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A Supervisory Program For Elementary Schools

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A SUPERVISORY PROGRAM FOR ELEMENTARY SCHOOLS

being

A Master's report presented to the Graduate
Faculty of the Fort Hays Kansas State College
in partial fulfillment of the requirements
for the Degree of Master of Science

by

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Fort Hays Kansas State College

Date

July 22, 1950.

Approved

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CHAPTER I

INTRODUCTION

Supervision is nearly as old as our American system of education, but even today the majority of our schools are without the benefit of a well planned supervisory program. The writer has had teaching experience at both the elementary and secondary level in the schools of Kansas and from time to time was concerned with supervision and supervisory programs. The need for such programs at both the elementary and secondary level is evident, but it is at the elementary level that helpful, intelligent supervision is urgently needed.

During the past two years a deluge of primary pupils swept into our already over-crowded classrooms. Teachers are attempting to impart knowledge to as many as forty-five and fifty children, all crowded into a single classroom. Principals are teaching full schedules and the small amount of free time they have must be spent on administrative duties. Superintendents are concerned with many duties, not the least of which is planning a program that will take care of the teeming hoard of students which approach the school doors each September. Under such conditions as these an ideal field exists wherein good supervisory programs may take root and grow. Out of experience and the general situation just presented the problem of this report evolved.

The Problem

The problem of this report specifically stated is as follows:

A Supervisory Program For Elementary Schools. The basic idea is to

set up a supervisory program that will be workable and helpful in improving instruction in the smaller schools in communities of the second and third class in Kansas.

Related Studies

A fairly exhaustive search of available materials failed to reveal any studies of an identical nature. However, studies related to the problem of this report are these: (a) Peterson, Irvin LeRoy, "A Supervisory Program for the Village School." Master's thesis, 1939. Colorado University. In this study the researcher attempted to devise a supervisory program suitable for the village school in which the superintendent is the supervisor of instruction;¹ (b) in 1940 Pennington's study, "A Program of Supervision for a Small School System," was a Master's thesis at the University of Colorado. It placed emphasis on personal supervision;² (c) Jacobs, in 1940 at the University of Texas evolved a thesis entitled, "A Study of Supervision in an Elementary School of San Antonio, Texas." This was a Master's thesis;³ (d) Robinson at Indiana State Teachers College in 1939 in

1. Irvin LeRoy Peterson, "A Supervisory Program for the Village School." (unpublished Master's thesis, Colorado University, Boulder, Colorado, 1939)

2. Jesse I. Pennington, "A Program of Supervision for a Small School System." (unpublished Master's thesis, Colorado University, Boulder, Colorado, 1940)

3. Bertye H. Jacobs, "A Study of Supervision in an Elementary School of San Antonio." (unpublished Master's thesis, University of Texas, Austin, Texas, 1940)

a Master's thesis explored the following problem, "An Investigation of Elementary Teachers Attitudes Toward Supervisory Practices in the Classroom." This was an attempt to determine the value of the different supervisory techniques and devices used in the classroom;⁴ and finally Wellman in a Master's thesis at the Fort Hays Kansas State College in 1950 made a study of "The Teaching Load of the Elementary Principal." This study is unpublished and applied to elementary principals in the State of Kansas. It gives a good picture of the duties and responsibilities and time devoted to supervision in the day by day work of the principal.⁵

Method of Procedure

The method and procedure used in working out the problem of this report included; first, a sifting and study of the philosophy or philosophies of recognized authorities in the field of supervision. These were selected from various sections of the United States to obtain an over all view of different supervisory programs; second, a survey and appraisal of supervisory programs in five selected Kansas elementary schools. These elementary schools are located in Wichita,

4. John V. Robinson, "An Investigation of Elementary Teachers' Attitudes Toward Supervisory Practices in the Classroom." (unpublished Master's thesis, Indiana State Teachers College, Terra Hanta, Indiana, 1939) 69 pp.

5. Loren Wellman, "The Teaching Load of the Elementary Principal." (unpublished Master's thesis, Fort Hays Kansas State College, Hays, Kansas, 1950)

Salina, Dodge City, Emporia and Hutchinson; and third, correspondence and interviews with supervisors in the above cities and with supervisors elsewhere in the field.

Definitions and Limitations

Elementary schools, as used in this report, will include the first six grades and kindergarten. Some educators maintain the name supervisor should be replaced by another title since many teachers dislike the term "supervisor." Consequently, the words supervisor, staff consultant and curriculum director will be used interchangeably.

In a study of this type, it is impossible to make a thorough study of all the supervisory programs in Kansas. Therefore, the survey is limited to the programs found in five Kansas cities having a population range of from ten thousand to one hundred and twenty thousand. Few cities with a population of less than ten thousand have a supervisor therefore, the survey of the larger cities was a necessity.

A further limitation is placed on this report in the extent to which these supervisory programs were investigated. Only basic aspects of the programs were studied and the many and varied such as kinds of tests and teaching techniques used by the supervisors in carrying out their individual programs are not included because of this great variety.

The questionnaire was used in surveying the supervisory programs but report data are not based entirely on information procured through the questionnaire. Much material was obtained through personal interviews and correspondence not to be found in the responses in the questionnaire.

CHAPTER II

THE PHILOSOPHY OF SUPERVISION

Present day supervision would hardly be recognizable as such when compared with the supervision of the nineteenth century. Before setting out the philosophy of current supervisors, certain definitions are in order. For example, one noted educator of this period defined supervision in these words, "The business of a supervisor is to cast a genial influence over his schools, but otherwise he is not to interfere with the work."¹

Another defined supervision this way, "Supervision is taking the broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details . . . Supervision is the vision in the old and beautiful sense of seeing things invisible."²

Though supervision is relatively new in practice, it has made progress since the definitions above were written.

Burton in 1922 in defining supervision case his definition in these words, "Supervision is concerned with:

(1) The improvement of the teaching act (classroom visits, individual and group conferences, directed teaching, demonstration teaching, development of standards for self-improvement, etc.)

1. A. S. Barr, W. H. Burton, and L. J. Brueckner, Supervision (New York, London: D. Appleton-Century Company, 1947), p. 4.

2. Ibid, p. 4.

(2) The improvement of teachers in service (teachers' meetings, professional readings, bibliographies and reviews, bulletins, intervisitation, self-analysis and criticism, etc.)

(3) The selection and organization of subject matter (setting up objectives, studies of subject matter and learning activities, experimental testing of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials, etc.)

(4) Testing and measuring (the use of standardized and local tests for classification, diagnosis, guidance, etc.)

(5) The rating of teachers (the development and use of rating cards of check lists, stimulation of self rating.)³

Supervision as defined by Burton nearly thirty years ago, contains the basic essentials of present day supervisory programs. Early definitions seemed to focus most attention on the teacher. Whether or not this was wise rested pretty much upon personal attitude. As time passed, supervisory practice became more democratic and as it became democratic the focus of attention shifted from the teacher to the child. Burton, a pioneer in the field of democratic supervision, was instrumental in bringing about this change. He also collaborated with Brueckner and Barr in this change. These three investigators in supervision formulated a philosophy of supervision which extensively embodies democratic theories in supervision. This philosophy will be dealt with in a later section of this chapter.

The majority of present day authorities in the field of supervision agree as to the basic fundamentals which should be included in every supervisory program. They disagree as to the focus of attention in administering the program.

3. Ibid. p. 5.

In the opinion of George C. Kyte, a supervisor should be an instructor or teacher of teachers. Says Kyte, "The supervisors of instruction as experts in various fields related to teaching and are responsible for aiding the directors of instruction in the improvement of the special aspects of instruction. Hence, the group of supervisors are special advisors to the directors and, within the limits of recognized specialization, are teachers of teachers."⁴

This is definitely a teacher centered concept of supervision and in direct conflict with the philosophies of other authorities in the field.

The chief supervisor in any school system, according to Kyte, is the principal. A quotation by him clearly brings out this point of view.

Since the principal's most important work is the improvement of teaching in the school, his dominant function is supervision. He makes his major contribution to the efficient growth of the pupils enrolled in the school when he devotes most of his time, thought, and energy to the supervisory activities which aid the teacher in increasing their professional efficiency.⁵

The assignment of the principal as the chief supervisory official within his building did not originate within the last decade. Principals acted as supervisors long before such offices as our present day supervisors now hold ever existed.

4. George C. Kyte, The Principal at Work (Boston: Ginn and Company, 1941), p. 8.

5. George C. Kyte, The Direction of Instruction, California University, Education and Society (Berkeley: The University, 1944), pp. 167-181.

In determining one's philosophy of supervision it is necessary to state one's concept of basic fundamentals. In Kyte's opinion, "The supervisory program consists of a definite, well organized plan of professional activities . . . Although authoritative leadership will exist, both supervision and teaching must be characterized by democratic, cooperative attitudes and procedures . . . Diagnosis, research, and appraisal should govern both supervision and teaching . . .

In supervising the staff assigned to him, the director of instruction must utilize all the specific supervisory techniques: (1) the supervisory observation of teaching, (2) the individual supervisory conference, (3) the supervisory teacher's meeting or group conference, (4) the supervisory bulletin and (5) the demonstration lesson . . .

The five techniques are applied in programs of intervisitation of teachers. They are the supervisory means used to develop, revise, and install courses of study. Also, they operate in supervision involving the use of tests and measurements. They are utilized in furthering professional reading and study. In fact, they are the significant supervisory means for developing every teacher, When rightly used, they exemplify the skill of each director of instruction in aiding every assistant under him in becoming competent in self-analysis, self-appraisal, and self-improvement.⁶

A brief summarization of Kyte's philosophy of supervision is as follows:

6. Ibid, p. 181.

(1) The principal should do the major portion of supervising within his building.

(2) A supervisor is a competent specialist in a field related to instruction.

(3) Supervisors are teachers of teachers.

(4) Supervision is the aid given to directors and teachers for the improvement of teaching.

(5) Supervision should be teacher focused.

It was the original intention of the writer to brief the philosophies of Barr, Burton and Brueckner under separate headings, but after careful exploration which included the study of their latest publication on supervision and personal correspondence with these educators, it was found that their philosophies of supervision were identical. In their most recent book, which several of the supervisors interviewed referred to as the "Supervisor's Bible," there is to be found a lengthy and complete philosophy of supervision. This philosophy includes the latest concepts of supervision and covers the field thoroughly.

Barr, Burton and Brueckner maintain that, "Supervision is leadership and the development of leadership within groups which are cooperatively:

- (1) Evaluating the Educational Product in the Light of Accepted Objectives of Education
 - a. The cooperative determination and critical analysis of aims
 - b. The selection and application of the means of appraisal
 - c. The analysis of the data to discover strength and weakness in the product.

(2) Studying the Teaching--Learning Situation to Determine the Antecedents of Satisfactory and Unsatisfactory Pupil Growth and Achievement.

a. Studying the course of study and the curriculum-in-operation

b. Studying the materials of instruction, the equipment, and the socio-physical environment of learning and growth

c. Studying the factors related to instruction (the teacher's personality, academic and professional training, techniques)

d. Studying the factors present in the learner (capacity, interest, work habits, etc.)

(3) Improving the Teaching--Learning Situation

a. Improving the course of study and the curriculum-in-operation

b. Improving the materials of instruction, the equipment, and the socio-physical environment of learning and growth

c. Improving the factors related directly to instruction

d. Improving factors present in the learner which affect his growth and achievement

(4) Evaluating the Objectives, Methods, and Outcomes of Supervision

a. Discovering and applying the techniques of evaluation

b. Evaluating the results of given supervisory programs, including factors which limit the success of these programs

c. Evaluating and improving the personnel of supervision⁷

This modern definition clearly breaks with the so called traditional supervision of the earlier days in that it is not centered around the teacher and the classroom act. The aim, structure, and fundamental processes of education are the focal points in the above definition.

The characteristics of modern supervision are briefly summarized by Barr, Burton and Brueckner.

7. Barr, Burton, Brueckner, op. cit., p. 12.

(1) Modern supervision directs attention toward the fundamentals of education and orients learning and its improvement within the general aim of education.

(2) The aim of supervision is the improvement of the total teaching-learning process, the total setting for learning rather than the narrow and limited aim of improving teachers in service.

(3) The focus is on a situation, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation. One group is not superior to another, operating to "improve" the inferior group.

(4) The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a cooperating member of a total group concerned with the improvement of learning.⁸

It is clear the belief of Barr, Burton and Brueckner is that traditional supervision was based largely on the thought that teachers, in general, were poorly trained and, therefore, in need of supervision and direction. The modern trend of supervision is partially the result of better trained teachers and a realization that classroom teachers have much to offer in working out a satisfactory supervisory program. Without the good will and cooperation of the classroom teachers, even the best program of supervision cannot succeed.

Contrasts between traditional and modern supervision are well illustrated by the following pattern:

8. Ibid, p. 13.

Traditional	Modern
1. Inspection	1. Study and analysis
2. Teacher focused	2. Aim, material, method, teacher pupil and environment
3. Visitation and conference	3. Many diverse functions
4. Random and haphazard, or a meager, formal plan	4. Definitely organized and planned
5. Imposed and authoritarian	5. Derived and cooperative
6. One person usually	6. Many persons ⁹

It is doubtful that any supervisory program will be entirely traditional or entirely modernistic. Even the so called modern program contains many of the supervisory functions classed as traditional and all traditional programs contain a number of activities that can be termed modern. The constantly changing concepts of education makes it rather difficult to discard certain educational procedures because they are supposedly old fashioned or outmoded.

A further statement of the views of Barr, Burton and Brueckner shows the trends of modern supervision during the past twenty-five years. These trends are summarized as follows:

As a result of ever more critical thinking about the nature of education, supervision includes far more than in times past. It is increasingly objective and experimental in its methods. Activities and opportunities are distributed among a larger number of persons and policies are formulated through group discussion with participation by all. Lastly, supervision is being derived from the given situation rather than imposed upon it.¹⁰

The administration of the supervisory program is assumed, by the

9. Ibid, p. 13.

10. Ibid, p. 11.

writer, to be in the hands of a competent supervisor, but they also emphasize the importance of self supervision.

The mature individual will not only serve as a leader in group enterprise, not only make contributions to group discussion and decision; he will often engage in purely individual effort . . .

Mature educational workers possessed of active, critical minds, of a realization of the importance of education, of a dynamic view of the universe will engage in self-directed study as a matter of course. Many interested and willing teachers need only encouragement and assistance to go to work independently on their own problems.¹¹

The importance of self-supervision is frequently overlooked by many administrators and supervisors. It is through the teacher that the child receives the most help, regardless of the supervisor's activities, therefore, self-supervision should be encouraged in every phase of education.

A summarization of the basic points included in the philosophies of Barr, Burton and Brueckner are briefly stated herewith:

- (1) Supervision should not be teacher focused but should include the whole range of elements affecting learning.
- (2) A supervisory program is not conceived and carried out by one individual. All persons included in the school system as well as school patrons are considered co-workers aiming at the improvement of education.
- (3) Supervision . . . is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth.¹²

11. Ibid, p. 12.

12. Ibid, p. 11.

(4) Modern supervision . . . is the study and analysis through many diverse functions operating through a carefully planned program that has been cooperatively derived from the needs of the situation and in which many persons participate.¹³

Supervisors of instruction are concerned with the improvement of teaching efficiency, the improvement of the teaching act. They may differ in the method and techniques to be used in attaining this improvement though their goals may be the same. Furthermore, authorities in the field of supervision are quite generally agreed on objectives in their attainment through teaching, testing, observation, conference and appraisal of outcomes. There is agreement among authorities on supervision that the supervisor of instruction be a coordinator of good teaching rather than an inspector merely on teaching. Kyte stands for a teacher centered program of supervision and assumes that as teachers improve in their teaching, improvement of learning on the part of pupils will take place. He also holds that the elementary principal should be the supervisor. Barr, Burton and Brueckner on the other hand focus attention upon the child as a learner and that the teacher is a cooperative member in the supervisory program. It is clear, however, whatever philosophy of supervision authorities may hold, any program has for its ultimate purpose "the improvement of instruction."

13. Ibid, p. 14.

CHAPTER III

SUPERVISORY PROGRAMS IN KANSAS

The purpose of the preceding chapter was to present and summarize the philosophy and underpinning principles of certain leaders in the field of supervision. Among these were such leaders as Kyte, Barr, Burton and Brueckner. The purpose of chapter III is to present from first hand contact and visitation supervisory plans and schemes as now being executed in certain selected school systems in Kansas. The systems are in five cities of the first and second class, namely, Emporia, Salina, Dodge City, Hutchinson and Wichita. Thus, with the philosophy of supervision and the description of five schemes operative--which the writer believes to be typical of what obtains in the state of Kansas--the elements of a practical supervisory program may be projected which if used would no doubt serve to "improve the quality of instruction" in any school system that chooses to use it. This is the justification for such a research project.

The five cities covered in this supervisory survey have had supervisory programs for a number of years. Since individuals are unlike it will be found that supervisory programs differ one from another. Similar characteristics obtain but differences appear as well, depending upon the size of the school system, the needs of the community and the personality of the supervisor. It is not the purpose of this research to determine which program is superior. The aim being to obtain a knowledge of the activities concerned with elementary supervisors and to discover rather accurately, what constitutes good elementary supervision.

Emporia

Emporia has a regularly scheduled testing program involving the use of standardized tests. The tests used are the Pintner Intelligence, given by the supervisor, and the Metropolitan Achievement tests given by classroom teachers. Achievement tests are given to all children in the spring. Intelligence tests are given to the third and fifth grades in the fall and to the kindergarten in the spring. Test results are used to help the teacher understand the child and to help the teacher work more intelligently with the child. Supplementary testing is done occasionally. Various individual intelligence tests are given to exceptional children and in special cases as needed. Additional techniques for child study under the direction of the supervisor are home visits, contacting parents, talking with former teachers and sending reports from one grade to another. All the teachers participate in carrying out these additional techniques. Teachers are encouraged to make case studies of individual pupils. However, the supervisor may do this when necessary. Such case studies include an investigation of home background and environment, classroom visits by the supervisor to observe actions of pupils and information given to the teacher by parents of kindergarten children. The school nurse, the doctor, the home and parents are other facilities used to secure desirable information about particular pupils. The supervisor also makes home calls with new teachers since most teachers hesitate to call on the parents of a pupil and new teachers are especially reluctant to do this.

Building a better curriculum is one of the primary aims of all

supervisors. A curriculum should be developed that will fit the needs of all students and much time is spent in accomplishing this particular aim.

In Emporia the selection of library materials is made by the supervisor with the cooperation of the teachers. Each teacher submits a list of library books needed and the supervisor compiles the list and places the order. Sources are also provided through which teachers may secure all types of instructional and supplementary materials. There is also a record of sources for securing free and inexpensive materials.

A continuous program of curriculum revision and development is carried on in the elementary schools of Emporia. This is usually done through curriculum committees with all elementary teachers meeting together and having different tasks delegated to these teacher committees. The committees are for most part composed of teachers interested in the same subject matter areas and teachers concerned with the same age and grade level. Curriculum specialists are also used in revising the curriculum.

The majority of our elementary school systems with supervisors place visual aids under the direction of the supervisors. In this, Emporia is no exception. Miss Evans, the supervisor, makes trips to Kansas University each year in the spring to preview films that may be used during the following school term. Other teachers may accompany her on this trip if they so desire. Miss Evans also previews film strips before they are shown and writes a synopsis of all films shown during the year. Emporia does not have its own film library and, as a

result, the spring meetings are held for the teachers and at this time decisions on dates and films to be shown the next school term are determined. Visual aids should not be interpreted to mean only films. Phonetic charts, safety posters, and educational posters are also visual aids but the supervision of aids such as these are carried on in connection with classroom supervision.

Classes are visited by Miss Evans but not on regular schedule. Visits are made upon invitation or at any time the supervisor may deem such a visit to be needed. Visits last from a half hour to half a day after which Miss Evans may hold conferences with the teacher or teachers. Demonstration teaching is also part of her supervisory program. Such teaching is done when the situation seems to warrant it or when a teacher asks for a demonstration in some particular subject. The purpose of demonstration teaching is to help new teachers in the teaching of their subjects, or perhaps establish discipline and promote better learning. The purpose of the classroom visit is to help the individual teacher observe how things are going in general, and thus develop better teaching.

Emporia has had organized study groups for the improvement of learning but at the present time these groups are not functioning. No reason was given for this lack of activity on the part of these groups.

The supervisor has a professional library of from two hundred and fifty to three hundred books. The superintendent recommends certain books for the teachers, but the books in this professional library are not used as widely as Miss Evans feels they should be. Teachers are

not required to read these books but they are encouraged to make use of them.

Provisions are made for teachers to attend professional meetings and conventions and are urged to attend such conferences. Teachers are also encouraged to make contributions to professional magazines.

The Emporia supervisor is quite active in professional organizations. She is a member of the National Education Association, Kansas State Teachers Association, the Association for Supervision and Curriculum Development, Kansas Supervisors Association, Council of Administration and the Emporia Educational Association.

The balance of what follows in presenting the Emporia plan is the questionnaire used in obtaining the factual basis on which the supervisory scheme rests. The questionnaire was first worked out in the summer of 1949 under the direction of Professor Olson who taught graduate classes in Elementary Education in the Fort Hays Kansas State College. The items in the questionnaire were also submitted to the judgment of experienced elementary teachers and elementary school principals in a class taking elementary school supervision. Thus the questionnaire represents experience and composite judgment in supervision. The questionnaire is presented in the form used, with each major division and sub-divisions on which information was wanted. The answer given by the supervisor to each item is underscored.

SUPERVISION

I. Helping teachers study children.

A. Testing program

1. Do you have a regularly scheduled program involving the use of standardized tests? Yes
 - a. Tests used?
 - Pintner Intelligence
 - Metropolitan Achievement
 - b. By whom administered?
 - Supervisor--Intelligence
 - Teachers--Achievement
 - c. When?
 - Achievement--spring Kindergarten--spring
 - 3-5 Intelligence--fall various times
 - d. What uses are made of test results?
 - Intelligence--help teacher understand child
 - Achievement--help teacher work more intelligently with child
 - e. What supplementary testing is done?
 - Individual intelligence test occasionally--
 - exceptional children

B. Developing additional techniques for child study.

1. What, if any, special techniques for child study are used under your supervision?
 - Visit homes; contact parents; talk with former teachers; send reports from one primary grade to another.
2. What teachers are learning these techniques?
 - a. All of them? yes
 - b. Only those who have found a need? _____
 - c. Only those expressing a desire to use them? _____

C. Do you supervise the making of case studies of individual children when and if the need arises? Teacher should if possible

1. Describe briefly how this is done.
Home background and environment. Supervisor visits class and observes actions of pupils. Parents give kindergarten teachers information of children.
2. What facilities are used in securing information about the child? (Nurse, Doctor, Psychiatrist, Home, Parents?)
Supervisor makes home calls with new teachers.

II. Building the curriculum.

A. Accumulation of materials.

1. Do you make selection of library materials?
Yes, with cooperation of teachers
2. How?
Teachers make lists, supervisor compiles lists and orders.
3. Do you provide sources through which teachers may secure instructional and supplementary materials? yes
 - a. What kind of materials? All types of materials
4. Do you keep on file a record of sources for securing free or inexpensive materials? yes
5. Do teachers consult you about the selection of reference books, supplementary readers, text books, etc.? yes

B. Curriculum committees and curriculum work shops.

1. Do you conduct a program of continuous curriculum revision and development? yes
 - (a.) Through curriculum committees?
People from every level on committees for health revision. For elementary, all teachers meet. Delegated different tasks.
 - b. Through curriculum conferences or work shops?
 - c. Do you bring in curriculum specialists from outside your system?

2. In what way do you culminate a project in curriculum revision or development, i.e., do you finish with courses of study; activity units; etc., others?
Depend on curriculum
3. Do curriculum committees consist of teachers interested in the same subject matter areas, or the same age and grade level areas? Others?
Same age and grade level--subject matter areas

C. Visual aids.

1. What do you do to help teachers become acquainted with, secure and use various materials?
Go to K.U. and preview film in spring. Teachers may go. Preview film strips. Wrote synopsis of all films this year. Have meetings for teachers on dates and films.

III. Improving instruction.

- A. Do you visit classes to observe instructional procedures?
yes
1. How often?
No regular time. Go as needed and when asked. Drop in.
2. How long do you stay?
one half hour to one half day, seldom one half day
3. Do you hold conferences with the teacher after these visitations?
If necessary
4. How do you establish rapport with the teacher?
Know teachers. New teachers feel the need of help. Nice--helpful--interested in teachers.
5. Do you submit reports of observation to the superintendent?
No written reports, verbal
6. Do you go upon the invitation of the teacher? yes
7. Do you go at your own convenience? yes

8. What is the purpose of your visit?
Help teacher, observe children, see how things
 are going in general. Assist new teachers.

B. Do you do demonstration teaching? yes

1. How often?
When asked, when situation seems to demand.
2. When and under what conditions do you do demonstration teaching?
Assist teachers--discipline--promote learning
3. What do you attempt to accomplish by it?
Develop better teachers

C. Organized study groups for improvement of instruction.

1. Do you have organized study groups for the improvement of instruction? have had
2. Explain briefly how group is organized and how it functions.

IV. Promoting professional growth.

A. Professional library

1. Do you have a professional library for teachers' use?
Yes
2. How many volumes are in this library? 250-300
3. Name the last four accessions.
Witty's Reading Book, Grey's, Foster and Headly
4. How widely are the books circulated?
Not as much as should be. Supervisor recommends certain books.
5. Do you require teachers to read books? no

B. Professional meetings.

1. Do you encourage and make it possible for teachers to attend professional meetings and conventions? yes

2. Do you encourage or help teachers make contributions to professional magazines? yes
3. Do you now, or have you in the past held any office in a professional organization? yes
4. Name the professional organizations to which you belong.
N.E.A.--K.S.T.A.--Council of Administration--
Kansas Supervisors--A.S.C.D.--American Childhood
Education

Duplication of effort and report may seem to appear in presenting Emporia's program of supervision but even so the picture is thus fully described.

Salina

In the Salina elementary schools regularly scheduled reading readiness and intelligence tests are given. The Metropolitan Reading Readiness tests are given to the first grades the third week of school. The Kuhlman-Anderson Intelligence tests are given to the second, fourth and sixth grades as soon as possible after school starts in the fall. The Stanford-Binet tests are also given as supplementary tests in doubtful cases and for selecting children for special rooms. This latter test is also used as a check on group tests. Not too much emphasis is placed on testing and test results. All intelligence and achievement tests are administered by the elementary supervisor.

Some of the special techniques for child study in the Salina schools are rather unusual and unique. During the first week of school the first grade pupils attend school in the morning and the parents are invited to come to school in the afternoon. This is a sort of "breaking in" period for both pupils and parents.

No formal reports are used by teachers in reporting pupil progress. Parent-teacher conferences are held at various times and it is during these conferences that the child's progress is discussed and both the teachers and parents work together on any difficulties the child might be encountering. The social growth of third, fourth, fifth and sixth grade pupils is especially watched and developed along acceptable lines. All teachers are using these special techniques.

Case studies of children are not made in Salina. There is a personal record kept on each child that is continually being brought up to date and includes information the school regards as valuable. Information about the child is secured through cumulative records filled out by parents, the school nurse, and various conferences with parents.

The selection of library materials is made by the supervisor after suggestions have been made by teacher-committees which are appointed to work together on the selection of library materials.

Sources are provided through which teachers may secure all types of supplementary materials as well as free and inexpensive materials.

Supplementary readers, reference books, etc. are selected by committees working together with the supervisor. These committees are made up of teachers that teach on the same grade level.

The Salina Elementary schools are quite active in curriculum revision and development. This is carried on through curriculum committees within separate elementary buildings, workshops, and

curriculum specialists from outside the system. In June of 1948, six teachers went to a curriculum workshop at Kansas University and revised the social studies used in the system. All their expenses were paid for by the Board of Education. Also during the school term of 1948-1949 a curriculum specialist visited the Salina schools every two weeks and assisted in setting up a revised curriculum.

Committees, made up of teachers within the system, have a great deal to do with curriculum development in Salina and these committees usually consist of teachers interested in the same subject matter areas.

Movies are not used in the visual aid program of the Salina Elementary Schools. Instead each building has its own library of film strips and a film strip machine. Slides are also used a great deal. Principals and teachers select most of the visual aids to be used and the supervisor keeps teachers informed on any new developments in the visual aid field.

The elementary supervisor of Salina visits classrooms quite often. She visits everyone's room at least twice a year and oftener if difficulties arise. The length of the visits vary but usually last about one hour and immediately after the visit she holds a short conference with the teacher. Prior to going to a classroom for observation Miss Stewart, the elementary supervisor, calls the teacher and makes an appointment. She does not visit a classroom without first informing the teacher she is coming. No written reports are made to the superintendent concerning teachers and their methods of teaching but visits with him accomplish the same purpose.

Miss Stewart frowns upon the use of the word supervisor. She prefers the title of Director of Elementary Education as teachers dislike being supervised. Her method of establishing rapport with the teachers, which, incidentally is a very important factor if a supervisor is to succeed, is by maintaining a friendly attitude, by being helpful and understanding concerning their problems and by treating them as human beings.

The purpose of her visits is to improve learning conditions and classroom instruction. Large emphasis is placed on social development.

She does not do demonstration teaching but does substitute teaching if the need arises. Demonstration teaching is done by various teachers for teachers working with the same grade groups.

The Salina elementary system has two types of organized study groups. Type one is the study group within each building with the principal in charge. Type two is a general meeting of all elementary teachers with some educator from Kansas State College or Kansas University in charge. A topic for study such as "how to develop" is selected prior to the meeting and then thoroughly discussed during the meeting.

Salina has an ample professional library for teacher's use consisting of many educational volumes covering all levels. Four of the last accessions are: Guidance Practices at Work by Erickson and Happ; Education in Kindergarten by Headly and Foster; On Their Own in Reading by William S. Gray; and Your Children by Jenkins, Shacter, and Bauer.

These professional books are not circulated as widely as Miss Stewart wishes but teachers, though not required to read certain books, are encouraged to do so.

Teachers are encouraged to attend and take an active part in professional meetings and conventions and the Board of Education pays all travel and hotel expenses to special meetings.

Miss Stewart has held a number of offices in various professional organizations and at the present time belongs to the National Education Association, A. S. C. D., Associations for Childhood Development, Kansas State Teachers Association, State Supervisors Association, Kappa Delta Phi, and the Salina Teachers Association.

Dodge City

The testing program used in the elementary schools of Dodge City includes achievement, intelligence and reading tests. The Kuhlman-Anderson intelligence test is given to grades two and six each year approximately one month after school starts. The Stanford Achievement test is given to grades four and six twice a year, once in the fall and once in the spring, and in remedial reading groups three tests a year are given in order to have a close check on the groups progress.

Tests are administered by the teachers with assistance from the supervisor and the test results are used to some degree in determining the pupils general intelligence and in grouping pupils according to intelligence and ability. Test results in reading are used especially in determining the groupings of pupils in reading classes in grades 1-2-3 and 4.

Some supplementary testing is done when first tests given were felt to be unreliable or when teachers want certain tests but there are no particular tests used in supplementary testing. Special techniques for child study include interest inventories to find child's interest, self-help materials for retarded youngsters, and individual testing for exceptional cases.

Case studies are made by the supervisor in special cases. The usual method is to have both the teacher and the supervisor work on such studies. Other facilities used in securing information about a child include the school nurse, parents, and doctor. A psychiatrist may be recommended in certain cases but no psychiatrist is connected with the school system.

In the selection of library materials, Miss Kampf, the elementary supervisor, selects only materials for the central library. The principals and teachers, with suggestions from the supervisor, select library materials for their individual buildings.

Sources are provided through which teachers may secure all types of instructional and supplementary materials as well as free and inexpensive materials.

The problem of visual aids is not the concern of Dodge City's supervisor. There is a visual aid instructor that is responsible for this project. The school system has its own library of film strips and slides and the entire set-up is considered quite satisfactory.

The Dodge City system conducts a continuous program of curriculum revision and development through curriculum committees and with the

assistance of an occasional curriculum specialist. When a curriculum project has been completed outlines of the new revised course are given out to all teachers concerned and the teachers are also furnished with courses of study.

Curriculum committees consist of teachers interested in the same subject matter areas and teachers working with the same age and grade level areas. This is a necessity in the Dodge City elementary schools because the upper grades are departmentalized.

Miss Kampf visits classes to observe instructional procedures at least once a year. The established teachers are visited once a year while beginning teachers are visited oftener. These visits last at least one class period and conferences are usually held with the teacher after the visitations. Miss Kampf usually goes to classrooms only upon the invitation of the teacher. This procedure is of course changed if the situation seems to demand a change. No written report of classroom observations is submitted to the superintendent. The main purpose of such visits is to improve instruction, study an exceptional child or check on a slow group of children. Demonstration teaching is done occasionally when it is asked for or when it seems it would be helpful.

Study groups for the improvement of instruction are organized only when the need arises. This group is usually organized according to subjects or grades taught.

In the office of the Dodge City supervisor there is a professional library for teacher's use and the teachers also have access to the Junior College library. Three of the most recent accessions in the supervisor's

library are: The Art of Being Happy by Samuel G. Kling; Our Plundered Planet by Fairfield Osborn; and Reading in Modern Education by Paul Witty. Teachers are not required to read books though certain books are suggested as being worth while.

Teachers are urged to attend professional meetings and conventions and it is made possible for them to attend such meetings. They are also encouraged to make contributions to professional magazines though few have time for professional writing.

Miss Kampf has an added supervisory responsibility not found in many elementary school systems. In addition to her regular supervisory duties she has charge of the elementary teacher training classes at the Junior College.

She is quite active in various professional organizations being a member of the National Education Association, The Association for Supervision and Curriculum Development, The Kansas State Teachers Association and the Dodge City Educational Council.

Hutchinson

In Hutchinson, as in Dodge City, we find the supervisor dividing his time and duties between a Junior College and the elementary schools. Mr. R. C. Woodard, the elementary supervisor of the Hutchinson schools is an instructor in the Hutchinson Junior College and therefore delegates many supervisory duties to his building principals. It is the responsibility of the principals to set up the testing programs used and the teachers then administer the tests.

The Kuhlman-Anderson Intelligence test is given to the third and sixth grade each year while the Binet-Simon and Stanford-Binet are used as achievement tests. The achievement tests are given at the beginning and end of each school term. Supplementary testing includes a reading test in the first and second year of school and teacher developed achievement tests.

The results of standardized and supplementary tests are used to help teachers keep records of each pupil's ability and interests. The results also provide a profile of each student and helps guide the teacher in directing the development of the child.

Case studies of individual children are made by the principals with assistance from individual teachers. The facilities used in securing information about the child include the school nurse, doctor, school dental survey and interviews with child and parents.

The selection of library materials is made, primarily, by the teachers and principals. They recommend library materials and Mr. Woodard places the order. He also provides sources through which teachers may secure instructional materials but sources for free and inexpensive materials as well as some instructional materials are provided through the principals' offices.

The selection of reference books, supplementary readers, etc., is made by committees which meet with Mr. Woodard each year and determine the best selections for each grade level.

Continuous changes are being made in the curriculum of Hutchinson's elementary schools. These changes are usually the result of

curriculum committee meetings, the committees being composed of various grade groups. Hutchinson seldom brings in a curriculum specialist from outside the system. Curriculum projects are usually culminated with courses of study and activity units.

Visual aids, in the Hutchinson system, are handled by a coordinator of visual education. He secures materials, checks visual aid equipment, and holds conferences with teachers. Each elementary school had its own film strip library and is furnished with film lists from which it may order films.

Mr. Woodard visits classrooms at various times and these visits are usually made at his own convenience. They last from approximately fifteen to thirty minutes and a conference is usually held after class with the individual teachers visited. No written report of observation is submitted to the superintendent.

These visits are made with two definite purposes in mind--first to see whether the teachers can control their rooms, this is especially checked in the case of beginning teachers, and two, to observe teaching methods used.

Mr. Woodard does not do demonstration teaching. If a teacher is having difficulties that might be corrected by a demonstration of teaching methods, a more experienced teacher in the system is asked to observe and help the teacher with her educational problems. Study groups for the improvement of instruction are also used at times.

In each elementary school building in Hutchinson there is a professional library for teacher's use. Mr. Woodard also maintains a

professional library in his office that teachers may have access to. Four of his latest accessions are: Reading in Modern Education by Paul Witty; Making Arithmetic Meaningful by Leo J. Brueckner; Learning the Three R's by Gertrude Hildreth; Methods of Teaching in Town and Rural Schools by E. L. Ritter and L. A. Shepard. Teachers are not required to read certain books but once a month the teachers meet with their respective principals and the principals review and recommend various books to the teachers.

The attending of professional meetings and conventions by the teachers is encouraged and provisions are made where by teachers may attend such meetings. They are also encouraged to make contributions to professional magazines.

Mr. Woodard belongs to numerous professional organizations and has held a number of offices in such organizations. At the present time he is a member of the National Education Association, Kansas State Teachers Association, Association for Supervision and Curriculum Development, Elementary School Principals Association and the Hutchinson Educational Association.

Wichita

The elementary schools of Wichita have a very thorough and complete testing program. Intelligence tests are given to three groups each year--the kindergarten, third and fifth grades. The kindergarten is given the Detroit Beginning test while the third and fifth grades take the California Test of Mental Capacity. The Kuhlman-Anderson test

is also used some for the upper grades. Achievement tests are given to the first, third and sixth grades in both the fall and spring. The first grades take the Gates Primary Reading test while the third and sixth grades take either the Standard Achievement or the Progressive Achievement test. No definite tests are used in the testing program. Teachers administer the tests and the central office or supervisor's office compiles the results and send copies of test results back to the elementary buildings. These test results are used for diagnosis, analysis of difficulties, and finding out more about the child. Supplementary tests include Brueckner's Arithmetic test and Weekly Reader tests.

Special techniques for child study include health department checks for all children, visiting teachers, special tests for exceptional children and a psychologist who also works with exceptional children.

Miss Gammon, the Wichita supervisor, does not make case studies except in special or unusual cases. Case studies are made out only on exceptional children and such studies are usually compiled by the teacher with aid from the principal.

The complete facilities used in securing information about a child include the school nurse, psychologist, child guidance center, doctor and in special cases a psychiatrist deals with mental disorders. Play therapy is also used in the kindergartens of Wichita. In using play therapy it is assumed that certain children have a number of pent up emotions that must be released sooner or later, therefore,

they are allowed to do as they please. They can scream, cry, break up toys—any thing within reason to release these emotions. It is hoped that a release of these emotions at an early age will tend to make pupils more stable and better adjusted in their later life.

In building the curriculum the selection of library materials is made by the supervisor with the assistance of committees from each elementary building. Each building has its own library and sources are provided through which teachers may secure supplemental and instructional materials as well as free and inexpensive materials. Reference books and supplementary readers are usually selected by a committee that makes out book lists.

Wichita conducts a continuous program of curriculum revision and development through curriculum committees and curriculum workshops. A four week workshop was held in Wichita during the summer of 1949 and this summer a similar workshop will be held to revise the curriculum of four different fields. The teachers will be divided into sixteen groups and they will work out a revised curriculum for the language arts, science, arithmetic and social studies. Committees usually consist of teachers interested in the same subject matter areas.

A project in curriculum is culminated by the entire staff acting on the findings of the workshop group.

The visual aids used in the Wichita elementary schools are administered by the Director of Visual Education. The supervisor does not have to be concerned with visual aids and equipment. They have

their own film and film strip library which is quite large and covers the visual aid field adequately.

Miss Gammon tries to visit each classroom at least once a year but for the most part the principals are expected to observe or supervise instructional procedures. These visits, according to Miss Gammon, are made more for the inspirational value she received from them than for the correction of faulty teaching methods. This is readily understandable when one considers the large number of elementary schools she must supervise. Her visits usually last about twenty minutes and she seldom has a conference with a teacher after a visit. Any post visit suggestions she might have are made to the principal and he in turn relays them on to the teacher concerned. Visits are usually made upon the invitation of the teacher and no written reports of such visits are made to the superintendent.

Demonstration teaching is done by Miss Gammon when requested or in assisting a new teacher in getting the proper start.

The purpose of demonstration teaching and classroom visits is primarily the improvement of instruction. Secondary purposes are (1) to give teachers a boost (2) to give teachers a better understanding of children and (3) in the case of demonstration teaching, to give teachers a chance to observe children at work without being involved in the proceedings.

The organization of study groups for the improvement of instruction is left up to the building principals.

The professional growth of teachers in the Wichita system is

promoted by a professional library in each elementary building. Miss Gammon also has a personal library that consists of approximately five hundred volumes and is available to the staff. Four of the most recent accessions are: Foundations of Reading Instruction by Betts; How to Make Arithmetic Meaningful by Brueckner and Grossnickle; Child Growth Through Education by Hildreth and Child Development by Olsen. Teachers are not required to read certain books but when new texts arrive that are of value in promoting instruction, they are recommended to the teachers.

Teachers are encouraged to attend professional meetings and conventions. They are also encouraged to make contributions to professional magazines but these contributions are limited due to teaching activities.

Miss Gammon is very active in professional organizations. She has been president of the Kansas State Teachers's College Alumni Association and a member of the Kansas State Teachers Association Board of Directors. At the present time she is a member of the National Education Association, Kansas State Teachers Association, Association for Supervision and Curriculum Development, Wichita Teachers Association, American Association for University Women, and Delta Kappa Gamma.

Similarities, Differences and Evaluation

A comparison of the supervisory programs in this report reveals similarities and differences. The testing programs of Wichita and Dodge City are more thorough and inclusive than in the other three schools.

Wichita has an elaborate testing program and makes use of many special techniques for child study. The tests vary in each school according to individual needs. Four of the systems make use of case studies. Salina makes little use of the case study technique.

The designing of the curriculum is quite similar in the five schools although in Wichita the supervisor is relieved of much library responsibility because there is a director of libraries. In each of the other schools the supervisors assist in selecting and distributing library materials. Individual curriculum revision is much the same in three of the schools, however, Salina and Wichita are particularly active in this field. Dodge City has both the departmentalized and classroom organizations in its elementary grades, consequently the curriculum committees usually consist of teachers interested in both grade level and subject matter areas. The upper grades are departmentalized while the lower grades are not.

There is a noticeable difference in the use of visual aids in the five schools. Dodge City, Hutchinson and Wichita employ visual aid instructors while the Emporia and Salina supervisors are responsible for much of the program in visual education. All schools indicated a tendency toward the use of film strips and slides instead of moving pictures. Salina makes no use of movies. Three of the schools provide film libraries for each building while the other two systems order their films direct from various companies and colleges.

To promote the improvement of instruction, all supervisors said that they visited classes, however, in Wichita and Hutchinson visits

were quite infrequent. Some supervisors feel that classroom visitation is the responsibility of the principal. A majority of the supervisors intimated that they visited each classroom at least once or perhaps twice a year and usually upon the invitation of the teacher. Two supervisors were exceptions to this latter statement and said they visited classrooms whenever they felt a visit was necessary. In each instance the visits, whether invited or uninvited, were for the purpose of improving instruction. No supervisor submitted written reports on classroom visits to the superintendent but in Salina and Emporia supervisors do give verbal reports to the superintendent.

Demonstration teaching is a part of the supervisory program and is done by the supervisors in Emporia, Wichita and Dodge City but in Hutchinson and Salina experienced teachers do the demonstrating.

The responsibility of organized study groups belongs to the principals in Wichita, Hutchinson and Dodge City. Salina is quite active in this phase of the improvement of instruction and will frequently bring in educational leaders from colleges and universities.

Each supervisor interviewed has a professional library for teachers' use in the supervisor's office. Three of the supervisors felt that the books were not circulated as widely as they might otherwise be.

Teachers in the individual school systems are not required to read professional books, but each supervisor encouraged the reading of books they thought helpful to the teachers for in-service teaching.

The supervisors strongly encouraged teachers to take an active part in professional organizations.

Finally, as a closing statement concerning evaluation the writer turns to Barr, Burton and Brueckner who cite the following basic objectives in supervision:

- (a) Improving the course of study and the curriculum-in-operation
- (b) Improving the materials of instruction, the equipment, and the socio-physical environment of learning and growth
- (c) Improving the factors directly related to instruction
- (d) Improving factors present in the learner which affect his growth and achievement.¹

In the light of these supervisory objectives it is evident that each of the five schools are satisfactorily meeting these objectives. The author does not feel justified in rating the programs even in the light of the above authoritative objectives. This is because some of the supervisors volunteered a substantial amount of information while others gave only the basic aspects of their programs. Suffice to say that every program contained provisions for meeting the above named objectives which in the judgment of Barr, Burton and Brueckner, are important in any supervisory program.

1. A. S. Barr, W. H. Burton, and L. J. Brueckner, Supervision (New York, London: D. Appleton-Century Company, 1947), p. 12.

CHAPTER IV

MAKING SUPERVISION WORK

A criticism of supervision made by teachers is that the program was not well planned and consequently unworkable. This criticism is frequently well founded especially in schools where the supervisor and the administrator of the school and perhaps a teacher of left-over high school subjects that other members of the teaching staff have never taught or are not especially well prepared to teach. But in a school where one individual, a supervisor of instruction is employed and assigned the task of supervision a well planned long time program will work and work well. Too few schools have or make provision for such a scheme with clearly defined cooperatively worked out long time major and minor objectives, goals toward which the entire school system moves a step at a time day by day.

Since this chapter concerns itself with "making supervision work," the query may be raised and very appropriately so, "how?" It is to this query that attention is turned. To help in this we shall turn to experience, observation and authority. Out of his own experience the writer is certain that a workable supervisory scheme must rest, first of all, upon a sound philosophy of education. For the most part, the philosophy to which we hold is that of Dewey, a major premise of which is, "the child stands at the center of the teaching process, the child is the learner and the school shall fit its program to meet the needs of the whole child; that what obtains in the classroom shall relate

to life outside the classroom." To do this the community must of necessity be surveyed all in all. This observation comes from a portion of the standards used by the North Central Association in its evaluation of a school for accreditation.

Barr, Burton and Brueckner set up four principles which they maintain should govern the planning of a supervisory program. The principles are these:

"The supervisory program should be formulated cooperatively; should be an expression of the combined thinking of teachers, supervisors, administrators, pupils, and community members concerning the needs of the situation.

The supervisory program should be determined from the situation; be based on facts concerning the needs of the persons and the material setting.

The supervisory program should be flexible.

The supervisory program should include provision for its own testing or evaluation.¹

That a supervisory program should be derived from the situation, that it grows out of the community, the school and its needs is significant. There is little value in setting up a program and forcing it upon the school, especially, should the supervisor not be familiar or well acquainted with the school. Consequently, the writer of this report in designing a workable program in mind pertaining to a school system with which he is acquainted and in which he includes supervisory techniques with which he is familiar.

The second principle stated by Barr, Burton and Brueckner implies

1. Barr, Burton, Brueckner, op. cit., pp. 127-130.

school objectives and aims. Objectives are of two kinds that is major and minor, ultimate and specific. To make them attainable, supervision must point in their direction. Furthermore, the three authorities just named also maintain that, "the number of objectives by kept small and plans for achieving them reasonably simple. This makes for flexibility in that fewer connections must be broken, fewer procedures upset as changes emerge."²

The supervisors of elementary instruction in the National Education Association in their official organ The Yearbook for 1946 entitled Leadership Through Supervision enumerate the goals, aims, and objectives that supervision should attain. These are not too specific but represent rather broad ends to be gained modern education. These appear as "Goals of Present Programs of Supervision" thus:

- a. "To make American public schools an effective means for maintaining and extending American democratic ideals.
- b. To implement a system of guidance designed to produce pupils who are physically and mentally well adjusted and who have social competence.
- c. To help boys and girls understand and deal with personal and social problems which have meaning for them now, so that they may, as adults, be prepared to face issues which will necessarily arise.
- d. To develop in pupils those attitudes necessary to effective human relationships, overcoming bigotry, race prejudice, and class hatred.
- e. To develop increasing efficiency in the teaching of skills and knowledges.

2. Ibid., p. 129.

- f. To work toward equalization of educational opportunities for all children.
- g. To develop individuals who will be able to live effectively in a world in which mechanical inventions and discoveries have made imperative the cooperative efforts of all races and nationalities in a highly interdependent world.
- h. To work continuously with professional and lay groups that educational problems may be more clearly defined and dealt with, and that schools may better serve the public.
- i. To develop through study and analysis the kind of education needed by a particular community.
- j. To prepare pupils to earn adequate livings in occupations best suited to individual capacities, and to help them achieve economic literacy.
- k. To develop individuals who are socially inventive so that the lag between technological development and social institutions may be lessened.³

The Supervisory Program

When the survey is complete and objectives both long and short time have been determined, the supervisor then has the responsibility of designing a schedule or program of activities that will in due time effectively attain the objectives previously set up. A good supervisor knows what to do and what not to do. What will work and what will not work. Returns of a recent questionnaire revealed that supervisory functions may be too extensive and cover such a variety of activities

3. Lelia Taggart. "Analyzing Our Problems," Leadership Through Supervision (Washington, D. C.: National Education Association Yearbook, 1946), pp. 28-29.

that much time is unwisely used. Unless diligence is exercised, overlapping of functions and duties develops.⁴ By careful planning on the part of all concerned, minor activities are eliminated or reduced to a minimum. In establishing a supervisory program a major premise is to secure and hold the good will and cooperation of the teaching staff. Success in supervision depends upon a friendly and cooperative attitude between the supervisor and the supervised. In a recent study made by the National Education Association Research Division, it was found that the vast majority of principal-supervisors, when asked to indicate the technique whereby they did their most effective work, listed "helping each teacher with her problems."⁵ Personality is indispensable in carrying out the daily activities that confronts the supervisor.

After rapport has been established within the system, continuation of the program can proceed with a much greater chance of success.

Testing

The value of a regularly scheduled testing program involving the use of standardized tests is undeniable. Tests have a definite place in our present system of education but users of these need to be fully aware of their limitations. Barr, Burton and Brueckner clearly

4. Ibid., p. 39.

5. "The Elementary School Principal," Twenty-Seventh Yearbook of the Department of Elementary School Principals of N.E.A. (Washington D. C., 1948), p. 102.

point this out by saying:

- (1) Tests do not measure with complete accuracy.
- (2) Tests do not measure behavior under normal life conditions, hence, test results do not indicate pupil performance under other than test conditions.
- (3) Tests measure only formal, relatively narrow outcomes of education, such as the knowledge of facts, specific skills, and simple abilities. Emphasis on test results as a measure of ability has a narrowing effect on classroom instruction when the goal is to make a satisfactory score on such tests.
- (4) It is not possible to measure many of the important outcomes of learning that are of an intangible type, such as attitudes, appreciations, insights, and methods of thinking, although progress has been made in this direction.
- (5) The use of test norms as uniform standards for all children tends to "strait-jacket" education. It is insisted that norms should be set up for each individual in the light of his level of development and rate of growth.
- (6) The technical aspects of test construction demand specialized training that many teachers do not possess; hence, many objective tests . . . have serious deficiencies.⁶

Though it is an acknowledged fact that tests have many limitations the value of standardized tests must not be overlooked. To quote again from Barr, Burton, and Brueckner, we find the following values listed:

- (1) Tests furnish in a short time a wealth of important information about the current status of the educational product.
- (2) Tests aid in the setting up of reasonable goals of attainment adapted to the level of development of the pupils.
- (3) Tests help to locate the pupils' specific weaknesses and deficiencies which should be corrected.

6. Barr, Burton, Brueckner, *op. cit.*, p. 236.

(4) Test scores serve as incentives to learning when pupils are repeatedly given definite information as to their strength and weakness.

(5) Standard tests make it possible to measure the progress of pupils at regular intervals so that necessary adjustments of instruction may be made.

(6) Tests are essential tools in the carrying on of experimental studies of organization, methods, materials, and means of instruction.

(7) The use of standardized tests instead of conventional examinations eliminates the elements of personal opinion in marking the work of pupils, increases the reliability of the measure used, and greatly reduces the labor of scoring.

(8) The recent emphasis given to the development of tests measuring a wide range of outcomes of learning . . . has brought to the attention of teachers many objectives that have often been overlooked by them.⁷

In establishing a testing program in an elementary school, four basic tests should be given at regular intervals. There should be a reading readiness test given in the first grade, an achievement test, an intelligence test and supplementary tests as needed for exceptional children. As to the kinds and types of tests to be used in appraising the products of learning, no final answer can be given. The elementary supervisors who cooperated with the writer generally used the Stanford Achievement Test and the Kuhlman-Anderson Intelligence Test. There are many achievement tests and many intelligence tests to be had, consequently, the selection of tests to be used will not be covered in this report.

When and in which grades standardized tests should be given is

7. Ibid., p. 237.

debatable. The ideal situation, in the opinion of supervisors, is to give achievement tests to all grades at the beginning and the closing of the school term. By so doing, it is possible to determine pupil weakness when the school term begins and also during the school year to correct weakness in learning. Achievement tests given in the spring will clearly indicate whether or not progress has been made. Such a program is thorough but quite expensive for some schools. One achievement test that should be included in the school budget is the Reed-Tracy test. This test is valuable in that there are tests which may be used each six-weeks period and the coverage of subjects is quite complete. This test gives the teacher opportunity to correct apparent weaknesses within the six-weeks period rather than having to wait a full school term to appraise the results of her teaching.

Intelligence tests do not need such an extensive coverage as achievement tests. If intelligence tests are given to grades two, four and six after the first month of school, it is sufficient for most needs.

Reading readiness tests should be given in the first grade shortly after the school term opens. A remedial reading program should not be overlooked. In it, three tests a year should be administered in order to keep close check on reading progress.

Test results have many uses and are of much value in the grouping of reading classes, in guidance work, in meeting individual differences and are valuable to the supervisor in evaluating pupil progress.

Where possible, standardized tests should be administered by teachers under the direction of the building principal or the supervisor. Supplementary testing should have a place in the program but just what it should be cannot always be determined until need arises.

Techniques in Child Study

There are techniques for child study other than tests. Interest inventories are valuable in the study of children. Self help materials are useful in working with retarded pupils. Former teachers can be relied upon to provide information concerning pupil progress. Parent-teacher conferences supply information serviceable in understanding individual differences. Home visitation by teachers has a definite place in supervision. In an elementary school, teachers ought to know as much as possible about home background and environment of pupils they teach. Supervisors should stress this point early in the school year.

It is not recommended that case studies be made on every pupil in school. Case studies should be made on exceptional children and such studies should be done by the supervisor or by both the teacher involved and the supervisor.

For students other than the exceptional type a personal record should be kept, which includes information gathered at the beginning of each school term on health and school progress.

Other facilities that should be used in securing information

about pupils include the school nurse, the school physician and the psychologist.

Building the Curriculum

The primary function of a supervisor is the improvement of instruction which includes the curriculum. Improving the curriculum is a cooperative activity. Library materials should be selected by teachers with suggestions from the supervisor. The selection of reference books, supplementary readers and supplementary textbooks should be handled in the same manner. Many schools in determining the selection of library materials do it through the appointment of a library committee or committees. This prevents duplicate orders and tends to eliminate the mix-ups that occur in ordering books. Thus the activity becomes centralized.

Sources through which teachers may secure instructional and supplementary materials as well as free materials should be on file in the supervisor's office.

A continuous program of curriculum revision and development should be a part of the program of supervision conducted. Few events connected with human activities remain static. When little is done to improve the curriculum and if allowed to continue as is for a number of years the school will soon be following a worn and outmoded course of study. The tragic result of such a program, or lack of program, will short change the child which should never happen. The end result being that pupils attending such a school and the community

will mirror this lack of foresight. These are several ways by which the curriculum may be kept up to date. One being that the curriculum committee be continually at work revising materials. The committees may be building committees or committees made up of teachers from the entire system. They may be composed of teachers interested in the same subject matter areas or teachers having the same age and grade level areas. The personnel of committees will depend upon the school system and the problems involved.

Workshops represent another way extensively used in building better curriculums. These may be organized within a school with the supervisor in charge, or teachers may be selected and sent to college or university workshops. The cost or expense for workshops should be financed by boards of education.

Curriculum specialists constitute another way in promoting curriculum improvement. This method is used by many of the larger city schools in Kansas and has proved to be quite effective. During the school term of 1948-1949 curriculum committees from the Salina elementary schools met once every two weeks with a specialist from the University of Kansas.

Projects in curriculum revision should culminate in giving each teacher concerned a modern course of study as a guide.

The use of visual aids, a modern device, is serviceable in curriculum improvement. Otto gives a concise but excellent definition of this instructional technique in these terms: "Visual instruction

means the presentation of knowledge to be gained through the 'seeing experience'.⁸ Visual aids are not necessarily motion pictures. Photographs, exhibits, excursions, specimens and models, maps and globes, pictorial charts and film slides are all used as forms of visual aids. This form of instruction is growing in use every day and it must be handled carefully, not to be misunderstood in its meaning and use.

The most efficient method of conducting visual aid courses is for a school system to secure the services of a visual aids instructor. Such an individual is thoroughly trained in this field while most supervisors have but a modding acquaintance with this type of instruction. If the budget will not permit the hiring of a visual aid instructor, the supervisor should find some other means to finance the visual aid program.

Each elementary building should be equipped with a film strip machine and a movie projector. There should be a large film strip library either in the supervisor's office or in each building. Two moving pictures a month constitute a minimum program depending upon the particular film strips to be used. The school should develop an adequate film strip library.

Films and film strips should be selected by a committee while the supervisor should preview films, instruct teachers in the operation of film machines and keep teachers posted on all developments in the visual aid field.

8. Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, Inc., 1944), p. 110.

Improving Instruction

The improvement of instruction presents a wide and varied field with which the supervisor must cope. It covers a multitude of activities and duties each of which requires tact, understanding, and diplomacy. Should a supervisor visit a classroom at his own convenience or when an invitation is extended? Should he stay twenty minutes, an hour or half a day? Should he do demonstration teaching and under what conditions? Should he hold a conference with the teacher after visitation? These are but a few problems and questions supervision raises. The supervisor should perform many of them but just when, how frequently and which ones will depend upon conditions and circumstances within the school. Each teacher should be visited as needs arise during the year, the beginning or inexperienced more frequently than the experienced.

Conferences are a definite feature of supervision and should take place with the individual teacher or teachers soon after class visitation. What transpires in conferences should be helpful to the teachers. Demonstration teaching by the supervisor seems not to be desirable. Only the best qualified should demonstrate.

Organized study groups have been found to be useful in improving instruction. Such groups develop on a dual basis that groups within buildings with the principal in charge and groups of all the teachers in the system meeting with some outstanding educator to cover problems of a general or specific nature. Here the supervisor's duty is to arrange these unit groups.

Professional Growth

The supervisor should have a professional library for teachers to use and his own personal use. The latest books pertinent to education should be added each year and teachers encouraged to read and use such sources. Teachers realize that professional growth is dependent upon individual effort through reading and other types of activity found in workshops, conferences and the like.

Finally, an elementary supervisor belongs to and takes an active part in professional organizations. There are at least five different organizations that every supervisor should belong to as an active member. These are the National Education Association, the Kansas State Teachers' Association, the Association for Supervision and Curriculum Development, the Kansas Supervisors Association and his own local teacher's association. Others might be named but are left to the individual as judge.

Evaluation

The worth of any product or activity must be determined in the final analysis by an evaluation. Perhaps certain products are inferior, perhaps certain supervisory activities are a waste of valuable time, perhaps the entire program needs changing; if so, such things must be determined by a careful evaluation of the various parts of the program. It is obvious that "the ultimate appraisal of the quality of the education program of any community grows out of the appraisal society makes of the

behavior of the product of the school in the social situations encountered throughout life."⁹ The problem of evaluation is to find a measure or measures that may be used in appraising the outcomes of supervision in a definite way. This is not an easy task but education has become more scientific and there is at hand means whereby evaluation of supervision may be determined scientifically. Use the standardized test for this both for intelligence and achievement. The latter are obtainable in practically any subject at any grade level on the battery test covering several subjects may be used. If education is to be regarded as a science these tests help to make it so. Evaluation by this means may take place at stated intervals, tabulated and organized to reveal real progress. It is capable of being present to patrons of the school in a positive manner understood by all.

The supervisors in Kansas schools, who gave to the writer of this report through personal interview and questionnaire descriptions of the supervisory programs which they had set up and directed, were asked also to evaluate their respective supervisory programs. Each supervisor made reply in the quotations which follow:

The supervisor in letter number one made this reply, "It is rather difficult to give statistical evidence of the success and accomplishments of a supervisory program, when much of the data offered is more or less subjective and based chiefly on observation."¹⁰ The supervisor in letter number two made this reply, "Your letter asked me the sixty-four dollar question. Honestly, I have found

9. Barr, Burton, Brueckner, *op. cit.*, pp. 201-202.

10. Correspondence with Grace Stewart, Salina, Kansas, May 1950.

no way to measure the effectiveness of our supervisory program."¹¹ Reply in letter number three is this, "I am sorry but we have made no studies on comparisons of the learning achievements before and after our supervisory program."¹² The supervisor in letter four wrote, "We do not have any measuring device to show what our program has been before and after any supervisory program."¹³

Finally, Smith and Speer in *Supervision in the Elementary School* suggest a check list as a method to be used in evaluating a supervisory program. The check list which they propose is in the form of a series of questions to which the supervisor is to make reply. The questions are these:

(1) Has supervision functioned efficiently in the selection of capable teachers?

(2) Has the supervisor motivated the proper objectives and spirit among the instructional staff?

(3) Has supervision determined the allocation of instructional responsibilities to those best equipped for them?

(4) Has the supervisor helped establish cooperative effort, supplemented by individual initiative, as the central policy of the staff?

(5) Has supervision facilitated prompt performance of teaching duties and effective routing of tasks among members of the faculty?

(6) Has the supervisor adapted policies and techniques of supervision to the prevailing educational situation, including personnel, materials, methods, and community needs?

(7) Has the supervisor established appropriate conditions of instruction?

11. Correspondence with Delore Gammon, Wichita, Kansas, May, 1950.

12. Correspondence with Gladys Kaump, Dodge City, Kansas, April, 1950.

13. Correspondence with R. C. Woodard, Hutchinson, Kansas, May, 1950.

(8) Has supervision provided effective leadership in the preparation and revision of instructional plans?

(9) Has supervision made use of accurate evaluations of instruction, as means of pedagogical process?

(10) Has the supervisor helped establish articulation, correlation, and coordination as principles reflected in the policies and programs of instruction?¹⁴

In this chapter entitled "Making Supervision Work" the writer presents fundamental elements or factors in supervision upon which the program should rest to be successful. These elements or factors such as the supervisory program, testing, the curriculum, improving instruction and evaluation or by whatever category designated whether principles, goals, aims and objectives were gleaned from authorities in the field, experienced elementary supervisors and the limited experience of the writer as an elementary school principal.

¹⁴. Samuel Smith and Robert Speer. Supervision in the Elementary School (New York: The Cordon Company, c 1938), p. 429.

CHAPTER V

SUMMARY AND CONCLUSIONS

There is little doubt as to the necessity and need for supervisory programs in our elementary schools. Increased enrollments, enlarged curriculums, changing techniques of teaching and the introduction of scientific procedures in education makes it imperative that such areas of activity be coordinated.

Patterns of supervision have evolved through two distinct stages of development during the last fifty years. During our earlier educational programs, supervision was thought of as inspection. Present day concepts of supervision are concerned with a cooperative educational service, maintained currently by an increasing number of principals, teachers, and others. In general, present day supervision is divided into three broad concepts:

- (1) Supervision is a co-operative educational service, concerned with identifying and solving problems related to teaching and learning;
- (2) Supervision is in-service training of teachers and;
- (3) Supervision is a scientific enterprise concerned with evaluating and improving the instructional program of the school.¹

A program of supervision cannot be a rigid or fixed set of principles or activities. It must grow out of the needs of a particular school system or community as few communities or schools will change in order to conform to the functions of a supervisory program.

1. Allen C. Harman, "Principals' and Teachers' Concepts of Supervision," The American School Board Journal, 117 (September, 1948), 33.

There are a number of basic functions which, it seems logical to assume, every supervisory program should contain. These functions were found in all five supervisory programs investigated and described in this report.

Every elementary supervisory program should include a complete testing program involving the use of reading readiness tests, intelligence tests, achievement tests, and supplementary tests. There should be an in-service training program as well as a curriculum revision and curriculum development program. Teachers should be encouraged to participate in these activities.

Classroom visitation is a fundamental practice with the majority of supervisors--the length and number of visits depending upon the circumstances or factors present in the various classrooms.

The value of a supervisor doing demonstration teaching is questionable. If demonstrations of teaching methods seem desirable it appears that more is accomplished if an experienced teacher, rather than the supervisor, conducts these demonstrations.

Professional growth should be promoted in every possible manner. This demands that a supervisor have a complete and up-to-date library of professional literature. It also involves the encouragement of staff members to attend and take an active part in professional organizations.

One of the most difficult problems connected with supervision is the determining of a successful method of evaluating the results of program. No one of the supervisors contacted by the author had, in

their opinion, a suitable or successful method of measuring the worth of their respective programs.

The most frequent types of evaluation used are (1) standardized tests (2) personal observations and (3) check lists.

Supervision is a broad and intricate field since it is concerned with present day education. Care needs to be taken in working out and administering a program to avoid any over-lapping of duties which might easily result in friction among teachers, supervisors and school officials. To avoid this danger, the fullest cooperation of the entire school staff should be procured during the planning period of the program.

Supervision should proceed on the assumption that, "The entire focus is on the child. The aim, as it relates to teachers, is the improvement of pupil achievement, the work of teachers and all others for the growth and development of pupils.

Supervision is a broader concept than inspection. It is a cooperative enterprise by teachers and administrators to improve instruction.²

2. Ibid. p. 34.

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