	4		3			1	1	1		
3	3		1	3	1			1	2		1
4	17	9	1	6	1	2	1	2	3		2
5	6	2	1	4		1	2	4			
6	5	1	3	5		2	3	4	5	1	
7	11	3	4	9		3	5	8	5	1	
8	28	12	5	15	1	5	6	10	8	1	2

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

For this reason no attempt was made to tabulate the returns. Typical answers were: librarian, teachers, principal, superintendent, district, school board, local people, and combinations of these.

In answer to the question: "This kind of library work should be the responsibility of: (specify) _____," there were a total of 38 responses. There were 15 different answers and so no attempt to tabulate them was made. Typical answers were: principal, teachers, librarian, local people and school board, administration, committee with librarian as member, superintendent and principal, and some combinations of these.

This area in supervision seems to be badly neglected as is evidenced by the indication that less than half of the schools have a professional library. It would seem that a professional library to which teachers had ready access in the schools would be most helpful in keeping the teachers informed on recent trends and developments in education, and also be an excellent source for a wealth of reference material of value in teaching.

Professional bulletins for the faculty

Table 11 shows the principals' responses concerning the significance of having professional bulletins for the faculty, the things these professional bulletins should contain, and the frequency with which professional bulletins are prepared.

Section A deals with the significance of having professional bulletins for the faculty. Of the 57 responses, 27 principals said it was a desirable practice but not consistently done; 20 principals felt it was a necessary part of their professional relations with their teachers; nine did not carry on the practice of preparing bulletins; one said it was all right but not necessary; and none indicated bulletins as not desirable.

Section B shows the significance the principals put on certain content material for the professional bulletins for the faculty. These are listed below in rank order according to the number of responses received.

1. Changes in school policy (38 responses).
2. Trends in education (32 responses).
3. Publications pertinent to school (32 responses).
4. School accomplishments (28 responses).
5. School and community events (23 responses).
6. Changes in teaching personnel (15 responses).
7. Other (five responses). These were: emphasis on existing policy, explanations of faculty and board of education action, changes in class schedules, field trips, items related to the entire groups, and include all occasionally.

Section C shows the principals' responses concerning the frequency with which they prepare professional bulletins. Of the 49 responses, a great majority (41) said they prepared them as occasion requires; four listed others (not done, not a practice, seldom, and none except mentioned in faculty meetings); three prepared them every week; and one every month.

In answer to the inquiry: "Professional bulletins should be prepared every: (specify time) _____," there were 39 responses. In these 39 responses there were 13 different answers and so no tabulation was made. Typical answers as to the frequency principals thought professional bulletins should be prepared were: when needed, when convenient, once a year, twice a year, three times a year, monthly, weekly, and no opinion.

All the responses indicated the professional bulletins for the

Table 11. Principals' responses concerning the preparation and issuance of professional bulletins for the faculty

Principals classified	A Significance of professional bulletins for the faculty					B Contents for professional bulletins for the faculty							C Frequency which principals prepare professional bulletins				
	Necessary as part of prof. relations	Desirable but not consistently done	All right but not necessary	Not desirable	Not practiced	School accomplishments	Publications pertinent to school	Trends in education	School and community events	Changes in school policies	Changes in teaching personnel	Other	Every week	Every 2 weeks	Every month	As occasion requires	Other
*1	5	6			1	6	5	6	6	10	5	1				10	
2	5	4			2	6	7	7	5	7	2	1	2		1	5	1
3	3	3			2	6	6	4	3	6	2		1			4	2
4	13	13			5	18	18	17	14	23	9	2	3		1	19	3
5	4	5			3	5	6	6	5	7	3	2				10	
6	3	9	1		1	5	8	9	4	8	3	1				12	1
7	7	14	1		4	10	14	15	9	15	6	3				22	1
8	20	27	1		9	28	32	32	23	38	15	5	3		1	41	4

- *1. Full-time principals with more than 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time or less principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

faculty was a good practice, but the 41 responses under "As occasion requires" would seem to indicate a haphazard procedure in publishing them and one which could easily be neglected.

Faculty meetings dealing with supervision

Table 12 has to do with the importance of faculty meetings dealing with curriculum and instruction, the frequency with which they are held, the person responsible for them, and the principals' recommendations on who should be responsible for holding them.

Section A shows the relative importance principals put on faculty meetings dealing with curriculum and instruction. Of the 58 responses, 40 said these meetings were very important, 17 indicated they were important, and one felt they should be held occasionally. There were none who thought they were not important or not necessary.

Section B indicates the frequency with which faculty meetings dealing with supervision are held. Of the 64 responses, 26 said these meetings were usually held every month, nine who said every two months, five that these meetings were always held with the regular faculty meeting, three that they were held once or twice a year, and none indicated they were never held.

Section C shows where the responsibility lies for these supervisory meetings. Of the 66 responses, 57 indicated the principal was responsible; six indicated other (teachers, faculty committee, all working cooperatively, and teachers in specific departments); and three that the superintendent was responsible.

Section D shows the principals' recommendations on where they felt the responsibility for supervisory meetings should be. Of the 48 responses, 32 principals thought they should be responsible. There were six principals

Table 12. Principals' responses concerning the planning and directing of faculty meetings dealing with curriculum and instructional problems

Principals classified	A Importance of faculty meetings dealing with curriculum and instruction					B Frequency with which faculty meetings dealing with supervision are held					C Person who is now responsible for supervisory meetings			D Person or persons recommended to be responsible for holding super- visory meetings				
	Very important	Important	Should be held occasionally	Not important	Not necessary	Every month	Every 2 months	Once or twice a year	Never held	Usually held with faculty meeting	Always held with faculty meeting	The principal	The superin- tendent	Other	The principal	Principal and teacher	Principal and superintendent	Other
*1	9	3				4	2			6	1	11		2	4	2	1	3
2	8	3				3	1			6		11	1	2	5	1	1	
3	5	3				2	4			4	1	8		1	5			1
4	22	9				9	7			16	2	30	1	5	14	3	2	4
5	9	2	1			5	2	1		3	2	12			9	1	2	
6	9	6				7		2		7	1	15	2	1	9	1	2	1
7	18	8	1			12	2	3		10	3	27	2	1	18	2	4	1
8	40	17	1			21	9	3		26	5	57	3	6	32	5	6	5

- *1. Full-time principals with more than 30 teachers.
 2. Full-time principals with 20-30 teachers.
 3. Full-time principals with less than 20 teachers.
 4. Totals of full-time principals.

5. Three-fourths time principals.
 6. One-half time or less principals.
 7. Totals of part-time principals.
 8. Totals of all principals' responses.

who indicated the responsibility should rest with the principal and superintendent; five indicated the principal and teacher; and five said others (principal and a committee, faculty committee, those in charge of instruction and curriculum, and a combination of the superintendent, principal, and teacher).

All the principals indicated that faculty meetings dealing with curriculum and instruction were worthwhile and most of them said they were and should be responsible, but it would seem to be an undesirable practice to hold these meetings with the regular faculty meeting where the full attention and cooperation of the group would be difficult to obtain. Thomas H. Briggs (p. 6) feels these meetings to be one of the two most important means of supervision.

Supervisory time of principals

Table 13 shows the amount of a principal's school time which is devoted to supervision, his recommendations on whether this amount should be increased, and his recommendations for help in his supervisory duties.

Section A indicates what percent of the principals' total time is devoted to supervision. Of the 58 responses, 28 principals said they were spending from 10-24 percent of their total time in supervision. There were 18 who indicated they were spending 25-49 percent, seven less than 10 percent, four between 50-75 percent, and one said he was spending 75 percent of his total school time in supervision.

Section B shows the principals' responses on whether they feel the time they have for supervision should be increased. Of the 50 responses, 45 principals felt they needed more time for supervision. There were five principals who felt they were spending enough time in supervisory activities.

Section C gives the recommendations of the principals for help in their supervisory duties. Of the 68 responses, 27 indicated they would like more clerical help, 12 wanted an increased staff so department heads could supervise, and 11 wanted an assistant principal to do supervisory work. There were 11 who indicated other (need for additional counseling help, a secondary curriculum director, principal not teach, more free time for principal, more determination on principal's part, and better planning on principal's part). There were five who wanted an assistant principal for administrative duties and two who thought the superintendent's office should handle more supervisory duties.

In answer to the question: "If so, how much?" which refers to how much more time the principals felt their time for supervision should be increased, there were 43 responses. Because it was impossible to determine with accuracy just what the answers to the question meant (this being due to the type of question asked), no attempt to record the answers in a table was made. Of the 43 responses, 24 were from principals who were spending from 10-24 percent of their time in supervision. Most of these principals felt they should spend from 50-75 percent more time in supervision (the answers varied from at least 25 percent more to at least doubled, and as much as possible). There were 12 responses from principals spending 25-49 percent of their time in supervision. Most of these principals felt they should spend about 50 percent more time in supervision (the answers varied from at least 15 percent to 75 percent, or more increase in their supervisory time). The five responses in the less-than-10 percent group varied from a 20 percent increase to "...it should take 75 percent of my time." There were two responses in those who spend 50-75 percent of their time in supervision, each indicating they desired slight increases.

Table 13. Principals' responses concerning amount of time spent in supervision and recommendations for help in supervisory duties

Principals classified	A Amount of principal's total school time which is devoted to supervision					B Should principal's supervisory time be increased:		C Recommendations of principals for help in their supervisory duties					
	75% or more	50-75%	25-49%	10-24%	Less than 10%	Yes	No	More clerical help to assist principal	Increased staff so department heads can supervise	Ass't. principal to be assigned supervisory duties	Ass't. prin. to be assigned adminis. or other duties	More supervisory duties to be handled by supt.'s office	Other
*1		1	4	5	2	6	2	6	2	3	2		1
2		1	3	5	2	10	1	3	1	3	3	2	3
3			4	3	1	7		3	3	1			1
4		2	11	13	5	23	3	12	6	7	5	2	5
5		2	4	5	1	10	1	8	2	2			2
6	1		3	10	1	12	1	7	4	2			4
7	1	2	7	15	2	22	2	15	6	4			6
8	1	4	18	28	7	45	5	27	12	11	5	2	11

- *1. Full-time principals with over 30 teachers.
2. Full-time principals with 20-30 teachers.
3. Full-time principals with less than 20 teachers.
4. Totals of full-time principals.
5. Three-fourths time principals.
6. One-half time principals.
7. Totals of part-time principals.
8. Totals of all principals' responses.

The principals are almost unanimous in their desire for more time to do supervisory duties, and most of them felt they should spend approximately 50 percent more time in supervising. Most of the principals indicated they needed more clerical help than anything else, and if this be true it would seem inconsistent with good organization to have principals spending their time with clerical matters while neglecting one of their most important duties--that of supervision.

Administrative-supervisory committees

Table 14 deals with administrative-supervisory committees that are used in the high schools by the principals. This table shows the extent of their use, the average number according to the size of the school, and the more frequent types of committees used.

Section A indicates the extent administrative-supervisory committees are used. Of the 56 responses, 11 principals said they were used extensively in their schools, 13 used them in moderation, and 32 made limited use of them.

Section B shows the average number of administrative-supervisory committees used in the high schools. The principals who spend one-half of their time performing administrative and supervisory duties use an average of three committees. The principals who spend three-fourths of their time in administrative and supervisory duties use an average of four committees. Principals who spend their full time performing administrative and supervisory duties but have less than 20 teachers in their school use an average of 5.2 committees. Full-time principals with 20-30 teachers in their school use an average of six committees, and full-time principals with more than 30 teachers in their school use an average of 10.4 administrative-supervisory committees.

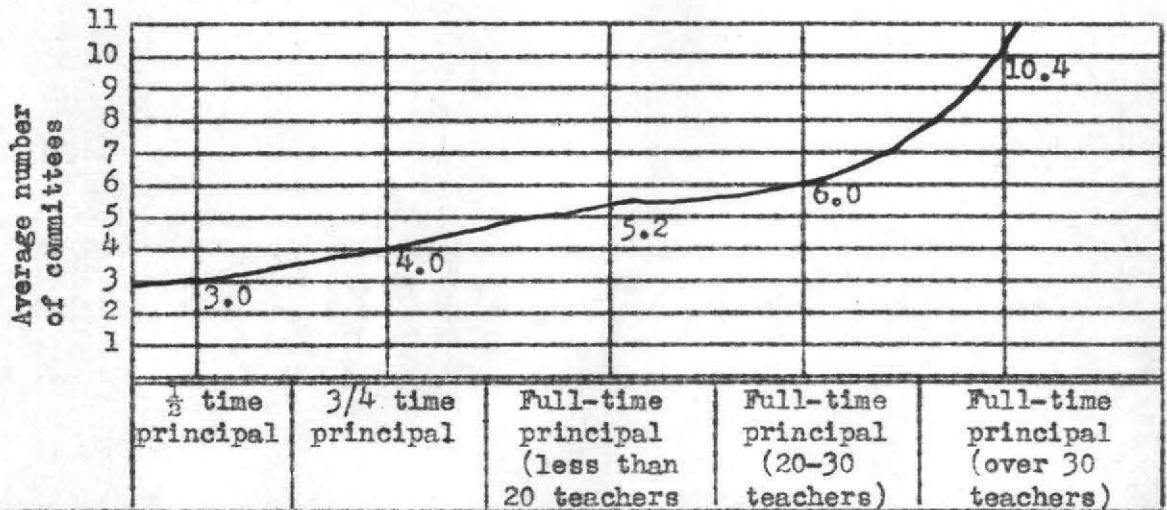
Section C enumerates the administrative-supervisory committees which

Table 14. Principals' responses concerning administrative-supervisory committees

A. Extent administrative-supervisory committees are used:

1. Extensively . . .	<input type="text" value="11"/>	11
2. Moderately . . .	<input type="text" value="13"/>	13
3. Limited amount . . .	<input type="text" value="32"/>	32

B. Average number administrative-supervisory committees:



C. Administrative-supervisory committees mentioned two or more times by principals

<u>Committee</u>	<u>Number of times mentioned</u>
Scholarship committee	34
Guidance committee	34
Curriculum committee	29
Extra-curricular committee	28
Attendance committee	6
Assembly committee	6
Graduation committee	6
Athletic council committee	4
Audio visual committee	3
Awards committee	3
Library committee	2
Health and student welfare committee	2
Lunch room committee	2

the principals indicated two or more times that they were using in their schools and shows the number of times each committee was mentioned. The scholarship, guidance, curriculum, and extra-curricular committees were listed on the questionnaire. The other committees shown were added by the principals in response to the questionnaire.

It would seem that administrative-supervisory committees are a good source for help in the operation of a school and their usefulness a direct result of good planning and organization. If 57 percent of the principals are only using these committees a limited amount then they remain a source of help for the majority of principals which could be used so as to give the principal more help in supervisory activities.

SUMMARY

This study of the supervisory activities of the Utah high school principals was conducted by the questionnaire method. An eight-page questionnaire covering certain aspects of classroom visits, conferences with individual teachers, special work with teachers, intervisitation of teachers, teacher selection, teacher in-service education, educational supplies, textbook selection, professional libraries, professional bulletins, supervisory faculty meetings, supervisory time of principals, and administrative-supervisory committees, was sent to all of the 76 high school principals in the state of Utah during March 1955. There were 58 principals (76 percent) who answered the questionnaire, and it was from these data that the study was made. A good response to the questionnaire was obtained, as is evidenced by the number of answers given each question. Insofar as possible (a few open-end questions were not tabulated due to their lack of clarity) all the responses were tabulated and put in tables so that with few exceptions all the data from the questionnaires have been analyzed in this study. It was felt desirable to tabulate the questionnaires according to five different size groupings of the schools, and these separate tabulations are preserved in the tables.

1. Classroom supervisory visits: Most of the principals thought these visits were either important or very important, but there was a big division among them as to where the responsibility was and where they thought it should be. A greater number of the principals felt a supervisor should visit a normal classroom every four weeks and a greater number felt the classroom visit should be 25 minutes or more, but again

there was a great variance of opinion. A majority of the principals said classroom visits were carried on unannounced to the teacher, but, on the contrary, most of them believe they should visit by appointment from the teacher. A large majority said they usually held individual conferences with teachers following a classroom visit.

2. Supervisory conferences with individual teachers: There were no distinctive trends in the responses concerning the procedure for holding conferences, the frequency with which they should be held, and the place where responsibility should lie for them.

3. Special work with teachers: Most of the principals said that special work with teachers was their responsibility, but in giving their recommendations of where the responsibility should lie, the trend was to give more of the responsibility to a combination of the superintendent, principal, and supervisor. A large majority indicated that special work with teachers was either important or very important.

4. Intervisitation of teachers: A large majority of the principals felt intervisitation rested with the superintendent and principal, but most principals recommended that the responsibility be theirs with a fewer number indicating the superintendent, principal, and supervisor be responsible. The recommended frequency of intervisitation ranged from once every two months to once a year.

5. Teacher selection: Most principals said the superintendent was responsible for teacher selection, and most recommended that the superintendent consult the principal in teacher selection. A large majority felt the principals should have an integral part in teacher selection.

6. Institutes, extension classes, and workshops: Most principals indicated teacher participation and most said that at present the

superintendent and staff were responsible, but there was no definite trend as to whom they thought should be responsible. Responses on recommended frequency of in-service education ranged from every three months to once a year.

7. Educational supplies for teachers: Present responsibility and the recommended place for responsibility in both selecting and obtaining educational supplies rested mostly with the principal. Although the responses indicated that either the principals were not sure who should be responsible or that they thought several school officials should.

8. Selection of textbooks: A large majority of principals indicated the teachers chose from the state list. By about the same majority they said the principal and teachers in each school should select the textbooks.

9. Library of professional books and periodicals: There was no specific trend in answers to the question of responsibility for maintaining such a library. About half of the schools had professional libraries, and of those that did not, most said they lacked facilities and interest.

10. Professional bulletins for the faculty: Most principals felt these were desirable, but said they were not consistently published. They felt the most important single item to have in a bulletin was changes in school policies, and a great majority said they prepared them as occasion required.

11. Faculty meetings dealing with supervision: A large majority felt these meetings were very important. Most said they were usually held in connection with the regular faculty meeting. Most of the principals said they were responsible and thought they should be responsible for these meetings.

12. Supervisory time of principals: About half of the principals are spending from 10-24 percent of their total school time in supervision. A large majority feel this time should be increased about 50 percent, and most of them felt they needed more clerical help.

13. Administrative-supervisory committees: Most principals indicated they used these committees to a limited extent. The average number of these committees in a school ranged from three to 10.4, depending on the size of the school. Principals indicated they used the scholarship, guidance, curriculum, and extra-curricular committees much more than any of the others.

When asked where the responsibility was for the activities covered in this questionnaire, 46 percent of the principals indicated they had full responsibility; but when asked for recommendations on who they thought should be responsible for these activities, only 39 percent felt they should have full responsibility. These percentages again show the majority of principals do not have full responsibility for these supervisory activities, and that an even larger majority do not want full responsibility for them. This condition and these recommendations hardly agree with those stated in the review of literature where the principal was the key man in the supervisory program. This may again indicate, however, that the principal feels he does not have time to do the supervisory work and that others should share this responsibility with him.

CONCLUSION

The findings of this study show great differences in supervisory techniques and responsibilities of the Utah state high school principals. There is a great variance of answers and opinions concerning certain supervisory procedures and practices. Responsibility has not been established throughout the state in a uniform manner as is evidenced by the great variety of responses concerning where the responsibility is and where the principals thought it should be. This would indicate that supervision has no established place in the secondary school organization of Utah, and is carried on in the separate schools as principals find or make time for such activities. The principals themselves say they need approximately 50 percent more time for supervisory duties. This does not mean that the principals are not doing all they feel they can under the present demands which are made of them. It seems to the author, however, that supervision is one of the most, if not the most important task a principal has to do; and that every effort should be made on a local and state basis to establish organizational help and lines of responsibility which will aid the principals in performing an important job which they feel, for the most part, is being badly neglected.

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APPENDIX I

Dear Principal:

My thesis will deal with the supervisory duties and activities of the high school principal in the state of Utah.

Listed below are some of the activities and responsibilities that pertain to the principal's work as a supervisor. Will you please indicate by a check your reaction to these items, and add any of the activities and responsibilities not listed that you think should be given consideration in a study of this kind. Please keep in mind that we are concerned with just the principal's duties and activities in regard to curriculum and instruction. Any elaboration on the listing below will be greatly appreciated.

	Strongly recommend to include	Recommend inclusion	Irrelevant to study
1. Supervisory visits to the classroom.			
2. Supervisory conferences with individual teachers.			
3. Planning and directing faculty meetings dealing with curriculum and instructional problems.			
4. Arranging for teachers to visit other teachers.			
5. Evaluating the educational program giving and analyzing tests.			
6. Preparing and issuing professional bulletins for faculty.			
7. Role in selecting teachers.			
8. Selecting or obtaining educational supplies for teachers.			
9. Arranging for and participating in institutes, extension classes, workshops.			
10. Building up a school professional library of books and periodicals.			
11. Selection of school textbooks.			
12. Special work with new teachers.			
13. Special work with superior teachers.			
14. Special work with substitute teachers.			
15. Special work with less satisfactory teachers.			
16. Formulating educational objectives for the total program for the individual school.			

Elaborations and additional listing by the principal:

APPENDIX II

UTAH STATE AGRICULTURAL COLLEGE
School of Education
Logan, Utah

Questionnaire Covering Supervision for Utah High School Principals

Dear Principal:

This questionnaire is being submitted to you in the interest of improving the supervisory activities of the high school principal. It has the approval of the Utah Secondary Principals Association and the State Department of Public Instruction.

We have attempted to organize it so as to take a minimum of your time and still obtain sufficient coverage of the area of supervision. Your complete and honest response is imperative to the success of this study, and we trust the findings will more than repay you for the effort you put forth in completing the questionnaire. All information will be kept confidential as far as identifying it with any particular principal or school.

Enclosed is a stamped, addressed envelope for your convenience. A summarization of the study will be sent to you for your personal use.

I might add further that the study is being completed as part of the requirements for the Master's Degree here at the Utah State Agricultural College, and so your early reply will be greatly appreciated.

Sincerely,

(Signed) Elmer W. Wahlstrom

Elmer W. Wahlstrom
Graduate Assistant
School of Education

EWV:jc

1. Name _____
2. School _____
3. District _____
4. Grades in school _____
5. No. teachers in school _____
6. School enrollment _____
7. Number of assistant principals? _____ Supervisors? _____
8. Approximately how much of your time is devoted to administration and supervision? (Check one)
 - () full time
 - () 3/4 time
 - () 1/2 time
 - () 1/4 time or less

DIRECTIONS: Check all spaces that pertain to your own school or you.

I. Classroom Supervisory Visits.

- A. How important do you consider classroom supervisory visits to be?
 - () very important
 - () important
 - () not very important
 - () not necessary
 - () detrimental
- B. Should classroom visits be the responsibility of:
 - () Principal
 - () Assistant Principal
 - () School or district supervisor
 - () Superintendent
 - () Others (specify) _____
- C. How often should a classroom supervisor visit a normal classroom where no special problems are evident?
 - () Every week
 - () Every two weeks
 - () Every three weeks
 - () Every four weeks
 - () At other intervals (specify) _____
- D. Are classroom supervisory visits at present:
 - () Your personal duty?
 - () Your personal duty but delegated to the Assistant Principal?
 - () Your personal duty but delegated to the school supervisor?
 - () Partly your responsibility and partly the responsibility of the superintendent or his representative?
 - () Not done in any significant amount?
- E. How much time do you usually spend in a classroom visit?
 - () Five minutes
 - () Ten minutes
 - () Fifteen minutes
 - () Twenty minutes
 - () Twenty-five or more minutes

IV. Responsibility for doing special work with the following teachers should lie with: (please specify _____ Supt., Prin., Supervisor, other).

- A. New teachers _____
- B. Less satisfactory teachers _____
- C. Substitute teachers _____
- D. Average teachers _____
- E. Superior teachers _____

V. Special work with:

- A. New teachers is:
 - () Very important
 - () Important
 - () Not necessary
 - () Not done
- B. Less satisfactory teachers is:
 - () Very important
 - () Important
 - () Not necessary
 - () Not done
- C. Substitute teachers is:
 - () Very important
 - () Important
 - () Not necessary
 - () Not done
- D. Average teachers is:
 - () Very important
 - () Important
 - () Not necessary
 - () Not done
- E. Superior teachers is:
 - () Very important
 - () Important
 - () Not necessary
 - () Not done

Do you have bulletins for new teachers? () Yes () No

Do you have courses of study for new and substitute teachers?
() Yes () No

VI. Arranging for teachers to visit other teachers:

- A. The practice of intervisitation of teachers is:
 - () Necessary for teacher improvement.
 - () Helpful in teacher improvement.
 - () All right occasionally but not as a general practice.
 - () Not necessary; not worth the time and effort involved.
 - () Other (specify) _____.

IV. Responsibility for doing special work with the following teachers should lie with: (please specify _____ Supt., Prin., Supervisor, other).

- A. New teachers _____
- B. Less satisfactory teachers _____
- C. Substitute teachers _____
- D. Average teachers _____
- E. Superior teachers _____

V. Special work with:

- | | |
|---|--|
| <p>A. New teachers is:</p> <p>() Very important</p> <p>() Important</p> <p>() Not necessary</p> <p>() Not done</p> | <p>B. Less satisfactory teachers is:</p> <p>() Very important</p> <p>() Important</p> <p>() Not necessary</p> <p>() Not done</p> |
| <p>C. Substitute teachers is:</p> <p>() Very important</p> <p>() Important</p> <p>() Not necessary</p> <p>() Not done</p> | <p>D. Average teachers is:</p> <p>() Very important</p> <p>() Important</p> <p>() Not necessary</p> <p>() Not done</p> |
| <p>E. Superior teachers is:</p> <p>() Very important</p> <p>() Important</p> <p>() Not necessary</p> <p>() Not done</p> | |

Do you have bulletins for new teachers? () Yes () No

Do you have courses of study for new and substitute teachers?

() Yes () No

VI. Arranging for teachers to visit other teachers:

- A. The practice of intervisitation of teachers is:
- () Necessary for teacher improvement.
- () Helpful in teacher improvement.
- () All right occasionally but not as a general practice.
- () Not necessary; not worth the time and effort involved.
- () Other (specify) _____.

- B. Responsibility for teachers in my school visiting other teachers in other schools lies with the:
- Superintendent
 - Principal
 - Supervisor
 - Other (specify) _____
- C. Teacher intervisitation should be the responsibility of:
(specify) _____
- D. Teachers should have the opportunity of visiting other teachers in similar teaching positions every:
- Month
 - Two months
 - Three months
 - Other (specify) _____

VII. Teacher Selection.

- A. Teacher selection in my school is the responsibility of:
- Superintendent
 - Principal
 - Superintendent only after consulting with the principal
 - Principal only after consulting with the superintendent
 - Other (specify) _____
- B. Teacher selection in schools should be the responsibility of:
- Superintendent
 - Principal
 - Superintendent only after consultation with the principal
 - Principal only after consultation with the superintendent
 - Other (specify) _____
- C. How important is it for principals to have integral part in teacher selection:
- Very important
 - Important
 - Not important
 - Not necessary
 - Undesirable practice

VIII. Arranging for and participation in institutes, extension classes, workshops.

- A. In my school teachers participate in:
- Teachers' institutes
 - Extension classes
 - Workshops with other teachers in the district or area
 - Others (specify) _____
- B. Arranging for this in-service training in my school is the responsibility of:
- Superintendent and staff
 - Principal
 - Other (specify) _____

- B. Responsibility for teachers in my school visiting other teachers in other schools lies with the:
- Superintendent
 - Principal
 - Supervisor
 - Other (specify) _____
- C. Teacher intervisitation should be the responsibility of:
(specify) _____
- D. Teachers should have the opportunity of visiting other teachers in similar teaching positions every:
- Month
 - Two months
 - Three months
 - Other (specify) _____

VII. Teacher Selection.

- A. Teacher selection in my school is the responsibility of:
- Superintendent
 - Principal
 - Superintendent only after consulting with the principal
 - Principal only after consulting with the superintendent
 - Other (specify) _____
- B. Teacher selection in schools should be the responsibility of:
- Superintendent
 - Principal
 - Superintendent only after consultation with the principal
 - Principal only after consultation with the superintendent
 - Other (specify) _____
- C. How important is it for principals to have integral part in teacher selection:
- Very important
 - Important
 - Not important
 - Not necessary
 - Undesirable practice

VIII. Arranging for and participation in institutes, extension classes, workshops.

- A. In my school teachers participate in:
- Teachers' institutes
 - Extension classes
 - Workshops with other teachers in the district or area
 - Others (specify) _____
- B. Arranging for this in-service training in my school is the responsibility of:
- Superintendent and staff
 - Principal
 - Other (specify) _____

- C. This responsibility rightfully belongs to:
(specify) _____
- D. Teachers should be given the opportunity to participate in teacher workshops, institutes, extension classes, or other group in-service education programs every:
- Two months
 - Three months
 - Other (specify) _____
 - These activities not necessary

IX. Selecting and obtaining educational supplies for teachers.

- A. In my school the principal is:
- Responsible for selecting educational supplies
 - Contacted concerning selection of supplies but is not responsible
 - Not permitted to select supplies
- B. The selection of educational supplies should be the responsibility of:
- The superintendent and his immediate staff
 - The principal
 - Supervisors
 - Purchasing agent for the school district
 - The teacher
 - Other (specify) _____
- C. Obtaining educational supplies in my school is responsibility of:
- Superintendent
 - Principal
 - Purchasing agent
 - Other (specify) _____
- D. Obtaining educational supplies should be responsibility of:
- Superintendent
 - Principal
 - Purchasing agent
 - Other (specify) _____

X. Selection of textbooks.

- A. In my school:
- I am able to select all the textbooks from the approved state list
 - I am able to select part of the textbooks that are used
 - Higher authority dictates what books shall be used
 - The teacher chooses his desired texts from the books available on the state approved list
 - Other (specify) _____

- B. Who should make specific selection of textbooks used in each school?
- The state committee as now set up
 - The local school district
 - The principal and teachers in his school
 - The individual teacher
- C. With what features of the present state procedure of textbook selection do you:
1. Agree: _____

2. Disagree: _____

XI. A library of professional books and periodicals.

- A. A library of professional books and periodicals is:
- Available to each teacher at the school
 - Available to each teacher in a nearby library
 - Not available to the teacher
 - In the process of being formed
 - Not considered worthwhile or necessary
- B. In my school a professional library is not maintained because:
- Similar library is nearby
 - Costs too much to maintain
 - Lack of facilities
 - Lack of interest
 - Lack of time
 - Other (specify) _____
- C. The responsibility for building up and maintaining this kind of library in my school rests with: (specify) _____
- D. This kind of library work should be the responsibility of: (specify) _____

XII. Preparing and Issuing Professional Bulletins for the Faculty.

- A. Preparing and issuing professional bulletins for the faculty is:
- A necessary part of my professional relation with teachers
 - A desirable practice but not consistently done
 - All right but not necessary
 - Not carried on in my school
 - Not desirable

- B. Preparing and issuing professional bulletins in my school is done every:
- week
 - two weeks
 - month
 - as occasion requires
 - other (specify) _____

- C. Professional bulletins should include:
- Accomplishments of school
 - New publications pertinent to the school
 - Recent local and national trends in education
 - Listings of major school and community events
 - Changes in the policies of school
 - Rearrangements or additions in teaching personnel
 - Others (specify) _____

- D. Professional bulletins should be prepared every:
(specify time) _____

XIII. Planning and Directing Faculty Meetings Dealing with Curriculum and Instructional Problems.

- A. Meetings dealing with curriculum and instructional problems are held:
- Regularly (about every month)
 - Occasionally (about every two months)
 - Rarely (once or twice a year)
 - Never
 - Usually held as part of the regular faculty meetings
 - Always held as part of the regular faculty meetings

- B. These meetings are:
- Very important
 - Important
 - Should be held once in a while
 - Not important
 - Not necessary

- C. In my school these meetings are the responsibility of:
- The principal
 - The superintendent
 - Other (specify) _____

- D. These meetings should be the responsibility of:
(specify) _____

XIV. With respect to areas of importance to which you are not giving enough attention, what do you recommend?

- More clerical help to assist principal with such duties
- Assistant principal to be assigned supervisory duties
- Assistant principal to be assigned administrative or other duties
- An increased staff so that department heads might be assigned supervisory duties
- That more of these supervisory duties be taken care of through the superintendent's office
- Other (please specify) _____

A. About what percent of your total time devoted to school work do you consider you are now giving to supervision?

- 75 percent or above
- 50-75 percent
- 25-49 percent
- 10-24 percent
- Less than 10 percent

B. Do you feel this time (indicated above) should be increased:

- yes
- no

If so, how much? (specify) _____

XV. Administrative Supervisory Committees.

A. To what extent are administrative supervisory committees used?

- extensively
- moderately
- limited amount

B. Number of administrative supervisory committees in your school?

C. Proportion of your faculty participating on these committees?

D. Administrative supervisory committees operating in your school:

- curriculum committee
- scholarship committee
- guidance committee
- Extra-curricular committee
- Others _____

