

A STUDY OF ACTIVITIES FOR PROFESSIONAL GROWTH OF
IN-SERVICE TEACHERS IN THIRTY-TWO NEGRO
HIGH SCHOOLS OF GEORGIA

A THESIS

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CHAPTER I

INTRODUCTION

Statement of Problem. - This is a study of activities for professional growth of in-service teachers at thirty-two Negro high schools in Georgia.

Scope and Limitations of the Study. - The study is confined to activities for professional growth of in-service teachers at thirty-two Negro high schools in Georgia. The schools are divided into two groups: sixteen high schools which were accredited by the Southern Association of Colleges and Secondary Schools for the years of 1945-46, all of which were also accredited by the State of Georgia, and sixteen schools which were accredited only by the State of Georgia. The study is limited to the school year of 1946-47. The Normative-Survey method was employed - the questionnaire technique being used. The limitations of the questionnaire technique seemed to have been reduced considerably since a large number of principals, in addition to checking all questions, added statements which helped greatly to make clear the nature of the program as described. This, it would seem, added to the validity of the answers.

Definition of Terms. - For the sake of clarity, the following terms are used throughout the study in the sense described below:

1. "Accredited Schools" as used in this study means schools which were accredited by the Southern Association of Colleges and Secondary Schools for the years of 1945-46, and also were accredited by the State of Georgia.

2. "Non-accredited Schools" as used in this study means schools which were not accredited by the Southern Association of Colleges and Secondary Schools, but which were accredited by the State of Georgia.
3. "Activities for Professional Growth" as used in this study means any activity participated in by teachers whether as a part of a formal program directed toward in-service growth of teachers, or things done by the principal and teachers informally, but which aided them in professional growth.
4. "Professional Growth" as used in this study means growth toward adaptation of the growing body of tested knowledge and techniques involved in the profession of education.

Purpose of the Study. - The purpose of this study is to answer the following questions:

1. What efforts are being put forth by principals of accredited and non-accredited high schools to encourage professional growth of their teachers?
2. What activities for professional growth of in-service teachers are being practiced at accredited and non-accredited high schools?
3. What difference, if any, exist between activities practiced at accredited and non-accredited high schools?
4. What phases of in-service activities seem to be most commonly practiced at these schools?
5. What implications, if any, from this study might be used in helping school officials of other institutions to evaluate and set up more functional programs for the professional growth of their teachers?

Procedure. - The procedure for making this study was as follows:

1. A questionnaire entitled "A Study of Activities for Professional Growth of In-Service Teachers at Thirty-Two Negro High Schools in Georgia" was constructed in the following manner: A survey of literature was made and activities which seemed to be emphasized most frequently for the promotion of professional growth of in-service teachers were noted and put into questions. The questions were designed in a manner that made them easy to answer, and also yield uniform answers as nearly as possible.
2. A questionnaire was sent to the principal of each of the sixteen accredited schools, and one to the principal of each of twenty-nine non-accredited schools. All the questionnaires from the sixteen accredited schools were returned, and twenty out of the twenty-nine questionnaires sent to non-accredited schools were returned. The first sixteen of the twenty questionnaires from the non-accredited schools were used in the study. The data from these thirty-two questionnaires were tabulated, analyzed and interpreted.

Value of the Study. - This study should present to school officials a comprehensive picture of activities for the professional growth of in-service teachers as practiced at these thirty-two Negro high schools. It also should be of value to school officials in evaluating and setting up more functional and practical programs for the professional growth of in-service teachers.

Related Literature. - As a result of a survey of related literature, it seems that the general opinion is that the teacher must continue to study while in service in order to keep abreast with trends in

education. Stoddard shows the necessity of continuous study by teachers in the following statement:

... one cannot receive his training in one or two decades go back to school and study again, and keep abreast of the developments within the teaching profession. It is only through a constant understanding and an adoption to the changing and enlarging body of knowledge and techniques involved in the profession of education that significant growth takes place.¹

Caswell is in agreement with Stoddard on this point. He states:

It is an easy matter to document the general need for an extensive program of in-service education. A low level of training of the present teaching force of the nation, a rapid turn-over of teachers, new developments in educational philosophy and science, rapid changes in the school curriculum, all indicate the need so clearly that there seems little to be gained by belaboring the point.²

Torgerson expressed the opinion that it is the primary function of supervisors to promote the continued growth of teachers in-service, and that conditions conducive to in-service growth can largely be provided for by progressive superintendents, supervisors, and principals.³

In explaining the role of a principal in promoting growth in-service, Armstrong and Cushman said:

What are the appropriate functions of the principal in in-service growth? Certainly it is not his job to try to make teachers all alike, to tell them how to teach, or to determine what innovations will be made in the school from time to time. He is not a teacher of teachers in the same sense that they are teachers of children. On the positive side, he seems to have two major functions. The first is to stir things up, to sensitize those about him to need for improvement, to encourage experimentation, to find

¹A. J. Stoddard, "Growth of Teachers in Service," Educational Record, XX (October, 1939), 506.

²Hollis L. Caswell, "In Service Education Looking Forward," Educational Methods, XIX (February, 1940), 262.

³T. L. Torgerson, "The Improvement of Teachers in Service," Review of Educational Research, IV (June, 1934), 340.

common concerns of teachers, and to create an atmosphere conducive to the birth and growth of ideas. The second function is to mobilize human and physical resources in such a way as to make for high morale and to provide the best possible learning experiences for each teacher.¹

Activities which are generally used in the professional growth of in-service teachers appear to be well settled. A summary, made by the Department of Supervisors and Directors of Instruction of the National Education Association, of 77 individual projects instituted by supervisors and directors of instruction showed that the most widely used supervisory activities used for improving teachers were: individual conferences, professional reading, demonstration teaching, and cooperative study.²

A study made by Garretson in 1931, in which he sent questionnaires to sixty-four principals in Oklahoma to determine what efforts they were putting forth to encourage the professional growth of their teachers, showed the following results:

1. There was no one practice employed by all of the principals
2. The nearest approach to unanimity was the encouragement of attendance of their teachers at teachers meetings.
3. The majority of the principals visited their teachers' classrooms for the purpose of supervision, and conferred with them after visitation.

¹W. Earl Armstrong and Leslie C. Cushman, "Evaluating the In-Service Program," In-Service Growth of School Personnel, National Education Association, Department of Elementary School Principals, Twenty-first Yearbook (Washington, 1942), p. 496.

²T. L. Torgerson, "The Improvement of Teachers in Service," Review of Educational Research, IV (June, 1934), 341.

4. More than one half of the principals have planned teachers' meetings, and hold departmental conferences.
5. Most of the principals arranged extension courses for the benefit of their teachers, encouraged them to attend summer school, provided professional literature for their use, and encouraged experimentation and professional writing and reading.¹

The results of studies made by Whitney and Ayer show that practically the same activities mentioned in the above study were used by principals and supervisors included in their studies.²

In an effort to determine what techniques for improvement were most popular among rural teachers of various counties, in 1919, Almack sent questionnaires to a large number of rural teachers. The activities found in use among the rural teachers studied by Almack were also very similar to those which Garretson, at a later date, found in his study.³

A study made by Davis in 1922, in which he sent questionnaires to teachers of the North Central Association to determine what activities for improvement were most popular among them, showed that the results of his study coincide with those mentioned in the above studies.⁴

¹Oliver K. Garretson, "In Service Training of Teachers in the High Schools of Oklahoma," School Review, XXXIX (May, 1931), 460.

²Russel L. C. Butsch, "The Preparation of Teachers," Review of Educational Research, I (April, 1931), 81.

³Ibid.

⁴C. O. Davis, "The Training and Experience of Teachers in the High Schools Accredited by the North Central Association," School Review, XXX (May, 1933), 335-54.

As a result of the facts revealed through an analysis of these studies dealing with prevailing practices, it seems that one is justified in drawing the conclusion that activities encouraged by the principals and supervisors for the improvement of their teachers are very similar and widely used among schools involved in the studies reported - none of which, however, gave special attention to Negro schools.

Some educators have dealt with the formulation of guiding principles and criteria for evaluation of good in-service programs. These writers are of the opinion that there is no possible way of developing a ready-made program of in-service education that will work in all schools with favorable results, but they do believe that there are certain general principles which might be helpful in planning in-service training programs. Reavis expressed the opinion that any program that results in professional growth of the teacher and improvement of the instructional program is an adequate in-service program.¹ Mackenzie lists the following criteria of a good in-service program:

1. In-service education should focus directly on the improvement of pupil learning experiences.
2. Programs of in-service education should be products of cooperative staff activity.
3. Programs of in-service education should be flexible and should include many varied activities.
4. Programs of in-service education should be included within the regular program of the school.

¹William C. Reavis, Forthcoming Developments in American Education (Chicago, 1945), p. 77.

5. In-service education should be recognized as an integral part of the total school program.
6. The responsibility of administration of in-service education should be chiefly the duty of the administrators.¹

In stating the characteristics of an effective in-service program, Armstrong and Cushman made the following statements:

There may be those who will question the use of the term "program" with reference to learning in service for teachers. It is not unlikely that such misapprehension grows out of a fear that this means a program for teachers like certain programs for pupils of which they know and disapprove. But if the term "program" is used as referring to such practices as characterize the work with pupils in the best schools they have known, that objection is probably erased. And that is exactly what a program of in-service growth for the professional personnel of the school ought to be - a program characterized by the same principles of learning employed with pupils in the best schools and classrooms of which we know.²

From the survey of literature, with reference to guiding principles and criteria for a good program of in-service education, it seems that one might conclude that:

1. It is the responsibility of administrators to promote professional growth of their teachers.
2. The interest and concerns of the students and the teachers should first be considered in organizing an in-service program.
3. The in-service program should be an integral part of the regular school program.

¹Gordon N. Mackenzie, "Developing and Administering the Curriculum and Pupil Services," Changing Conceptions in Educational Administration, National Society for the Study of Education, Forty-fifty Yearbook, Part II (Chicago, 1946), pp. 20-52.

²W. Earl Armstrong and C. Leslie Cushman, "Evaluating the In-Service Program," In-Service Growth of School Personnel, National Education Association, Department of Elementary School Principals, Twenty-first Yearbook (Washington, 1942), p. 486.

CHAPTER II

PRESENTATION OF DATA

Background Information About the Schools. - This study, as stated in Chapter I, includes thirty-two Negro high schools in Georgia, of which sixteen are accredited schools and sixteen are non-accredited schools. Since there were only sixteen accredited Negro high schools in Georgia, there was no choice in selecting the accredited schools for this study. But in the case of non-accredited schools, a special attempt was made to select sixteen non-accredited schools from sixteen different counties in order that as nearly as possible a true sample might be obtained.

Of the thirty-two high schools studied, ten were separate senior high schools and twenty-two were combined elementary-senior high schools. Of the ten separate high schools, seven were accredited and three were non-accredited schools; and of the twenty-two combined elementary-senior high schools, nine were accredited and thirteen were non-accredited schools.

There was no attempt made in this study to treat separately the in-service programs of the combined elementary and high schools and the separate high schools since only ten or thirty-one per cent of the schools were separate high schools. Table 1 shows the name and location of the sixteen accredited high schools studied and the number of teachers employed in each school; Table 2 shows the name and location of the sixteen non-accredited high schools studied and the number of teachers employed in each school.

TABLE 1

THE NAME AND LOCATION OF THE SIXTEEN ACCREDITED HIGH SCHOOLS STUDIED AND
THE NUMBER OF TEACHERS EMPLOYED IN EACH SCHOOL

Name of School	City	County	Number of Teachers
*Athens High School	Athens	Clarke	10
*Ballard High School	Macon	Bibb	14
*Boggs Academy	Keysville	Burke	7
*Booker T. Washington High School	Atlanta	Fulton	80
Cedar Hill High School	Cedartown	Polk	11
Center High School	Waycross	Ware	40
Douglas High School	Thomasville	Thomas	10
Emery Street High School	Dalton	Whitfield	11
Fair Street High School	Gainsville	Hall	12
*Gillispie Selden Institute	Cordele	Crisp	15
Howard Warner High School	Newnan	Coweta	21
*Hubbard Training School	Forsyth	Monroe	9
Moultrie High School	Moultrie	Colquett	24
Risley High School	Burnswick	Glynn	36
*Spencer High School	Columbus	Muscogee	29
Statesboro High School	Statesboro	Bullock	36

TABLE 2

THE NAME AND LOCATION OF THE SIXTEEN NON-ACCREDITED HIGH SCHOOLS STUDIED
AND THE NUMBER OF TEACHERS EMPLOYED IN EACH SCHOOL

Name of School	City	County	Number of Teachers
A. Speight High School	Milledgeville	Baldwin	10
*A. S. Staley High School	Americus	Sumter	10
*Augustus R. Johnson High School	Augusta	Richmond	18
Avondale High School	Avondale	Dekalb	10
Baxley Training School	Baxley	Appline	12
Brooks County Training School	Dixie	Brooks	10
Buford High School	Buford	Gwennett	7
Burney Street High School	Madison	Morgan	12
Cook County Training School	Adel	Cook	13
Elberton High School	Elberton	Elbert	15
Fitzgerald High School	Fitzgerald	Ben Hill	15
*George Washington Carver High School	Milledgeville	Baldwin	6
Hawkinsville High School	Hawkinsville	Pulaski	10
Main Colored High School	Rome	Floyd	17
Mitchell County Training School	Pelham	Mitchell	16
T. J. Elder High School	Sandersville	Washington	20

* Asterisk indicates that school is a separate high school.

Sequence of Presentation of Data. - The data in this study are presented under the following headings and in the sequence named. They are: Special Objectives of the In-Service Program, Professional Faculty Meetings, Demonstration Teaching, Classroom Visitation, Experimentation in Methods and Techniques of Teaching, Extension Courses and Institutes, School and Community Relations, Professional Reading and Writing, Membership in Professional Organizations, and Inter-Class and Inter-School Visitation. In considering each phase of the in-service program, an attempt was made to show the general trend of the practices at the schools included in this study.

Special Objectives of the In-Service Programs. - All of the schools covered in this study reported that they have in-service programs. In order to determine what objectives these schools were placing most emphasis upon in their in-service programs, a list of eight objectives of in-service programs was listed on the questionnaire submitted to the thirty-two principals. Each principal was asked to check the objective that he was placing most emphasis upon in his in-service program. Each principal was also asked to add objectives to the list if necessary. The objectives were as follows: improvement of recitation, improvement of remedial instruction, more efficient lesson plans, improving technique of handling large classes, improvement of guidance program, improvement of discipline, improvement of extra-curricular program, and improvement of school-community relationship. None of the principals added other objectives to the list. The data yielded on this phase of the questionnaire are shown in Table 3. An analysis of the data showed that both the principals of the accredited schools and the principals of the non-accredited schools had a greater interest in the improvement of guidance in their schools than any

TABLE 3

OBJECTIVES OF IN-SERVICE PROGRAMS AND THE NUMBER AND PER CENT OF ACCREDITED AND NON-ACCREDITED SCHOOLS PLACING MAJOR EMPHASIS ON EACH IN THEIR IN-SERVICE PROGRAMS

Objectives of In-Service Programs	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Improvement of Recitation-----	1	6	-	-	1	3
Improvement of Remedial Instruction-----	2	13	4	25	6	19
More Efficient Lesson Plans-----	3	19	1	6	4	13
Improving Technique of Handling Large Classes--	1	6	1	6	2	6
Improvement of Guidance Program-----	8	50	5	31	13	41
Improvement of Discipline-----	-	-	3	19	3	9
Improvement of Extra-Curricular Program-----	-	-	2	13	2	6
Improvement of School-Community Relationship--	1	6	-	-	1	3

other objective. Thirteen or forty-one per cent of all the principals were emphasizing the improvement of their guidance programs. Eight of these were principals of accredited schools and five were principals of non-accredited schools. The second highest number, six or nineteen per cent, stated that they were giving major consideration to the improvement of remedial instruction. Two of these were principals of accredited schools and four were principals of non-accredited schools. The improvement of

recitation and the improvement of school-community relationship were selected by the smallest number of principals. One principal stated that the improvement of recitation was the major emphasis of the in-service program in his school, and one stated that school-community relationship was of major concern in his school. Both were principals of accredited schools. It was further revealed that nineteen per cent of the accredited schools were placing major emphasis on the improvement of discipline, and thirteen per cent of the accredited schools showed major concern for the improvement of their extra-curricular program, while none of the non-accredited schools showed interest in these two objectives.

Professional Faculty Meetings. - All of the principals reported that they held professional faculty meetings. Thirty or ninety-four per cent of the principals stated that these meetings are held after school. The other two stated that they began their meetings one half hour before school closes and continued them one half hour after the closing hour.

Facts regarding the frequency of professional meetings at these schools are shown in Table 4. These data show that the largest per cent of the schools, forty-four per cent, have professional faculty meetings once a month. The next largest per cent, twenty-five per cent, do not have a scheduled time for holding meetings; their meetings are called anytime the principal sees fit. Only two schools have meetings as often as once a week.

In comparing the frequency of meetings held by the accredited schools with the frequency of meetings held by the non-accredited schools, a very close similarity in the frequency of these meetings is revealed. Seven or forty-four per cent of both the accredited and the non-accredited schools have professional faculty meetings once a month, and four or

TABLE 4

THE DIFFERENT TIMES AT WHICH PROFESSIONAL FACULTY MEETINGS ARE HELD AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS CALLING MEETINGS AT THESE TIMES

Times Professional Faculty Meetings are Held	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Once a week-----	1	6	1	6	2	6
Twice a month-----	2	13	3	19	5	15
Once a month-----	7	44	7	44	14	44
At anytime the principal sees fit-----	4	25	4	25	8	25
When individual teachers or committee present problems-----	2	13	1	6	3	9

twenty-five per cent of each group of schools have meetings anytime the principals sees fit.

The principal presided over professional faculty meetings at a vast majority of the schools, both accredited and non-accredited. Data concerning this factor are presented in Table 5. It was found that twenty-six or eighty-one per cent of all the principals presided over professional faculty meetings. Of these twenty-six schools, twelve were accredited schools and fourteen were non-accredited schools. Faculty members presided over professional meetings in only three or nine per cent of the schools. Two of these schools were accredited schools and one was a non-accredited school.

In answer to the question, "who selected problems for study at professional faculty meetings," the majority of the principals reported that

TABLE 5

PERSONS WHO GENERALLY PRESIDED OVER PROFESSIONAL FACULTY MEETINGS AT THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS AND THE NUMBER AND PER CENT OF THESE SCHOOLS IN WHICH EACH SERVED

Persons who Generally Presided Over Professional Meetings	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
The principal-----	12	75	13	81	25	79
Different members of the faculty-----	2	13	1	6	3	9
A program committee---	1	6	2	13	3	9
Chairman of staff-----	1	6	-	-	1	3

problems for study were selected by the principal and faculty. Information relative to the selection of problems for study at professional faculty meetings is shown in Table 6. These data show that the principal and faculty of twenty-three or seventy-two per cent of the schools selected the problems for study. Of these twenty-three schools, nine were accredited schools and fourteen were non-accredited schools. Of all thirty-two schools, only one principal reported that he alone selected the problems for study.

When this information was further broken down between the accredited schools and the non-accredited schools, it was revealed that twice as many accredited schools used committees to select problems for study at professional faculty meetings as non-accredited schools. It was further revealed that only two accredited schools and none of the non-accredited schools permitted students to aid in the selection of problems.

TABLE 6

PERSONS WHO SELECTED PROBLEMS FOR STUDY AT PROFESSIONAL FACULTY MEETINGS IN THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS AND THE NUMBER AND PER CENT OF SCHOOLS IN WHICH EACH SERVED

Persons who Selected Problems for Study at Professional Meetings	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
The principal-----	1	6	-	-	1	3
The principal and the faculty-----	9	56	14	88	23	73
A committee-----	4	25	2	13	6	19
The principal, faculty, and students-----	2	13	-	-	2	6

All of the schools covered by the study kept minutes of professional faculty meetings, and all but one school made these minutes available to the teachers. Methods by which these minutes were made available to teachers are shown in Table 7. An analysis of these data revealed that the minutes were made available to teachers in nineteen or fifty-nine per cent of the schools by the principal keeping a copy of them in his files, which were available to the teachers. Ten of these principals were principals of accredited schools and nine were principals of non-accredited schools. Only four principals gave individual copies of the minutes to their teachers. Two of them were principals of accredited schools and two were principals of non-accredited schools.

In an attempt to find out what topics were discussed during these professional faculty meetings, a list of sixteen topics was submitted to the principals of the schools covered by the study. These principals

TABLE 7

METHODS BY WHICH MINUTES OF PROFESSIONAL FACULTY MEETINGS WERE MADE AVAILABLE TO TEACHERS AND THE NUMBER AND PER CENT OF PRINCIPALS OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHO USED EACH METHOD TO MAKE THE MINUTES AVAILABLE TO THEIR TEACHERS

Methods Used to Make Minutes of Professional Faculty Meetings Available to Teachers	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Copies are kept in the principal's files available to teachers-----	10	63	9	56	19	59
The principal keeps a copy on his desk available to the teachers-----	1	6	2	13	3	9
A copy is given to each teacher-----	2	13	2	13	4	13
The secretary keeps a copy available to the teachers-----	2	13	3	19	5	16
The minutes are not available to the teachers-----	1	6	-	-	1	3

were asked to check topics which were discussed during their professional faculty meetings. It was found that a large number of topics were discussed during these meetings. In addition to the topics submitted in the questionnaire, the principals added the following topics to the list: methods of grading, attendance, membership in professional organizations, professional ethics, and function of parent-teacher association. This information is found in Table 8. The selection of topics made by the principals showed that the largest percentage of the schools, twenty-

TABLE 8

TOPICS DISCUSSED DURING PROFESSIONAL FACULTY MEETINGS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED SCHOOLS AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHICH DISCUSSED EACH DURING PROFESSIONAL FACULTY MEETINGS

Topics Which Were Discussed During Professional Meetings	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
General Aims of Education-----	8	50	8	50	16	50
Principals and Problems of Extra-Curricular Organization-----	7	44	9	56	16	50
Aims of Subject Matter Field-----	1	6	2	13	3	9
Curriculum Revision----	4	25	6	38	10	31
Types of Recitation----	3	19	8	50	11	34
The Assignment-----	6	38	3	19	9	28
Lesson Plans-----	7	44	6	38	13	41
Remedial Instruction---	5	31	6	38	11	34
Provisions for Individual Differences-----	9	56	9	56	18	56
Supervised Study-----	7	44	7	44	14	44
Health Program-----	9	56	13	81	22	69
Discipline-----	7	44	10	63	17	53
Guidance-----	13	81	10	63	23	72
Character Education-----	4	25	6	38	10	31
Home Condition of Pupil-----	6	38	8	50	14	44

TABLE 8 (Continued)

Topics Which Were Discussed During Professional Meetings	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Public Relations-----	5	32	3	19	8	25
Methods of Grading-----	1	6	-	-	1	3
Attendance-----	1	6	-	-	1	3
Membership in Professional Organizations-----	1	6	-	-	1	3
Professional Ethics-----	1	6	-	-	1	3
Function of P.T.A.-----	-	-	2	13	2	6
School Finance-----	1	6	1	6	3	6
Language Arts-----	1	6	-	-	1	3
Reading-----	2	13	-	-	2	6

three or seventy-two per cent, were interested in the improvement of guidance. This interest in guidance was also shown when the principals were asked to indicate the objective that each were placing most emphasis on in their in-service programs, reference to which was made on page 12, Chapter II. The next topic which seemed to be of greatest interest to the schools was health programs, which was checked by sixty-nine per cent of the principals. Methods of grading, attendance, membership in professional organizations, and language arts were among the topics discussed with least frequency.

There was marked similarity in the topics discussed during professional faculty meetings by the accredited schools and the non-accredited

schools. The topics which were discussed most frequently by the accredited schools were generally discussed most frequently by the non-accredited schools. However, the largest per cent of the accredited schools, eighty-one per cent, showed most interest in guidance, while the largest per cent of the non-accredited schools, eighty-one per cent, showed most interest in health programs.

In addition to professional faculty meetings, twenty-six schools, of which twelve were accredited schools and fourteen were non-accredited schools, had study groups to study problems of the school.

Demonstration Teaching. - Demonstration teaching was relatively popular among the schools in this study. Twenty-one or sixty-six per cent of the schools gave demonstrations in methods and techniques of teaching. Of this number, thirteen or forty-one per cent gave special demonstrations for the benefit of the poorer teachers.

When the principals were asked who generally gives the demonstrations, their answers showed that no one practice was used. Heads of departments, superior teachers and different teachers were most commonly used in the schools; each was used by sixteen per cent of the schools. Data regarding demonstration teaching are given in Table 9.

After breaking the data down between the accredited and the non-accredited schools, it was found that the practices were slightly different. The largest per cent of the accredited schools, four or twenty-five per cent, used superior teachers to give demonstrations, while only one or six per cent of the non-accredited schools used superior teachers to give demonstrations. On the other hand, the largest per cent of the non-accredited schools, four or twenty-five per cent, used heads of departments to give demonstrations, while only one or six per cent of the

TABLE 9

INDIVIDUALS WHO GAVE DEMONSTRATIONS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHO USED THESE INDIVIDUALS TO GIVE DEMONSTRATIONS

Individuals who Gave Demonstrations	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Supervisor-----	-	-	3	19	3	9
Principal-----	1	6	1	6	2	6
Consultant-----	-	-	1	6	1	3
Heads of departments--	1	6	4	25	5	16
Superior teacher-----	4	25	1	6	5	16
Different teacher-----	3	19	2	13	5	16

accredited schools used heads of departments in this capacity.

Classroom Visitation. - Classroom visitation for the purpose of supervision was one of the main supervisory techniques used by the principals of the thirty-two high schools. All the principals visited the classrooms of their teachers for the purpose of supervision. When these principals were asked what determined the frequency of their visits, a number of answers were given; some of the answers given by principals of the accredited and non-accredited schools are listed below.

Accredited Schools:

1. The nature of problems and the degree to which they are being met.
2. When unusual needs or problems arises.

3. The needs of teachers discovered through observation.
4. The desire of the principal to spot examples of good teaching.
5. The request of teachers and pupil failure.
6. To observe special projects.
7. Classroom visits are determined by the amount of assistance the teachers need.
8. Frequency of classroom visits depends upon the time allotted to this purpose.

Non-accredited schools:

1. Classroom visits depend upon the progress of the teacher.
2. Generally visits classroom upon request of the teacher.
3. Classroom visits depend upon time allotted to supervision.
4. Classroom visits depend upon how well the objectives of the school are being achieved.
5. Frequency of visits depends upon observations of last visit.
6. Frequency of visits depends upon the experience of the teacher and the ability to discipline.
7. Classroom visits are made by a daily schedule.
8. Visits depend upon the apparent needs of the pupils.

The principals were then asked what were the average number of times they visited classrooms per month. The answers showed great variation in frequency of classroom visits. The range of visits was from ten or thirty-one per cent of the principals who visited classrooms on an average of once each two weeks to two or six per cent of the principals who visited classrooms as often as twice a week. Other facts concerning classroom visitation by principals are presented in Table 10.

In comparing the frequency of classroom visits of the principals of the accredited schools with the frequency of classroom visits of the principals of the non-accredited schools, it was found that on an average the principals of the non-accredited schools visited classrooms for the purpose of supervision more often than the principals of the accredited schools. The inquiry showed that the largest per cent of the principals of the accredited schools, fifty per cent, visited classrooms of their teachers on an average of once a month, while the largest per cent of the principals of the non-accredited schools, thirty-eight per cent, visited the classrooms of their teachers on an average of once each two weeks. The analysis further showed that the second largest per cent of the principals of the accredited schools visited classrooms on an average of once each two weeks, while the second largest per cent of the principals of the non-accredited schools visited classrooms on an average of once a week.

One principal of an accredited school stated that although he visited classrooms for the purpose of supervision, he also used a public address system which permitted him to listen to recitations in classrooms while he is in his office. He further explained that this device was not used to spy on his teachers; he always notified each teacher when he planned to listen in on his classes.

Fifty-three per cent of the principals visited the classrooms of their better teachers as often as they did the classrooms of their poorer teachers. One principal in explaining his reason for these visits said that he gets ideas from the better teachers and use them in helping the poorer ones.

TABLE 10

THE AVERAGE TIME EACH PRINCIPAL VISITS CLASSROOMS AND THE NUMBER AND PER CENT OF PRINCIPALS OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHO VISITED CLASSROOMS AT THESE TIMES FOR THE PURPOSE OF SUPERVISION

Frequency of Classroom Visits by the Principals	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Principals	Per Cent	Number of Principals	Per Cent	Number of Principals	Per Cent
Twice a week-----	-	-	2	13	2	6
Once a week-----	3	19	5	31	8	25
Once each two weeks---	4	25	6	38	10	31
Once a month-----	8	50	1	6	9	28
Less frequently-----	1	6	2	13	3	9

It was a common practice among the principals to keep records of classroom observations. Twenty-one or sixty-six per cent of the principals kept records of classroom observations, but only fifteen or forty-six per cent of them gave their teachers copies of their recommendations. Of this number, eight were principals of accredited schools and seven were principals of non-accredited schools. Some of the principals explained that it was not necessary to give their teachers copies of their recommendations since classroom visits were generally followed by conferences. This appeared to be true since twenty-eight or eighty-eight per cent of the principals followed classroom visits with conferences. Fourteen of these principals were principals of accredited schools and fourteen were principals of non-accredited schools.

Experimentation in Methods and Techniques of Teaching. - The principals of the schools included in this study showed a favorable attitude

toward experimentation in methods and techniques of teaching. Thirty-one or ninety-seven per cent of them actually encouraged their teachers to engage in experimentation; this included all of the principals of the accredited schools and fifteen of the principals of the non-accredited schools. Data on experimentation are presented in Table 11. These data revealed that fifty per cent of the principals required that their teachers receive permission before engaging in experimentation. Only sixteen per cent of the principals required that experimentation be directly under their supervision.

When a comparison was made between the practices relative to experimentation of the principals of the accredited schools and the practices of the principals of the non-accredited schools, the pattern was practically the same. The greatest difference between the practices of both groups of principals was that sixty-three per cent of the principals of the accredited schools required that their teachers receive permission before engaging in experimentation, while only thirty-eight per cent of the principals of the non-accredited schools had this requirement.

Teachers in eighty-eight per cent of the schools were actually engaged in experimentation; this included teachers of all sixteen accredited schools and teachers of twelve of the non-accredited schools.

Extension Courses and Institutes. - The principals of the schools studied did not place much value on extension courses. Only four or thirteen per cent of the principals arranged extension courses for the benefit of their teachers. Of this number, one was the principal of a non-accredited school and the other three were principals of accredited schools. Most of the principals explained that they do not recommend extension courses, but urge their teachers to attend summer schools.

TABLE 11

PRACTICES RELATIVE TO EXPERIMENTATION IN TECHNIQUES AND METHODS OF TEACHING AND THE NUMBER AND PER CENT OF PRINCIPALS OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHO ENCOURAGED EXPERIMENTATION TO PROMOTE PROFESSIONAL GROWTH

Practices of Principals Relative to Experimentation	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Principals	Per Cent	Number of Principals	Per Cent	Number of Principals	Per Cent
Encourages the faculty to engage in experimentation-----	16	100	15	94	31	97
Require that teachers receive permission in order to engage in experimentation-----	10	63	6	38	16	50
Require that all experimentation be directly under their supervision-----	2	13	3	19	5	16

When the principals were asked whether they required periodical attendance of their teachers at summer school, seventeen or fifty-three per cent of them stated that it was a requirement of their schools. Of this number, seven were principals of accredited schools and ten were principals of non-accredited schools. Other principals stated that even though they do not require attendance of teachers at summer schools, they urge them to attend, especially those who do not have degrees.

With regards to institutes, only twelve principals reported that institutes are held in their communities for teachers; eight of these were principals of accredited schools and four were principals of non-accredited schools. Eight of the principals required attendance of their

teachers at these institutes; this included five principals of the accredited schools and three principals of the non-accredited schools. The other four principals stated that attendance was not required but urged.

The inquiry further showed that fifteen or forty-seven per cent of the principals required attendance of their teachers at state teachers' meetings, and made provisions for them to attend by closing their schools. Attendance at these meetings was not required at the other schools but urged.

School and Community Relations. - Few principals had actually arranged a cooperative school and community project, but they encouraged their teachers to affiliate themselves with community organizations. The principals of only fourteen or forty-four per cent of the schools had actually initiated projects which were being worked out cooperatively by the school and the community, but their teachers were affiliated with ten different community organizations. The range of the schools having teachers affiliated with community organizations was from twenty-nine or ninety-one per cent of the schools having teachers affiliated with parent teachers' associations to one or three per cent of the schools having teachers affiliated with lodges. Data regarding school and community relations are presented in Table 12.

When a comparison was made between the affiliation of teachers of the accredited schools and the affiliation of teachers of the non-accredited schools with community organizations, a similar pattern was revealed. The largest percentage of both the accredited and the non-accredited schools had teachers affiliated with parent teachers' associations. Also a large percentage of both groups of schools had teachers affiliated with Sunday

TABLE 12

COMMUNITY ORGANIZATIONS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED SCHOOLS AND THE SIXTEEN NON-ACCREDITED SCHOOLS THAT HAD TEACHERS AFFILIATED WITH THESE ORGANIZATIONS

Community Organizations of which Teachers of the Thirty-two Schools are Affiliated	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Community Forums or Discussion Groups-----	8	50	8	50	16	50
Parent-Teacher Associations-----	14	88	15	94	29	91
School Improvement Clubs-----	9	56	7	44	16	50
Sunday School Teacher---	12	75	15	94	27	85
Sewing Clubs-----	5	31	9	56	14	44
Lodges-----	-	-	1	6	1	3
Young Men Christian Association and the Young Women Christian Association-----	-	-	2	13	2	6
Civic Clubs-----	4	25	2	13	6	19
Boy Scouts-----	2	13	-	-	2	6
National Association for the Advancement of Colored People-----	2	13	-	-	2	6

schools, community forums, school improvement clubs, and civic clubs.

However, none of the teachers of the non-accredited schools were connected with the boy scouts and the National Association for the Advancement of Colored People, while thirteen per cent of the accredited schools had

teachers affiliated with each of these organizations. On the other hand, one non-accredited school had teachers affiliated with lodges, and two non-accredited schools had teachers affiliated with the Young Men Christian Association and the Young Women Christian Association, while none of the teachers employed at accredited schools held membership in these organizations.

Professional Reading and Writing. - All the schools studied had subscriptions to professional magazines. In order to determine what professional magazines were subscribed to by the schools, a list of seventeen professional magazines, taken from the "Evaluative Criteria," 1940 Edition, published by the Cooperative Study of Secondary School Standards, was submitted in the questionnaire to the principals. Each principal was asked to check the magazine subscribed to by his school. The results of the inquiry showed that in addition to the professional magazines submitted in the questionnaire, a large number of other magazines were subscribed to by the schools. This was revealed when the principals added forty-eight professional magazines to the list. Professional magazines subscribed to by the schools are presented in Appendix A. The asterisk before the names of the magazines indicates that they were recommended by the Cooperative Study of Secondary School Standards as of high value to a secondary school library.

In comparing the professional magazines subscribed to by the accredited schools with the professional magazines subscribed to by the non-accredited schools, it was found that the largest subscriptions of both groups of schools were to the magazines recommended by the Cooperative Study of Secondary School Standards. Other than the professional magazines recommended by this organization, there was very little similarity

between the magazine subscriptions of the accredited schools and the non-accredited schools. This conclusion was reached when it was noted that there were twenty-four professional magazines subscribed to by the accredited schools which were not subscribed to by the non-accredited schools, and there were sixteen professional magazines subscribed to by the non-accredited schools which were not subscribed to by the accredited schools.

Answers from the inquiry showed that principals of a majority of the schools studied, eighteen or fifty-six per cent, were encouraging professional writing to promote professional growth of their teachers. It was further revealed that three methods were used by the principals to encourage professional writing - publication of articles of merit, encouraging teachers to write up the results of their experimentation, and reviewing articles written by teachers of other schools. These data are shown more clearly in Table 13. The method which was most commonly used by the principals was encouraging teachers to write up the results of their experimentation. This method was used by fourteen or forty-four per cent of the principals, of which eight were principals of accredited schools and six were principals of non-accredited schools. Publishing articles of merit appeared to have been used least by the principals to promote professional writing. It was used by only six or nineteen per cent of the principals. However, this method was used by a greater number of principals of accredited schools than principals of non-accredited schools. This was noted when it was found that five principals of accredited schools published their teachers' articles which had merit, while only one principal of the accredited schools used this practice.

In order to determine what kind of activities in which these teach-

TABLE 13

METHODS USED TO ENCOURAGE PROFESSIONAL WRITING AND THE NUMBER AND PER CENT OF PRINCIPALS OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHO USED THESE METHODS TO ENCOURAGE THEIR TEACHERS TO ENGAGE IN PROFESSIONAL WRITING

Methods Used to Encourage Professional Writing	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Principals	Per Cent	Number of Principals	Per Cent	Number of Principals	Per Cent
Publication of articles of merit-----	5	31	1	6	6	19
Encourage teachers to write up results of their experimentation----	8	50	6	38	14	44
Review articles written by teachers of other schools-----	9	56	4	25	13	41

ers were actually engaged, a list of activities relative to professional writing was sent in the questionnaire to the principals. Out of seven activities listed, five were checked, and no other activities were added to the list by the principals. More detailed information about activities relative to professional writing is shown in Table 14. It was noted that on a whole the number of schools having teachers engaged in different activities relative to professional writing was relatively low. The largest per cent of the principals of these schools reported that their teachers were engaged in writing articles for newspapers, including school newspapers; all other activities showed that less than twenty per cent of the schools had teachers engaged in them.

When the data was broken down between the accredited schools and the non-accredited schools, it was found that the teachers of both groups of

TABLE 14

PROFESSIONAL WRITING ACTIVITIES OF TEACHERS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS THAT HAD TEACHERS ENGAGED IN THESE ACTIVITIES

Types of Professional Writing	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Editing publications--	2	13	3	19	5	16
Reviewing articles before publication---	2	13	1	6	3	9
Writing articles for professional journals--	1	6	1	6	2	6
Writing articles for newspapers-----	10	63	6	38	16	50
Writing verse-----	2	13	1	6	3	9

schools were engaged in the same activities to practically the same degree. The largest per cent of both the principals of the accredited and the non-accredited schools reported that their teachers were engaged in writing articles for newspapers. However, more principals of the accredited schools reported having teachers engaged in writing articles for newspapers than was reported by principals of non-accredited schools; ten or sixty-three per cent of the principals of the accredited schools and six or thirty-eight per cent of the principals of the non-accredited schools reported having teachers engaged in writing articles for newspapers.

Membership in Professional Organizations. - Only a small percentage of the teachers employed at the thirty-two high schools covered by this study were affiliated with national professional organizations, but showed considerable interest in local professional organizations. This was revealed by the fact that twenty-five or seventy-nine per cent of the

principals reported having teachers affiliated with County and State Teachers' Meetings, while only seven or twenty-two per cent of the schools, the largest report on teacher affiliation with national organizations, reported having teachers affiliated with the National Education Association. More detailed data concerning membership in professional organizations are shown in Table 15.

In comparing the organizations with which the teachers of the accredited schools were affiliated and the organizations with which the teachers of the non-accredited schools were affiliated, it was found that teachers of both groups of schools showed relatively the same amount of interest in the same organizations. However, in one case there was a marked difference in their interest; nineteen per cent of the accredited schools had teachers affiliated with the American Teachers Association, while none of the non-accredited schools had teachers affiliated with this organization.

Inter-Class and Inter-School Visitation. - Provisions for inter-class and inter-school visitation appeared to be neglected at a majority of the schools. Only fifteen or forty-seven per cent of the principals of the schools studied provided for inter-class visitation of their teachers as a means of promoting professional growth. Of the fifteen principals who made this provision, nine were principals of accredited schools and six were principals of non-accredited schools. The inquiry further showed that only nine or twenty-eight per cent of the principals of these schools made provisions for their teachers to attend classes at other schools. Five of these principals were principals of accredited schools and the other four were principals of non-accredited schools.

TABLE 15

PROFESSIONAL ORGANIZATIONS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS WHICH HAD TEACHERS AFFILIATED WITH THESE ORGANIZATIONS

Professional Organizations of Which the Teachers Were Affiliated	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
American Chemistry Association-----	-	-	1	6	1	3
American Veterans Association-----	1	6	-	-	1	3
American Vocation Association-----	1	6	-	-	1	3
American Teachers' Association-----	3	19	-	-	3	9
Association for English Teachers-----	1	6	2	13	3	9
Men Teachers Association-----	2	13	2	13	4	13
National Education Association-----	3	19	4	25	7	22
Parent Teachers League-----	1	6	-	-	1	3
Teachers' Association (County and State)---	13	81	12	75	25	79
Vocational Arts Teachers Clubs-----	6	38	4	25	10	31
Science Research Society-----	-	-	1	6	1	3

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary and Conclusions. - The purposes of this study were stated in the form of five questions which have been answered as follows:

1. What efforts are being put forth by the principals of the accredited and non-accredited high schools to encourage professional growth of their teachers? The inquiry showed that all of the principals of both the accredited and the non-accredited high schools had definite organized programs for the promotion of professional growth of their teachers.
2. What activities for professional growth of in-service teachers are being practiced at accredited and non-accredited high schools? It was found that professional faculty meetings, study groups, demonstration teaching, classroom visitation by the principals, individual conferences with the principal, experimentation in methods and techniques of teaching, extension courses and institutes, planned projects between the school and the community, membership in community and professional organizations, professional reading and writing, and inter-class and inter-school visitation were being practiced at both the accredited and non-accredited schools. With reference to professional faculty meetings, it was found that: (1) in a majority of both the accredited and the non-accredited schools the meetings were held after the school day once a month; (2) the principal

generally presided over professional faculty meetings; (3) problems for study during these meetings were generally selected by the principal and faculty.

3. What difference, if any, exist between activities practiced at the accredited schools and the non-accredited schools? It was found that all activities practiced at the accredited schools were also practiced at the non-accredited schools. For the most part these activities were used in about the same degree by both groups of schools.
4. What phases of in-service activities seemed to be most commonly practiced at these schools? The activities which were found to be most commonly used were in order of frequency of use: professional faculty meetings, classroom visitation by the principal, individual conferences, membership in community organizations, professional reading and writing, membership in professional organizations, experimentation in methods and techniques of teaching, study groups, demonstration teaching, and inter-class and inter-school visitation.
5. What implications, if any, from this study might be used in helping school officials of other institutions to evaluate and set up more functional programs for the professional growth of their teachers? The facts revealed by this study which seem to have important implications are:
 - a. The professional faculty meetings at ninety-four per cent of the schools were held after the school day when the staff members had already devoted a full day to tiring activities. This implies a need for including this phase of the in-service

program within the regular school program at these schools. Any measure as important for the improvement of teachers as is the professional faculty meeting deserves time definitely scheduled as a part of the regular school day.

- b. The program of in-service education should be a cooperative activity between all of the individuals concerned. In view of the fact that principals at a majority of the schools presided over professional faculty meetings, it seems that cooperation in these meetings could be further encouraged by alternating the chairmanship among the staff.
- c. Few principals encouraged their teachers to take extension courses. They explained that extension courses had failed to meet their teachers' needs. This finding implies a need for better organized extension courses.
- d. Educators are of the opinion that arrangements for each teacher to spend at least a full day once a year in visiting the classes of a teacher in some neighboring school should be made at all schools. They further agree that teachers should be encouraged to visit the classes of teachers in their own school. The fact that less than fifty per cent of the principals of the schools studied made provisions for inter-class and inter-school visitation shows that more attention needs to be given to this phase of in-service education.
- e. It was found that forty-one per cent of the schools were emphasizing the improvement of guidance through their in-service programs, and seventy-two per cent of the schools

had discussed guidance during their professional meetings. This finding reveals a growing concern in these schools for better guidance programs. The colleges and universities preparing teachers for Georgia schools should offer work in guidance in sufficient quantity and kind to meet the needs of these schools.

- f. It was found that fifty per cent of the schools studied had teachers engaged in writing articles for newspapers, and only six per cent of the schools had teachers engaged in writing articles for professional journals. It would seem that writing articles for professional journals would be of much greater value in promoting the professional growth of teachers than writing articles for newspapers. Therefore, the teachers at these schools should be encouraged to write articles of merit which would be published by the leading professional journals.
- g. The affiliation of teachers with national professional organizations is considered by educators as one of the most important means of promoting professional growth. It was found in the study that twenty-two per cent represented the largest per cent of the schools having teachers affiliated with national professional organizations. This finding shows a need for encouraging teachers to affiliate themselves with national professional organizations in order to further their professional growth.

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APPENDIX

APPENDIX A

PROFESSIONAL MAGAZINES SUBSCRIBED TO BY THE SCHOOLS AND THE NUMBER AND PER CENT OF THE SIXTEEN ACCREDITED AND THE SIXTEEN NON-ACCREDITED SCHOOLS SUBSCRIBING TO THESE MAGAZINES

Magazines Subscribed to by the Thirty-two Schools Studied	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Agricultural Engineering-----	1	6	-	-	1	3
Agricultural Digest-----	-	-	1	6	1	3
American Cookery-----	1	6	-	-	1	3
*Atlantic Monthly-----	3	19	2	13	5	15
Better Homes and Gardens-----	1	6	-	-	1	3
*Book List-----	3	19	3	19	6	18
*Congressional Digest-----	1	6	2	13	3	9
Correct Speech-----	2	13	-	-	2	6
Consumers' Guide-----	2	13	-	-	2	6
Childhood Education-----	1	6	-	-	1	3
Clearing House-----	5	31	2	13	7	22
*Current History-----	8	50	5	31	13	41
Correct English-----	1	6	-	-	1	3
Elementary School Journal-----	2	13	-	-	2	6
Educational Administration and Supervision---	2	13	-	-	2	6

*Recommended for secondary school libraries by the Cooperative Study of Secondary School Standards.

Magazines Subscribed to by the Thirty-two Schools Studied	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Educational Leader- ship-----	2	13	-	-	2	6
Educational Journal--	-	-	1	6	1	3
Educational Digest---	-	-	1	6	1	3
*English Journal-----	10	63	6	36	16	50
Forum Magazine-----	-	-	1	6	1	3
*Harpers and Century--	6	38	1	6	7	22
High School Review---	2	13	-	-	2	13
High School Journal--	3	19	-	-	3	9
*Hygia-----	8	50	9	56	17	53
Industrial Arts and Vocational Education-	1	6	2	13	3	9
Instructor-----	1	6	2	13	3	9
Journal of Health and Physical Education---	1	6	2	13	3	9
Life-----	2	13	2	13	4	13
Library Journal-----	-	-	1	6	1	3
Look-----	2	13	-	-	2	6
Music Educational Journal-----	1	6	-	-	1	3
*Music America-----	3	19	3	19	6	18
*National Geographic--	7	44	5	31	12	38

Magazines Subscribed to by the Thirty-two Schools Studied	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
*Nature Magazine-----	5	31	4	25	9	29
Nation Schools-----	5	31	1	6	6	18
Negro Digest-----	2	13	-	-	2	6
News Week-----	-	-	1	6	1	3
Normal Instructor-----	-	-	1	6	1	3
Nursing Journal-----	1	6	-	-	1	3
Omnibook-----	-	-	1	6	1	3
Pathfinder-----	2	13	-	-	2	6
*Popular Mechanics-----	10	63	7	44	17	53
*Popular Science Mon- thly-----	11	68	5	31	16	50
Practical Home Econo- mics-----	-	-	1	6	1	3
Primary Grade Teacher--	-	-	1	6	1	3
Progressive Education--	1	6	1	6	2	6
*Readers' Guide to Periodical Literature--	5	31	-	-	5	16
Red Cross Magazine-----	-	-	1	6	1	3
Readers Digest-----	4	25	2	13	6	19
Southern Agriculturist-	1	6	-	-	1	3
Saturday Evening Post--	-	-	1	6	1	3

Magazines Subscribed to by the Thirty-two Schools	ACCREDITED SCHOOLS		NON-ACCREDITED SCHOOLS		ACCREDITED AND NON-ACCREDITED SCHOOLS	
	Number of Schools	Per Cent	Number of Schools	Per Cent	Number of Schools	Per Cent
Saturday Review of Literature-----	-	-	1	6	1	3
School Review-----	4	25	-	-	4	13
School Executive-----	2	13	1	6	3	9
*Scholastic-----	10	63	8	50	18	56
School Management-----	-	-	1	6	1	3
School Life-----	1	6	1	6	2	6
Science News Letter---	1	6	-	-	1	3
*Scientific America----	-	-	1	6	1	3
*Social Studies-----	-	-	1	6	1	3
Teachers Digest-----	7	44	4	25	11	35
Times-----	1	6	-	-	1	3
U. S. News-----	1	6	-	-	1	3
*Wilson Bulletin for Liberians-----	-	-	3	19	3	9
Whats New in Home Economics-----	1	6	1	6	2	6

APPENDIX B

A STUDY OF ACTIVITIES FOR PROFESSIONAL GROWTH OF IN-SERVICE
TEACHERS AT THIRTY-TWO NEGRO HIGH SCHOOLS IN GEORGIA

If the question is not clear, furnish the information in accordance with your interpretation rather than omit it. Remarks on any item will be greatly appreciated.

Filled by: _____ . Date: _____ .

Name of School: _____ .

Location of School: _____ .
City County

QUESTIONNAIRE

Organization of School and Program:

1. How many teachers do you have?
(Indicate here) _____ .
2. Do you have a definite program for the professional growth of your teachers?
(Indicate here) _____ .
3. If your school is both elementary and senior high school combined, answer questions a to e. If not, continue with question number 4.
 - a. How many teachers do you have in the high school?
(Indicate here) _____ .
 - b. How many teachers do you have in the elementary school?
(Indicate here) _____ .
 - c. Do members of your faculty teach in both the elementary and high schools?
(Check answer) Yes..... No.....
 - d. Is there a separate principal for the elementary and the high schools?
(Check answer) Yes..... No.....
 - e. Do you have a separate program for the professional growth of your high school teachers and a separate one for your elementary school teachers?
(Check answer) Yes..... No.....

4. Which one of the following subjects are you placing most emphasis this school year in your program for the professional growth of your teachers?

(Check only one)

- a. Improvement of Recitation.
- b. Improvement of Remedial Instruction.
- c. More Efficient Lesson Plans.
- d. Improving Technique of Handling Large Classes.
- e. Improvement of Guidance Program.
- f. Improvement of Discipline.
- g. Improvement of Extra-Curricular Program.
- h. Improvement of School-Community Relations.

(Add one if necessary)

- i. _____.

Teachers' Meetings:

1. Do you have professional faculty meetings?

(Check answer) Yes..... No.....

2. As a general practice, how often are these meetings held?

(Check only one)

- a. At least once a week.
- b. Once a month.
- c. At any time the principal sees fit.
- d. When individual teachers or committee present problems they want to discuss. (Add one if necessary)

- e. _____.

3. When are these meetings generally held?

(Check only one)

- a. Before school takes in.
- b. During recess.
- c. After school.
- d. Saturdays. (Add one if necessary)

- e. _____.

4. As a general practice, who presides over the meetings?

(Check only one)

- a. The principal.
- b. Members of the faculty.
- c. The faculty.
- d. A program committee. (Add one if necessary)

- e. _____.

5. Are study groups organized to study problems of the school?

(Check answer) Yes..... No.....

6. What is the most common method used in the selecting problems for study?

(Check only one)

- a. By the principal.

- b. By the principal and faculty.
- c. By a committee. (Add one if necessary)
- d. _____.

If you are principal of an elementary and senior high school combined, answer questions 7, 8, and 9, otherwise continue with number 10.

7. Are members of the elementary and high school required to meet together?
(Check only one)
 - a. Meet together at all professional meetings.
 - b. Meet together only when problems concern both elementary and high school. (Add one if necessary)
 - c. _____.

8. If elementary and high school teachers meet together, do you find that your elementary school teachers are generally interested in problems of high school nature?
(Check answer) Yes..... No.....

9. Are the high school teachers generally interested in elementary school problems?
(Check answer) Yes..... No.....

10. Check each of the following topics which were discussed in professional meetings this school year.
(Check here)
 - a. General Aims of Education.
 - b. Aims of Subject Matter Fields.
 - c. Principles and Problems of Extra-Curricular Organization.
 - d. Curriculum Revision.
 - e. Types of Recitation.
 - f. The Assignment.
 - g. Lesson Plans.
 - h. Remedial Instruction.
 - i. Provisions for Individual Differences.
 - j. Supervised Study.
 - k. Health Programs.
 - l. Problems of Discipline.
 - m. Guidance.
 - n. Character Education.
 - o. Home Conditions of Pupils.
 - p. Public Relations. (Add others if necessary)
 - q. _____.
 - r. _____.
 - s. _____.

11. Are minutes kept of professional meetings?
(Check answer) Yes..... No.....

12. Who takes the minutes?
(Check only one)
- a. The principal.
 - b. Secretary
 - c. Committee reporting. (Add one if necessary)
 - d. _____.
13. Are copies of the minutes made available to the teachers? If so, how?
(Check only one)
- a. The minutes are not available to the teachers.
 - b. Copies are kept in the principal's files available to teachers.
 - c. The principal keeps a copy on his desk available to teachers.
 - d. A copy is given to each member of the faculty.
(Add one if necessary)
 - e. _____.

Demonstrations:

1. Are arrangements made for specific demonstrations in teaching methods, techniques, etc. for the benefit of all your teachers?
(Check answer) Yes..... No.....
2. Who generally gives the demonstrations?
(Check only one)
- a. Supervisor.
 - b. Principal.
 - c. Consultant.
 - d. Heads of departments
 - e. Superior teacher.
 - f. Poorer teacher for group criticism. (Add one if necessary)
 - g. _____.
3. Are special demonstrations given to your poorer teachers?
(Check answer) Yes..... No.....

Classroom Visitation:

1. Do you visit the classroom of each teacher regularly for the purpose of supervision?
(Check answer) Yes..... No.....

If the answer to question 1 is "No," answer question number 2.

2. This work is cared for by;
(Check only one)
- a. A special supervisor.
 - b. Heads of departments. (Add one if necessary)
 - c. _____.

3. On an average how often do you visit teachers' classrooms for the purpose of supervision?
(Check only one)
..... a. Twice a week.
..... b. Once a week.
..... c. Once each two weeks.
..... d. Once a month.
..... e. Less frequently.

4. What determines how often you visit your teachers' classrooms?

(Indicate here) _____

5. Do you visit the classrooms of your better teachers as frequently as you do the poorer teachers?
(Check answer) Yes..... No.....
6. Do you keep a record of your observations?
(Check answer) Yes..... No.....
7. Do you give your teachers copies of your recommendations?
(Check answer) Yes..... No.....
8. Do you follow up visitations with conferences?
(Check answer) Yes..... No.....

Extension Courses, Summer School and Institutes:

1. Have you arranged extension courses for the benefit of your teachers this year?
(Check answer) Yes..... No.....
2. Is periodical attendance to summer school required of teachers in your school?
(Check answer) Yes..... No.....
3. Are institutes held in your community?
(Check answer) Yes..... No.....
4. Do you require attendance of your teachers to these institutes?
(Check answer) Yes..... No.....
5. Do you require attendance of your teachers to state teachers' meetings?
(Check answer) Yes..... No.....

School and Community Relations:

1. Have you arranged a cooperative project of school and community this year?
(Check answer) Yes..... No.....

2. Do you require personal visitation of homes by your teachers?
(Check answer) Yes..... No.....
3. Do you encourage members of your faculty to join community organizations?
(Check answer) Yes..... No.....
4. Check each organizations of which members of your faculty are affiliated.
(Check here)
 - a. Parent-Teacher Association.
 - b. Community Forums or discussion clubs.
 - c. School improvement clubs.
 - d. Sunday School teacher.
 - e. Sewing clubs. (Add others if necessary)
 - f. _____.
 - g. _____.

Experimentation in Methods and Techniques of Instruction:

1. Do you encourage your faculty to engage in experimentation such as trying new methods of teaching, etc?
(Check answer) Yes..... No.....
2. Do you require that these experiments be directly under your supervision?
(Check answer) Yes..... No.....
3. Must your teachers receive your permission in order to engage in experimentation in their classes?
(Check answer) Yes..... No.....
4. Are any of your teachers engaged in experimentation in methods or techniques this year?
(Check answer) Yes..... No.....

Professional Writing:

1. Do you encourage professional writing by members of your faculty?
(Check answer) Yes..... No.....
2. Check each method that you use to encourage professional writing?
(Check here)
 - a. Expansion of articles if they have merit.
 - b. Teachers are required to write up results of experimentation.
 - c. Articles written by teachers of other schools are reviewed.
(Add others if necessary)
 - d. _____.
 - e. _____.

3. Check each activity relative to publications and professional writing in which members of your faculty are now engaged.

(Check here)

- a. Editing publications.
- b. Reviewing articles before publication.
- c. Writing articles for professional journals.
- d. Writing articles for newspapers.
- e. Writing a book.
- f. Taking photographs for publication.
- g. Writing verse. (Add others if necessary)
- h. _____.
- i. _____.

Professional Reading:

1. Does your school library subscribe to professional magazines for the use of teachers?

(Check answer) Yes..... No.....

2. If your school library does not subscribe to professional magazines, are provisions made where by magazines subscribed to by individuals are made available to teachers?

(Check answer) Yes..... No.....

3. If your school library subscribes to professional magazines, check below ones to which the library subscribes.

(Check here)

- a. Atlantic Monthly.
- b. Book List.
- c. Congressional Digest.
- d. Current History Magazine.
- e. English Journal.
- f. Harpers Magazine.
- g. Hygeia.
- h. Musical America.
- i. National Geographic.
- j. Nature Magazine.
- k. Popular Mechanics.
- l. Popular Science Monthly.
- m. Readers Guide to Periodical Literature.
- n. Scholastic.
- o. Scientific America.
- p. Social Studies.
- q. Wilson Bulletin for Librarians. (Add others if necessary)
- r. _____.
- s. _____.
- t. _____.

Membership in Professional Organizations:

1. Check below each organization of which members of your faculty are members.

(Check here)

- a. American Chemistry Teachers' Association.
- b. Association for the Study of Education.
- c. Association for English Teachers.
- d. Men Teachers' Association.
- e. National Education Association.
- f. Parent-Teacher Association.
- g. Parent Teacher League.
- h. Phi Delta Kappa.
- i. Teachers' Association. (County, State)
- j. Vocational Arts Teachers' Clubs. (Add one if necessary)
- k. _____.
- l. _____.
- m. _____.

Inter-Class and Inter-School Visitation:

1. Do you provide for inter-class visitation of your teachers for the purpose of improving instruction?
(Check answer) Yes..... No.....
2. Do you provide for visitation of your teachers to special classes at other schools?
(Check answer) Yes..... No.....

Write remarks you wish to make in the space below.