

1952

## **An Analysis of a Five-Point Program of Supervision in a County**

Curtis Lee Ramsey  
*College of William & Mary - School of Education*

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

---

### **Recommended Citation**

Ramsey, Curtis Lee, "An Analysis of a Five-Point Program of Supervision in a County" (1952). *Dissertations, Theses, and Masters Projects*. Paper 1539272192. <https://dx.doi.org/doi:10.25774/w4-1c jy-qh46>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).

AN ANALYSIS OF A FIVE-POINT PROGRAM OF  
11  
SUPERVISION IN A COUNTY

A Thesis  
Presented to  
the Faculty of the Department of Education  
College of William and Mary

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

---

by

Curtis Lee Ramsey

August 1952

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION. . . . .	1
Reasons for Making the Study. . . . .	1
Statement of the Problem. . . . .	4
Scope and Limitation of the Problem . . . . .	4
Procedure and Sources of Data . . . . .	5
II. DEVELOPMENT OF THE CRITERIA . . . . .	6
III. THE OBJECTIVES AND POLICIES OF SUPERVISION IN VIRGINIA . . . . .	15
THE OBJECTIVES OF SUPERVISION IN A COUNTY . . . . .	19
IV. DESCRIPTION OF THE SUPERVISORY PROGRAM IN A COUNTY . . . . .	22
Supervisory Objectives Relating to Child Study . . . . .	22
Supervisory Activities Relating to Child Study . . . . .	23
Supervisory Objectives Relating To Teacher Growth and Welfare. . . . .	25
Supervisory Activities Relating to Teacher Growth and Welfare. . . . .	26
Supervisory Objectives Relating to Curriculum Enrichment . . . . .	28
Supervisory Activities Relating to Curriculum Enrichment . . . . .	29

CHAPTER	PAGE
Supervisory Objectives Relating to Use of Teaching Aids. . . . .	30
Supervisory Activities Relating to Use of Teaching Aids. . . . .	31
Supervisory Objectives Relating to Evaluation .	33
Supervisory Activities Relating to Evaluation .	34
V. FINDINGS OF THE STUDY . . . . .	36
VI. APPLICATION OF CRITERIA TO DATA . . . . .	46
VII. CONCLUSIONS AND RECOMMENDATIONS . . . . .	53
CONCLUSIONS . . . . .	53
RECOMMENDATIONS . . . . .	54
BIBLIOGRAPHY. . . . .	57

## CHAPTER I

### INTRODUCTION

#### Reasons for Making the Study

At no time in our history has the importance of good teaching been realized more than the present. The shortage of well-trained teachers to direct the learning of children in the public schools has been cause for national alarm. Many classrooms have been vacant because teachers were not available; others have been kept open by teachers whose preparation qualified them for only emergency certificates. The schools have grown to be a powerful force in American life. Our people now look to their great educational system to serve as a stronghold of democracy, and they see the classroom teacher as a primary factor in the realization of that ideal.

The values which underlie the program in a good school can, with only slight modification, be restated as the bases of selecting and developing a good school staff. The Commission on Teacher Education made the following statement concerning the school staff:

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in a critical measure, upon the quality of their education. The quality of their education depends, more than upon any other single factor, upon the quality of their teachers.<sup>1</sup>

Many factors affect teaching. Some of these factors relate to conditions of work, teacher load, materials for teaching, work environment,

---

<sup>1</sup>Commission on Teacher Education, American Council on Education. Teachers for Our Times. Washington, D. C.: The Council, 1944. p. 2

and the right to a good start in the profession. From the time the teacher enters the school system, that system shares with him responsibility for his success. The problems of the teacher are many and it is the ethical responsibility of the school system to provide some measure of assistance in the solution of these problems. Because of this need, most school systems provide personnel, as coordinators, directors of curriculum, and supervisors whose joint responsibility is working with individual teachers on their problems.

The role of the supervisor and the functions of supervision have significance to any program of education. The 1946 yearbook of the Association for Supervision and Curriculum Development discusses the role of supervision as follows:

Supervision is essential simply because in the organization of America's educational force it has a unique part to play. It is a role which would still be essential if every teacher in every school were already a truly superior person; only, then it could bring its work to a tremendously increased fruition. It is a role which can be taken only by trained, professional men and women standing outside the classroom, yet deeply familiar with classrooms; men and women who deal nonadministratively in warm, human relationships with many teachers.<sup>2</sup>

Supervision on the functional service basis is a necessary part of any general educational program and of any specific school system, according to Barr, Burton, and Brueckner,<sup>3</sup> because:

1. Supervision as expert service on the consultancy basis is an accepted principle in all difficult and complex human undertakings in any line of endeavor.

---

<sup>2</sup>Association for Supervision and Curriculum Development. Leadership Through Supervision. Washington: The Association, 1946. p. 122.

<sup>3</sup>A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: D. Appleton-Century Company, Inc., 1947), pp. 36-37.

2. Education, particularly, is complex and intricate, and furthermore is carried on in minute divisions, classrooms, scattered throughout a community and over the nation. The great extension of educational opportunity particularly on the secondary level increases the demands for technical assistance. Brief teacher tenure also complicates the situation. Supervision in the sense of leadership will contribute to unity of purpose and coordination of effort.

3. The academic and professional training of all levels of professional workers, despite excellent progress, is still absurdly low. Supervision will contribute to the growth of all.

4. The teaching load, particularly in high school, is so diverse, so heavy, and so unrelated to teachers previous preparation, that technical assistance is necessary.

5. Education is developing so rapidly that educational workers in general could not possibly keep abreast of current developments. Supervisory services will bring to all analyses and discussions of research findings, new departures, creative suggestions.

6. Leadership and creative contribution may be found anywhere, it is increasingly realized. Supervisory leadership aids in discovering leadership and creative ability and in arranging opportunities for its expression.

The authors emphatically state that there is overwhelming evidence of the value and desirable results of supervision. They have cited a number of valid and reliable studies under controlled conditions in which the sober judgments of many teachers are in favor of good supervision, and that money spent on supervision will secure desirable results.

It would appear from the foregoing discussion that a study of supervision and supervisory practices in a restricted locale would be of interest and have educational significance for the personnel in the county system being investigated. The findings of such a study would be of concern both to laymen and to professional educators, inasmuch as each of these groups has an interest in education as a program of social action directed toward goals that are based on values of the surrounding society.

## Statement of the Problem

Since 1945, the investigator has been employed as principal and supervisor in the county school system involved in this study. This county would appear to have an effective and far reaching program of supervision; however, no attempt has been made fully to analyze the duties and activities performed by the supervisors in this division and to discover the implications of such an analysis. This study is devoted to the following problem: to make an analysis of the objectives and activities of the five-point supervisory program to discover and appraise the program in terms of generally accepted criteria.

## Scope and Limitation of the Problem

The study is limited to the supervisory program in one county. This county is one of the larger Virginia school divisions and serves approximately 6,000 children, with a total staff of 210 teachers, supervisors, and principals. The study is limited to the program of supervision as revealed in supervisory reports covering the school years of 1944-45 to 1950-51, inclusive. The conclusions and recommendations of the study will be concerned with the type of supervisory program consistent with present day policies and modifications suggested by analyses of data from the current program.

## Procedure and Sources of Data

The primary source of information is the monthly and yearly reports submitted by the county supervisors to the office of the local school board and to the State Department of Education. Reports covering



the period from 1945 through 1951, inclusive, were examined. An analysis of the available reports was made and the activities listed by each supervisor were tabulated. Each of the activities was classified under one of the following functions of supervision which constitute the county's five-point supervisory program: (1) child study and understanding children, (2) teacher growth and welfare, (3) curriculum enrichment, (4) teaching aids, and (5) evaluation.

Materials and other bulletins found in the State Department of Education were examined. Interviews were held with members of the staff of the State Department of Education for interpretation of these data. Interviews were also held with the county superintendent of schools, supervisory associates, principals, and teachers.

A survey was made of recent educational materials pertinent to supervisory functions, techniques, and policies in order to develop criteria for evaluation of the program.

## CHAPTER II

### DEVELOPMENT OF THE CRITERIA

While most literature on supervision mentions the need for supervising all school personnel and policies, by far the greater part of it deals with the supervision of instruction. Although supervisory theories and procedures have been highly developed in this field, yet there exists uncertainty as to the functioning of these theories and procedures. It is possible, however, that much of the existing uncertainty in the field of supervision, as well as in school administration, is due to philosophic uncertainty.

For present purposes, the investigator would like to present pertinent excerpts from studies in the field of supervision. The hope of the investigator is that this study may serve in a small measure to encourage teachers, supervisors, and administrators to understand the philosophy behind practices before they pass final judgment upon them.

The immediate concern of the investigator, however, is to examine the existing literature on the subject of supervision and present criteria for appraisal of a supervisory program in the light of present day understandings.

Whitelaw has developed the thesis that supervision is the improvement of instruction through the promotion of the growth of the teacher.<sup>5</sup> He felt that the main structure of the supervisory process

---

<sup>5</sup>J. B. Whitelaw, "Criteria for Evaluation the Effectiveness of Supervision," Educational Administration and Supervision, Vol. 27, January, 1941. pp. 29-38.

consisted largely of personnel and program. The supervisor and the teacher make up the personnel while the program consists of such items as philosophy, curriculum, materials, and evaluation. The author sets up the following criteria for appraising the effectiveness of supervision:

1. Does the supervisor, as a person, have a deep understanding of the democratic process, its privileges and its responsibilities?
2. In school is the supervisor a guide and helper rather than a rater or a demonstration teacher?
3. In professional relationships, is the supervisor active and effective in the wider aspects of professional work? Does the supervisor provide a reasonable amount of leadership in professional affairs and does he make contributions of recognized value to educational literature?
4. Is the philosophy realistic? Is it based upon a comprehension of fundamental social issues?
5. Has the philosophy been developed by the staff?
6. Have pragmatic principles been formulated to serve as guides in the application of the philosophy?
7. Is the curriculum based upon community needs?
8. Is the curriculum designed to give the particular children involved fuller meaning to their experience in their particular environment?
9. Does the curriculum require continuous pupil-teacher planning?
10. Is there a materials laboratory?
11. Is the materials laboratory a cooperative project in which all members of the staff contribute?
12. Is evaluation a continuous, functional process in the program of each teacher?
13. Do the teachers, as a regular part of their programs, visit for observation the classrooms of other teachers in their own building, in other school systems?

14. Does the record over a period of years show the emergence of evaluation instruments developed in the local situation to meet local needs? <sup>6</sup>

Briggs has pointed out that the effectiveness of supervision must ultimately be made in terms of the increased and properly directed growth of pupils.<sup>7</sup> Supervision, as emphasized by this author, intends to develop in teachers growth in effectiveness primarily by means of the understanding of basic principles of education and of teaching. He further indicates that the effectiveness of a supervisory program can be determined by careful consideration of: (1) the indirect results of supervision, such as happiness of the pupils in their work; the increased ambition and interest of the teachers; the satisfaction of parents; and the like--either estimated by the supervisor or reported from an inquiry; (2) the judgments of the teachers on the helpfulness of supervision as a whole. Such judgments may be got from an anonymous questionnaire or from a carefully prepared rating sheet.

All appraisal is difficult and the appraisal of a supervisory program is no exception. Most supervisors will solicit evaluation from the teachers; however, the final evaluation of the supervisory program will be given by the administrator to whom the supervisor is responsible. Ayer and Peckham<sup>8</sup> have prepared a set of 291 evaluated supervisory practices

---

<sup>6</sup>U. B. Whitelaw, "Criteria for Evaluating the Effectiveness of Supervision," Educational Administration and Supervision, Vol. 27. January, 1941. pp. 29-38.

<sup>7</sup>Thomas H. Briggs, Improving Instruction, (New York: The Macmillan Company, 1939), pp. 577-78.

<sup>8</sup>F. G. Ayer and D. R. Peckham, Check List for Planning and Appraising Supervision, cited by Chester T. McMerney, Educational Supervision, (New York: McGraw-Hill Book Company, 1951), pp. 90-92.

that are classified under ten leading principles of supervision. These principles are presented as follows:

- I. The Principle of Cooperation
  - A supervisor should:
    1. Understand the functions of education in a democratic society.
  - The program of supervision should:
    1. Adopt the philosophy of democratic leadership.
  
- II. The Principle of Leadership
  - A supervisor should:
    1. Help teachers recognize and provide for individual differences in pupils.
  - The program of supervision should:
    1. Recognize teaching as the most important work of the school.
  
- III. The Principle of Planning
  - A supervisor should:
    1. Have a comprehensive philosophy of modern education.
  - The program of supervision should:
    1. Adopt plans to fit personnel and size of the school system.
  
- IV. The Principle of Integration
  - A supervisor should:
    1. Emphasize child development rather than subject mastery.
  - The program of supervision should:
    1. Contribute to all-around pupil guidance.
  
- V. The Principle of Creativity
  - A supervisor should:
    1. Encourage teachers to discover more effective teaching devices and techniques.
  - The program of supervision should:
    1. Keep alert to social change and progress.
  
- VI. The Principle of Flexibility
  - A supervisor should:
    1. Adopt supervision to care for individual differences in training, experience, and ability of teachers.
  - The program of supervision should:
    1. Encourage teachers and supervisors to regard the curriculum as dynamic and changing.
  
- VII. The Principle of Considerateness
  - A supervisor should:

1. Know how to get along with people.
- The program of supervision should:
1. Respect the individuality of teachers and supervisors.

#### VIII. The Principle of Community Orientation

A supervisor should:

1. Know the problems, resources, and agencies of community life.

The program of supervision should:

1. Make curriculum adjustments that lead to utilization of community resources.

#### IX. The Principle of Objectivity

A supervisor should:

1. Know the theory and techniques of educational tests and measurements.

The program of supervision should:

1. Recognize the values and limitations of tests.

#### X. The Principle of Evaluation

A supervisor should:

1. Know the objectives of the school and of the field of instruction with which his work is primarily concerned.

The program of supervision should:

1. Judge the outcomes of supervisions in terms of objectives and guiding principles.

Good supervision leads to teacher growth and cooperation according to Lloyd Ashby, as reported in the bulletin of the National Association of Secondary-School Principals.<sup>9</sup> He stated that:

1. Effective supervision grows out of group thinking and planning.
2. Effective supervision finds ways and means to utilize and release the talents of teachers, students, and lay people.
3. Effective supervision is concerned with attempting to build good morale.
4. Effective supervision goes hand in hand with curriculum development.

---

<sup>9</sup>Lloyd Ashby, "What Supervisory Practices Promote Teacher Growth and Cooperation?", Bulletin of the National Association of Secondary-School Principals, April, 1952. p. 186.

Present day supervisory methods are far more extensive than those of an earlier day. Barr, Burton, and Brueckner state that supervision is an expert technical service, primarily concerned with studying and improving the conditions that surround learning and pupil growth.<sup>11</sup> These authors list the following principles as basic to a supervisory program:

1. 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.
2. The supervisory program should be derived from the situation; be based on facts concerning the needs of the persons and the material setting.
3. The supervisory program should be flexible.
4. The supervisory program should include provision for its own testing or evaluation.<sup>12</sup>

Wiles has advanced the idea that school programs are improved through the development of people and that assistance in the development of more effective learning situations for boys and girls is the primary function of the supervisor.<sup>13</sup> In his opinion, the specific criteria by which a supervisory program is judged will fall into four categories:

1. More responsible participation of students, teachers, and community members in the improvement of the program.
2. Enrichment of the school program through an increase in opportunities and activities for all.

---

<sup>11</sup>A. D. Barr, William H. Burton, and Leo J. Brueckner, Supervision, (New York: D. Appleton-Century Company, Inc., 1947) pp. 127-130.

<sup>12</sup>Loc. Cit.

<sup>13</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950) pp. 280.

3. More efficient learning situations that result in more rapid pupil growth.

4. Greater contribution of the school to the improvement of community living. <sup>14</sup>

Unzicker has emphasized the consideration of personalities, understanding, patience, skill, and faith in the final appraisal of a supervisory program. <sup>15</sup> According to this writer, the supervisor often finds himself between the grassroot democracy and authoritarian demands and is in a somewhat similar situation to that of the democratic teacher who attempts to have a child-centered classroom in a teacher-centered or administration-centered school. This writer further asserts that one of the difficulties of truly democratic supervisors is the need for reconditioning teachers who have been pushed around so much that they have lost the spark of creativeness which is so essential in successful teaching. The author stated this belief in the following manner:

With the supervisor as with the teacher, it is insight, understanding, patience, skill and faith in human beings together with a sense of humor--and of proportion--that finally pays off. It would be impossible to rank these qualities in any order of priority for they all seem to be necessary for supervisors and teachers to achieve a democratic faith, coupled with the understandings and skills for its implementation. <sup>16</sup>

In The Superintendent Surveys Supervision <sup>17</sup> there are reported the measured results of supervision in various studies under four heads:

---

<sup>14</sup> Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950) pp. 280-81

<sup>15</sup> S. P. Unzicker, "Ends and Means in Supervision," Educational Administration and Supervision, Vol. 36. November 1950. pp. 394-395

<sup>16</sup> Loc. cit.

<sup>17</sup> Eighth Yearbook of the Department of Superintendents of the National Education Association, 1930. pp. 98-140.



(1) evaluation in terms of measured changes in the achievement of pupils, (2) evaluation of supervision in terms of measured changes in teaching procedures, (3) evaluation of supervision in terms of observed changes in the teaching and learning situation and in the community, and (4) evaluation of supervision in terms of judgments of individuals.

The purpose of the investigator, as previously stated in this chapter, has been to review the literature in the field of supervision and present in definite terms a number of proposed criteria for the appraisal of the supervisory program being studied. The criteria as stated by the investigator and as here used serve as bases for judgment. The complexity of appraisal in the field of supervision can be readily seen. In supervision, as in other fields, the quality, quantity, and worth of the result are estimated in terms of preconceived objectives or standards. It is apparent, therefore, that appraisal of quality, quantity, and worth is in terms of someone's ideas of both the process and the result.

The following criteria have been selected by the investigator in the belief that they represent the best thinking of authorities in the field of supervision:

1. Supervision is a cooperative undertaking which involves not only shared relationships between the supervisor and teacher, but also with groups of teachers, principals, and other supervisors, parents, and all those who are concerned with child growth and development.
2. Supervision should exercise a positive leadership function in the development of an educational program.

3. Supervision should help to make adjustments in the curriculum that lead to a utilization of community resources.
4. Supervision is a resource to be utilized in a consultative friendly way of working on problems on which people need help rather than from an inspectional, arbitrary, and directive standpoint.
5. Supervision is concerned with building good morale.
6. Supervision is flexible and recognizes the principle of working with personnel on the level of greatest understanding and need.
7. Supervision should provide for continuous and cooperative evaluation of objectives and procedures of both the instructional and supervisory programs.

## CHAPTER III

### THE OBJECTIVES AND POLICIES OF SUPERVISION IN VIRGINIA

This chapter presents a brief summary of the objectives and policies of supervision in Virginia as stated in bulletins and other releases from the State Department of Education during the period of time covered by this investigation. In addition to this summary, a more detailed description of the objectives of the program of supervision in the county program involved in this study is presented. This information is important to this study for the following reasons: (1) the State Department of Education exercises joint responsibility with the county for the efficient functioning and development of a supervisory program; and (2) it is of interest to a reader of this study to see the supervisory objectives as indicated on a state level and their relationship to objectives of a county program.

A release from the State Department of Education, dated August 15, 1944 sets up the following objectives:

1. Child study and guidance.

Plans for studying and meeting needs in the area of health and physical fitness with recognition of the importance of mental hygiene and emotional development; plans for studying drop-outs, retentions, the needs of handicapped, gifted and over-age children, testing and cumulative records, and for initiating appropriate action.

2. Balanced school program.

Aspects receiving special emphasis are: Organizing learning experiences around social problems with more extensive use of science and social studies materials; solution of personal problems of boys and girls; provision for creative and cultural activities; developing better methods of teaching skills.

3. Interpretation of school program to parents and to the community.

Plans relating to this area involve such things as: development of teacher and principal leadership, the discovery and use of community resources, participation of parents in developing the school program and establishing a working relationship with other agencies in attacking common problems. 18

In a letter from the State Department of Education to all supervisors, dated December 6, 1945, the following objectives were listed for major emphasis:

1. To gain a deeper understanding of the growth characteristics and individual problems of children.
2. To develop more effective methods of teaching the communicative skills.
3. To develop a comprehensive and balanced program of educational experiences through which each child may achieve success in keeping with his ability. 19

These objectives were compiled by the State Department of Education from reports submitted by supervisors from various local school divisions.

On August 29, 1947 the State Department of Education released a statement to all supervisors on the State Program of Elementary Supervision. One of the important objectives listed in this statement dealt with the formulation of a program in which supervisors, principals, superintendents, and teacher-training institutions could unite in a common effort to improve elementary education in Virginia. The

---

18 "Supervisory Objectives for 1944-45," State Department of Education, Richmond, August 1944 (Mimeographed).

19 "Letter to Supervisors," State Department of Education, Richmond, December 1945 (Mimeographed).

statement further advised all supervisors that representatives from these groups had produced material on the characteristics of a good elementary school which would be useful to all groups of educators concerned with the improvement of elementary education in Virginia. Sections of this statement which are relevant to this study and which contribute to the clarification of the supervisory objectives in Virginia are listed below:

In general, the supervisory program in the local divisions throughout the State had the following objectives during the past year: (1) to gain a deeper understanding of the growth characteristics and individual problems of children; (2) to develop a comprehensive and balanced program of educational experiences through which each child may achieve success in keeping with his ability; (3) to improve the quality of the school program and community living through working with parents and coordinating the school program with the programs of other community agencies; and (4) to develop more effective methods of teaching the communicative skills.<sup>20</sup>

On August 30, 1949 a release from the Division of Elementary Education, directed to all supervisors, listed the following long-range or continuing objectives:

1. To stimulate continuous re-study of the program of elementary education in the State at large and in the school divisions of the State to discover evidences of progress and opportunities for further development.
2. To coordinate the efforts of the administrative, supervisory, and teacher-training personnel into a unified program of school improvement.
3. To lead in the continuous development of a curriculum for the elementary schools of the State as a whole and to assist local school divisions in the development of curricula

---

<sup>20</sup>"State Program of Elementary Supervision," State Department of Education, Richmond, August 1947 (Mimeographed).

which are based upon an understanding of the needs of children and society.<sup>21</sup>

At the same time, the Division of Elementary Education proposed three activities for the consideration of the personnel in this field throughout the state. It was suggested:

1. That supervisors and elementary principals devote considerable study to the role of leadership involved in their positions with a view to making some statement of their specific responsibilities in the total educational program.
2. That the conferences for supervisors, visiting teachers, and elementary principals be combined in one state-wide conference for 1949-50 to be held in March.
3. That the Division of Elementary Education develop additional suggestions regarding the in-service professional growth of the school staff.<sup>22</sup>

Most of the policy statements issued by the State Department of Education were suggestive in nature and indicated a growing realization of the importance of cooperative planning between the representatives of the State Department and supervisors in the local divisions. The policy statements suggest that each professional worker re-examine the way he functions in the total school program for the purpose of understanding the program of others and finding out ways to make his services more effective in the total school program.

---

<sup>21</sup>"The Program of Elementary Education in Virginia 1949-50," State Department of Education, Richmond, August 1949 (Mimeographed).

<sup>22</sup>loc. cit.

## THE OBJECTIVES OF SUPERVISION IN A COUNTY

During the period of 1944-45 to 1950-51, inclusive, the objectives of the county supervisory program have been stated as follows: (1) child study and understanding children; (2) teacher growth and welfare; (3) curriculum enrichment; (4) better use of teaching aids; and (5) evaluation. A further study of the county supervisory reports for the period under investigation indicates that these objectives have been continuing and recurring ones and have been bases for the development of the county educational program. An analysis of supervisory activities will be made under each of the major objectives of the program in a subsequent chapter which describes the program in detail and presents data for appraisal.

In addition to the major recurring objectives of the program, a list of related objectives have been compiled from the reports of supervisors. In general, these objectives are: (1) to study and guide the development of over-age and retarded children; (2) to gain a clearer understanding of the use and application of standardized tests; (3) to study the prevention and correction of reading difficulties; (4) to get a better understanding of the principles of child learning upon which the philosophy of the school is based and to interpret classroom procedures in the light of these principles; (5) to discover causes of poor and non-attendance and analyze them to determine ways by which the school may remove them; (6) to develop an effective cumulative record form for elementary and high school pupils; (7) to study marking and promotion as they affect the successful guidance of individual children; (8) to study with teachers and help develop an understanding of the variety of skills

which are demanded of individuals for successful participation in present-day living; (9) to aid teachers and children in developing satisfactory evaluative techniques by which they may determine progress toward the achievement of goals; to see tests of different kinds as instruments for measuring individual achievements as guides to setting up new jobs; (10) to discover and secure materials needed in providing individualized instruction; (11) to provide a greater variety of instructional materials and use them effectively; (12) to make a study of the selection and use of audio-visual aids; (13) to develop an awareness of our local heritage and to assist in the development of local history supplements; and (14) to encourage more participation on the part of school personnel in community and other local activities.

The foregoing supervisory objectives indicate a degree of emphasis on democratic methods in supervision; a recognition of the importance of an enriched curriculum; an awareness of the need and value of a program of public relations; the importance of developing evaluative techniques; a sensitivity to the importance of happy working relationships; and the need for a long-range plan of work.

It is of interest to note at this point in the investigation that the objectives as listed for the county are in general accord with the State objectives. This general accord is significant and is a strong indication of the type of relationship and interaction that exists between the two administrative levels. The county program which is described in detail in the following chapter evolved from a cooperative study of the needs of the county by the supervisors, administration, and teachers and



has developed through the cooperative efforts of the total school personnel of the county and the State Department of Education.

## CHAPTER IV

### DESCRIPTION OF THE SUPERVISORY PROGRAM IN A COUNTY

This portion of the study is devoted to an analysis of reports of the county supervisors and presents an itemized list of the objectives and activities set forth in these reports. The objectives and activities were compiled by the investigator and placed under the appropriate headings of the county supervisory program; namely, child study and understanding children; teacher growth and welfare; curriculum enrichment; better use of teaching aids; and evaluation. In order to facilitate the presentation of this phase of the study, separate charts were made for each major part of the supervisory program.

#### Chart 1

##### Supervisory Objectives Relating to Child Study

---

---

1. To study and guide the development of over-age and retarded children.
2. To get a better understanding of the principles of child learning upon which the philosophy of the school is based and to interpret classroom procedures in the light of these principles.
3. To guide the personal and social development of all pupils.
4. To help teachers become more familiar with the principles and techniques of pupil adjustment.

5. To observe pupil behavior and keep journals of behavior of pupils being studied.

6. To help develop an understanding of the skills which are demanded of individuals for successful participation in present-day living.

7. To help provide instruction and instructional programs for homebound pupils.

---

The foregoing statements indicate an awareness on the part of the supervisors for the need of an increased knowledge of the individual child in helping him to take his place in life successfully.

#### Chart 2

#### Supervisory Activities Relating to Child Study

---

1. Helped faculties conduct professional study of typical case study.
2. Assisted in selecting handicapped children for rehabilitation program.
3. Assisted in interpretation of test scores.
4. Encouraged formation of committees for study and revision of cumulative records.
5. Spearheaded study of report card revision.
6. Participated in summer workshops.
7. Visited classrooms.

8. Encouraged use of films on child development.
9. Took college extension courses.
10. Developed and distributed to all teachers, bulletin on Understanding Children Through Child Study.
11. Encouraged better selection and adaptation of material to pupil needs.
12. Assisted in planning for teacher visitation between schools.
13. Taught for beginning teachers upon request.
14. Participated in faculty studies of State Department bulletins on child study.
15. Assisted committees in study of health of children as a factor in learning and development.
16. Organized committees of teachers for planning bulletin and teaching outlines on personal and social development.
17. Encouraged formation of committees for study of retention in the first grade.
18. Encouraged teacher visitation of homes of children.
19. Assisted principals and teachers in planning for Open House Meetings at schools, where teachers and parents could socialize and discuss progress of pupils.
20. Made talks to PTA and other civic groups on child development.
21. Made special study of pupils to give better grade placement.

22. Worked with teachers in classroom to discover individual needs of children and helped adapt program to better suit these needs.

---

Chart 2 shows that there is a limited degree of overlapping in regard to objectives and activities relating to child study. Some of the activities, such as, "visited classrooms" and "helped faculties conduct professional study of typical case study," indicate no special purpose. The activities, however, generally indicate that the supervisors were concerned with the growth of the child in his environment. None of the activities suggest either supervisory control or management of children.

### Chart 3

#### Supervisory Objectives Relating to Teacher Growth and Welfare

---

---

1. Encourage and promote in-service training on the part of all school personnel.
2. Encourage more participation on the part of school personnel in community and other local activities.
3. Develop interest on part of teachers in methods of appraising the elementary school.
4. Help teachers develop a spirit of "growing together" by encouraging group social activities.

5. Encourage active participation in local teachers' association as well as memberships in state and national organizations.

#### Chart 4

#### Supervisory Activities Relating to Teacher Growth and Welfare

---

1. Helped set up and organize extension classes under the auspices of the State University.
2. Encouraged extended training for teachers either in extension classes, summer school courses, or faculty study groups.
3. Encouraged and made possible the participation of teachers as members and officers in community organizations and other civic groups.
4. Encouraged teacher participation in community affairs as a citizenship obligation.
5. Helped teacher and faculty committees make use of the State Department Bulletin, Characteristics of a Good Elementary School, in study program.
6. Encouraged individual and group analysis of methods and subject matter content in terms of total elementary school program.
7. Emphasized study of better teaching methods with added emphasis on content, more efficient use of resources, and broader concept of total program.

8. Worked and shared in various social activities with teacher groups that involved total school faculties.
9. Made intensive effort to secure membership of all teachers in local, state, and national education associations.
10. Helped to make possible teacher attendance at various local, state, and national meetings of a professional nature.
11. Encouraged annual school board purchase of professional books for professional library for teachers.
12. Frequently cited articles in professional magazines that discussed problems of local or individual interest.
13. Helped plan summer school courses and graduate work for interested personnel.
14. Helped teachers secure outside speakers for meetings of a professional nature.

---

A summary of the activities relating to teacher growth and welfare indicates that the supervisors are concerned with the improvement of teacher personnel and have directed their efforts toward increased professional study by teachers, participation and attendance in professional meetings and organizations, and encouraging total membership in the local, state, and national education associations. The supervisory activities indicate an interest in developing the teacher as well as the child.

## Chart 5

Supervisory Objectives Relating to Curriculum Enrichment

---

---

1. Develop an awareness of the local heritage and assist in the development of history and geography supplements.
2. Discover and develop materials needed in providing individualized instruction.
3. Study with teachers and help formulate an understanding of the variety of basic skills which are demanded of pupils for successful participation in present day living.
4. Complete study of best practices in meeting needs of pupils of high school age.
5. Continue revision of local courses of study.
6. Recognize need for providing well balanced program for every pupil.
7. Encourage use of local environment as supplement to and part of regular instructional program.

---

The objectives indicate a broad interpretation of the curriculum with emphasis toward an instructional program involving the "whole child." The objectives evidence provision for individual differences and increasing the quantity and quality of teaching materials



with particular emphasis on the utilization of environmental resources.

### Chart 6

#### Supervisory Activities Relating to Curriculum Enrichment

---

---

1. Developed local courses of study in cooperation with teacher committees to be used as supplement to State Course of Study.
2. Wrote, edited, and published cooperatively a complete history and geography supplement for the county.
3. Encouraged development of projects on local history in elementary grades.
4. Assisted in the taking and editing of color slides showing examples of unusual work, good work, attractive classroom, science projects, and special school events.
5. Shared in study of the peculiar needs of the adolescent child.
6. Conducted study groups on guidance needs of all children.
7. Assisted in bringing outside consultants and specialists in various fields to group meetings.
8. Encouraged development of "self-contained" classrooms with special emphasis on art and music.
9. Helped teachers and pupils in providing and arranging more attractive classrooms.

10. Participated in committee work in development and selection of material appropriate for slow learners.

11. Helped teacher group itemize skills basic to successful development of various age and grade classifications.

12. Encouraged placing emphasis on the end result of instruction rather than the means.

---

Supervisory activities indicate a broad perception of child needs, specific aids for improving instruction through a broader curriculum, increased emphasis on use of a variety of instructional materials, and encouragement of wider study and keener understanding of relationship of child's school experiences to his later life.

#### Chart 7

#### Supervisory Objectives Relating to Use of Teaching Aids

---

---

1. Study methods of selecting and using audio-visual material.
2. Provide a greater variety of instructional aids and encourage more effective use.
3. Make better use of county, school, and state catalogues of audio-visual material.
4. Make comprehensive study of materials suitable for all grade levels.

5. Encourage development and circulation of more visual aids to all classrooms.
6. Help all teaching personnel learn how better to use films, film strips, slides, and maps as a means of enriching the total instructional program.

---

The supervisory objectives indicate continued planning in providing more materials for learning, definite use of school and community as resource for teaching aids, and an awareness of the need for an enriched curriculum.

#### Chart 8

##### Supervisory Activities Relating to Use of Teaching Aids

---

---

1. Helped all teachers learn how to use film projectors of all types. Set up rotating schedules so that all teachers shared in this activity.
2. Cooperatively planned units of work with special emphasis on selection of visual aids as supplement to and part of regular classroom procedures.
3. Insisted on teachers developing teaching plans on long range basis so that films could be scheduled soon enough to insure prompt and timely delivery.
4. Discussed plans for developing individual teacher files of such things as pictures, stories, charts, and other

useable materials.

5. Arranged for extension class in audio-visual education for interested school personnel.

6. Made plans for exchange of material developed in one school to other schools.

7. Provided advice and assistance in making use of dramatizations, demonstrations, field trips, school exhibits, motion pictures, still pictures, radio, recordings, transcriptions, charts, and maps.

8. Provided assistance to personnel of the State Department of Education in securing local shots for film on "Characteristics of a Good Elementary School."

9. Secured films for teacher consumption on such subjects as: And So They Live; Assignment: Tomorrow; Learning to Understand Children; Maintaining Classroom Discipline; Schoolhouse in the Red; The School that Learned to Eat; and Physical Education Instructor.

10. Provided for regular delivery of materials from the county bureau of teaching materials as a part of the county-wide instructional program. This distribution was administratively separate from the supervisory activities; however, the program of use of visual-aids became a supervisory responsibility.

11. Placed emphasis on securing adequate funds for purchase of library books and other teaching aids. Advocated development

of library facilities and services so that all children could profit from use of books, materials, and library instruction.

---

The preceding supervisory activities give special support to the idea that teaching aids are the tools for doing the job. The activities generally emphasize a desire to enrich the child's learning experiences with audio-visual aids, advocacy of the theory of helping the child by helping the teacher, and a provision for more materials for more teachers who "want" to use materials in an enriched program.

#### Chart 9

#### Supervisory Objectives Relating to Evaluation

---

---

1. Study marking and promotions systems as they affect the successful guidance of children.
2. Aid both teachers and pupils in developing satisfactory evaluative techniques by which they may determine progress and growth toward predetermined goals.
3. Gain a clearer understanding of the use and application of standardized tests.
4. Discover causes of poor and non-attendance. Analyze causes and study ways for school to remove them.

5. Promote and encourage understanding between all school personnel and parents.
6. Develop a positive public relations program.
7. Conduct research study on retentions and drop-outs.
8. Restudy local aims of education in relationship to general aims of education.

---

The objectives listed in the preceding chart show a degree of supervisory recognition that the purpose of any program of evaluation is to discover the needs of the individuals being evaluated and then design learning experiences that will satisfy these needs. The last objective listed recognizes that in the final analysis, the work of the supervisor, the teacher, the principal, or the program, will usually be evaluated in terms of how close the pupils come to fully realizing the general aims of education. The objectives imply a recognition of the fact that objectivity should be maintained in the evaluation of any program, process, or individual.

#### Chart 10

#### Supervisory Activities Relating to Evaluation

---

---

1. Helped teachers develop and use more meaningful comments on reports to parents.

2. Assisted in developing better and more informative cumu-

lative

lative record form for both elementary and high school pupils.

3. Encouraged extensive use of case studies.

4. Directed study groups on use of evaluative instruments, such as standardized tests, anecdotal records, interviews, and questionnaires.

5. Urged teachers to develop newer and better evaluative techniques and instruments for evaluation with emphasis on the concept of growth rather than rating.

6. Assisted in developing and administering many types of standardized tests.

7. Helped in evaluation of total school program for Superintendent's report of progress to the Board of Education and to the public.

8. Helped faculty study groups make use of Evaluative Criteria and Looking at Our Elementary School as devices for intensive self-evaluations.

---

## CHAPTER V

### FINDINGS OF THE STUDY

While it should not be claimed that supervisors were solely, or even chiefly responsible for the accomplishments reported, on the basis of data examined, the following findings appear justified:

1. Objectives and activities, as revealed by the supervisory reports, show that supervisors are undertaking to give attention to phases of child development that emphasize cooperative living in the classroom, better school organization, and more activities for children. Seventy-five per cent of the supervisors' reports listed classroom practices that emphasized cooperative activities. These reports indicated that pupils are sharing learning experiences through participating in work of classroom committees, developing active classroom organizations, accepting responsibility for such social activities as greeting visitors to the classrooms, and carrying out plans for parties and group games.

2. Supervisors assisted teachers in the solution of pupil problems. A summary of the yearly reports indicated that supervisors helped teachers with pupil problems in these ways: 800 teacher-supervisor conferences were held for the solution of pupil problems; 228 pupil referrals were made to the visiting teacher for diagnosis and help; parents were notified whenever their children need clinical help; and twenty-five teachers were encouraged to secure further training in understanding children through extension courses, summer



school and study groups.

3. Supervisors organized extension classes and assisted in the development of other in-service training activities for teachers. Supervisory reports showed that the demand for extension classes increased during the period of this study. Eighteen teachers enrolled for extension classes in the school year of 1945-46; twenty-four for 1946-47; twenty-two in 1947-48; twenty-one in 1948-49; twenty-five in 1949-50; and fifty-seven in 1950-51. Reports also showed that principals conducted faculty study groups each year and that approximately seventy-five per cent of the total school personnel actively participated.

4. Supervisors encouraged teachers to use a wide variety of evaluative techniques. Reports of the supervisor indicate teacher use of the following methods in gathering data about the pupils: essay tests, standardized tests, observations, objective tests, case studies, behavior records, and prognostic devices. In 1950-51, one teacher from the faculty of each school enrolled in an extension course in the use of tests and other evaluative instruments.

5. Supervisors encouraged and assisted in development of wholesome school-community relationships. Schools gained active interest and support of parents through use of parent-teacher intervisitation, open house, and social activities for both parents and teachers. According to the available

information, teacher-parent interviews and other contacts increased 30 per cent from 1945 to 1951. In 1950-51, three schools held an open house and reported a combined attendance of 850 parents and other interested people. Casual interviews between parents and supervisors indicated that the open house meetings held by the schools were effective devices for gaining parent support and interest in the activities of the schools. In 1950-51, supervisors made seventeen talks to civic groups and PTA organizations. During the same period, a supervisor held the office of president of the local education association.

6. Supervisors aided teachers in the use and interpretation of standardized tests. According to the records examined by the investigator, all teachers participated in a county-wide testing program in 1947-48. In 1949-50, all teachers of grades one, four, seven and eleven gave standardized tests. During the period of investigation, 250 group conferences under leadership of the supervisors were held with teachers concerned with test interpretation; ninety-seven requests were made by teachers for special type tests; and forty-five teachers asked that no general achievement tests be given until they were specifically requested.

7. Supervisors helped to make curricular adjustments for children with physical or mental handicaps. According to reports submitted to the State Department of Education:

seventy-seven crippled children received attention; 388 children with lowered vitality received care; forty-seven homebound children received special instruction; 250 partially sighted were provided with special materials and the most acute cases received corrective treatment; ninety-eight, who were hard of hearing, received special help; 409 children were diagnosed as having speech defects and were given clinical attention; 725 children were classified as mentally retarded and were provided with suitable instructional materials; and 382 were reported as socially unadjusted of whom 200 responded to corrective attention.

8. Supervisors helped teachers develop and make use of case studies as a means of studying children. The supervisory reports showed that 128 teachers selected one child for intensive study during the school session of 1946-47 and in 1947-48 sixty-five teachers used the case study as a means of gathering data about pupils.

9. Supervisors encouraged teacher participation in all professional organizations. Reports indicated that all school personnel were members of the local and state education associations and that the membership in the national association had grown from eight in 1946 to a total of 108 in 1951. The local teachers' group developed and distributed a handbook to all teachers. The local organization of teachers sponsored the publication of a professional paper, which is distributed quarterly to all members of the association. The association

sponsored a speakers bureau for PTA groups and other civic organizations, radio broadcasts, a Barter Theater production, orientation program for new teachers, PTA clubs in the high schools, banquets, and the celebration of the county's two hundredth birthday.

10. Supervisors worked with principals in the development of more effective instructional programs. This is evidenced through (1) 1739 supervisor-principal conferences, (2) 100 per cent participation of principals in an in-service training program for each school, (3) the concern of principals for improved physical facilities and instructional materials, and (4) the recognition by principals of their responsibilities for supervisory work.

11. Teachers received assistance from supervisors in the use of teaching aids. Reports and records from the teaching materials center, which was established in 1946-47, indicate that 681 showings of films were made during the same year; that the films circulated from the local center to schools increased from 1087 in 1948-49 to 2,318 for the session of 1949-50; and that the use of films was supplemented by flat work, pictures, maps, recordings, and radios. Supervisors gave demonstrations on the use of visual-aids equipment; taught lessons on how to use films; and distributed information on appropriate teaching aids for units of work.

12. Supervisors cooperated with all teachers in the development and use of the professional county library for teachers. Reports showed that school personnel requested the purchase of professional books and that 380 such books were purchased for the teachers'

library. The circulation records of the library showed that the circulation of books to teachers increased from 0.5 book per teacher in 1945 to 1.4 books per teacher in 1951.

13. Supervisors urged teachers to use reliable instruments for measuring growth of children in skills and knowledge of subject matter. Reports and records examined by the investigator reveal that the county participated in the state-wide testing programs and in addition to this an extensive county-wide testing program was developed. An analysis of the results of an achievement test on reading, given to all pupils in 1948, reveals the following statistical data:

Grade 1	Reading Age	7 - 1
	Mental Age	6 - 11
Grade 2	Reading Age	8 - 4
	Mental Age	7 - 7
Grade 3	Reading Age	8 - 5
	Mental Age	8 - 0
Grade 4	Reading Age	9 - 5
	Mental Age	8 - 8
Grade 5	Reading Age	10 - 5
	Mental Age	10 - 3
Grade 6	Reading Age	11 - 4
	Mental Age	11 - 2
Grade 7	Reading Age	12 - 3
	Mental Age	12 - 3
Grade 8	Reading Age	13 - 2
	Mental Age	13 - 3
Grade 9	Reading Age	13 - 9
	Mental Age	13 - 8

Grade 10	Reading Age	14 - 4
	Mental Age	14 - 4
Grade 11	Reading Age	15 - 1
	Mental Age	14 - 9

All variations which existed at every grade level, except the difference of one month in grade eight, were in the direction of reading achievement greater than that which could be expected on the basis of mental ability.

14. All phases of the total school program were reviewed by the superintendent, the supervisory staff, principals, and teachers. Reports state that during the period covered by this investigation, 1062 supervisor-superintendent conferences were held, 1739 supervisor-principal conferences were held, 2956 supervisor-teacher conferences, and 849 supervisor-parent conferences. The reports further state that the directing of the educational program and its evaluation was constantly reviewed by the superintendent of schools by means of conferences, visitations to schools, and general observations.

15. Supervisors helped teachers make use of community resources and other environmental materials as a means of enriching the curriculum. Supervisors, principals and teachers developed and distributed more than 2000 copies of a local history and geography supplement to the schools. Teachers and supervisors developed supplemental aids for use in science, art, and speech activities. County officials, informed lay people and personnel of the county school board office were used as consultants by teachers. Every

fifth grade class in the county developed exhibit material on local county history, industry, agriculture, and manufacturing. Groups of children from every school visited local industrial plants, attended court sessions, and wrote histories of their respective communities.

16. Supervisors served as consultants and participated in social as well as instructional activities of teachers. A majority of the reports examined by the investigator, list requests from both principals and teachers for supervisory assistance in working with total faculties and also teacher committees. The same reports further state that supervisors participated in social activities with both teacher and pupil groups; that supervisors and teachers shared new experiences, such as; car loads of teachers going with supervisor to a nearby college for observation in the demonstration school, work in a reading clinic, or guidance conference; and that supervisors assisted teachers in trying new methods that seemed to have promise for improving the school program.

17. Supervisors gave emphasis to procedures that would help teachers in reaching a maximum of personal satisfaction in their work. Comments in the majority of the supervisors reports indicated that efforts of supervisors were directed toward helping the teacher develop a program of work that would reduce frustration, insecurity, and emotional strain. These reports state that 2,956

teacher-supervisor conferences were held during the period of this investigation. A further analysis of the reports indicate that 10 percent of these conferences were concerned with a personal problem of the teacher and four per cent of the conferences were listed as confidential. The reports indicated that supervisors encouraged teachers to participate in the development of policies in their schools and worked with principals in providing opportunities for the exercise of freedom and initiative in the solution of their problems..

18. Supervisors helped teachers make adaptations in the instructional program. Reports of supervisors show that adaptations were made in the supervisory program to meet the needs of particular situations as they arise. Reports further indicated that the supervisory program has evolved from the indicated needs of the local situation and has as its purpose the development of both program and personnel toward higher achievement. When tests and other evaluation devices showed deficiencies in subject skills, supervisors and teachers cooperatively developed plans for strengthening the instructional program. If total grade groups were below the achievement level expected by the teacher, supervisors gave assistance in modifying the level of instruction, by means of supplying materials of appropriate grade level needed, teaching classes for demonstration purposes, and taking teachers to similar situations in other schools where teaching procedures had been adapted to suit the needs of the children. Supervisors



responded to a weekly average of five teacher-requests for special help in adjusting the instructional program to the needs of the pupils.

## CHAPTER VI

### APPLICATION OF CRITERIA TO DATA

The purpose of this study has been to make an analysis of the objectives and activities of the five-point supervisory program to discover and appraise the program in terms of generally accepted criteria.

The purpose of this chapter is to apply the criteria developed in Chapter II to the major findings of the study.

#### Criterion 1

Supervision is a cooperative undertaking which involves not only shared relationships between the supervisor and teacher, but also with groups of teachers, principals, and other supervisors, parents, and all those who are concerned with child growth and development.

#### Findings

1. Supervisors gave attention to the development of the educational program in a cooperative manner.
2. Conferences, visitation, committee work, and community participation were used as supervisory techniques for the development of the instructional program.
3. General child development was the focal point of emphasis, on the part of supervisors, in the development of school and community relationships.

4. Supervisors served as consultants for group conferences, made talks to civic organizations, cooperated with principals in the development of the school program, held personal interviews with teachers and principals, and assisted with PTA meetings and other community programs.

The findings indicate that there is evidence of cooperative planning between supervisors, principals, and teachers in the formulation of the program. Therefore, it would appear that criterion 1 has been met in so far as the evidence is presented.

#### Criterion 2

Supervision should exercise a positive leadership function in the development of an educational program.

#### Findings

1. Supervisors gave directions to the organization of professional study groups, in-service training activities, and extension classes.

2. Supervisors served as leaders in the local education association and took active parts in the state and district associations.

3. Supervisors gave talks to PTA organizations and participated in community functions.

4. Supervisors directed the writing of a local history supplement and helped develop extensive materials on the traditions and background of the local division.

5. Supervisors encouraged teachers to make use of

practices that would improve classroom activities and assisted in making possible more opportunities for teachers to exercise initiative in the solution of problems.

The findings present evidence of leadership activities of the supervisors and show that they have exercised a leadership role in the development of the educational program of the county. It would appear, therefore, that criterion 2 has been adequately met.

### Criterion 3

Supervision should help to make adjustments in the curriculum that lead to a utilization of community resources.

### Findings

1. Community resources were used extensively as a means of enriching the curriculum. Supervisors helped in the development of material on local history and geography.
2. Supervisors gave aid to teachers in the introduction of local history as an integral part of the curriculum in the fifth grade.
3. Exhibits and visual displays of materials from local industrial plants were used as a part of the classroom activities.
4. County officials were used as discussants in the presentation of first hand information regarding county government.
5. Supervisors encouraged planned visitations by groups of pupils and teachers to industrial plants, historical centers,

and development of classroom museums.

Supervisors made use of community and other local resources as a means of enriching the curriculum. The findings indicate that supervisors not only gave encouragement and advice to teachers in the use of community resources but also directed the writing and distribution of extensive materials on local history. It would seem, therefore, that criterion 3 is adequately met.

#### Criterion 4

Supervision is a resource to be utilized in a consultative, friendly way of working on problems on which people need help rather than from an inspectional, arbitrary, and directive standpoint.

#### Findings

1. Supervisors worked with teachers in response to requests for special help.
2. Supervisors made use of group conferences, intervisitation of teachers, and worked with teaching personnel in the solution of pupil problems.
3. Supervisors and teachers had shared relationships in social activities as well as in instructional problems.

Supervisors worked with teachers in group activities, personal conferences, and in response to specific teacher requests. All of which implies a friendly, consultative working relationship between supervisors and teachers and would seem to indicate that criterion 4 has been adequately met in so far as the evidence is presented.

### Criterion 5

Supervision is concerned with building morale

#### Findings

1. Supervisors helped teachers develop activities and procedures that gave satisfaction and reduced frustration.
2. Supervisors encouraged teacher participation in activities that led to leadership responsibilities.
3. Supervisors and teaching personnel, as well as administrators, participated in the many and varied activities of the local education association.
4. Supervisors and teachers actively participated in professional organizations.

The findings point to the supervisors' role in making use of morale building activities and indicate that teachers participated in both professional and social affairs. In so far as the evidence is presented, it would seem that criterion 5 has been met.

### Criterion 6

Supervision is flexible and recognizes the principle of working with personnel on the level of greatest understanding and need.

#### Findings

1. Supervisors helped teachers make adaptations in the instructional program.

2. Supervisory objectives were sufficiently flexible to permit the carrying out of activities that were justified by the needs of the situation.

3. The supervisory program was consistently focused on the development of the child through the growth of the teacher.

4. The supervisory activities were based on the needs of the children as evidenced by conferences, observations, and teacher-supervisor concern for meeting these needs.

The findings indicate flexibility in planning for the supervisory program. Evidence shows that the supervisors have adapted their program to the level and need of both teacher and pupil and it therefore appears that criterion 6 has been adequately met.

#### Criterion 7

Supervision should provide for continuous and cooperative evaluation of objectives and procedures of both the instructional and supervisory programs.

#### Findings

1. Supervisors showed concern for evaluation of the total school program.

2. Supervisors assisted teachers in the use of both subjective and objective measuring instruments of pupil growth and achievement.

3. Supervisors assisted the Superintendent in making an evaluation of the progress of the county school program.

4. Supervisors made use of a wide variety of evaluative techniques.

5. Supervisory techniques were reviewed by means of conferences with Superintendent, principals, and teachers.

Supervisors worked with teachers in developing and modifying evaluation procedures. The findings show that supervisors have worked with teachers in the use of a variety of measurement devices and that these procedures were a regular part of the instructional program. Supervisory activities were reviewed by Superintendent, principals, and teachers. It would seem, therefore, that criterion 7 has been met in so far as the evidence is submitted.



## CHAPTER VII

### CONCLUSIONS AND RECOMMENDATIONS

An analysis of the findings of this study seems to warrant the following conclusions and recommendations:

1. The county supervisory program is developed from the needs of the local school system. (Criterion 6)
2. Cooperative planning and development is shown by the objectives and activities of the program. (Criteria 4, 5, and 7)
3. The program of supervision emphasizes activities concerned with the total development of the child rather than subject matter alone. (Criteria 1, 3, and 6)
4. The supervisory program places emphasis on the development of in-service training program for teachers. (Criterion 2)
5. The supervisory program is sufficiently flexible to make adaptations in the instructional program to meet the needs of the teachers. (Criterion 6)
6. The program of supervision displays efficiency to the extent that problems are cooperatively attacked and followed through to a conclusion. (Criteria 1 and 7)
7. The supervisory program places emphasis on professional development and improvement of all personnel. (Criteria 2 and 5)
8. The supervisory program recognizes the need for improvement of school-community relationships. (Criteria 1 and 3)
9. The supervisory program emphasizes child growth through

improvement of teacher personnel. (Criteria 5 and 6)

10. The supervisory program develops greater influence through the provision for inter-visitation of teachers, both within and without the county. (Criteria 3 and 4)

11. The supervisory program has become more effective through the extensive use of community and environmental resources in the classroom. (Criterion 3)

12. The supervisory program has developed more effective teaching procedures through the wide use of evaluative techniques by all teachers. (Criterion 7)

13. The supervisory program progresses to the extent that it provides for the self-improvement of its personnel.  
(Criteria 2, 6, and 7)

#### RECOMMENDATIONS

In the light of the preceding conclusions, the investigator submits the following recommendations for careful consideration:

1. Specific provisions should be made for supervisor conferences with parent groups, community leaders, and educators as a means of appraising the progress and needs of the educational program of the county.

2. Systematic provisions should be made for supervisor conferences with the Superintendent at regular intervals. This should be a means of providing information to the Superintendent in regard to the progress and needs of the school system.

3. Supervisors should maintain regularly scheduled contacts with parent groups, PTA organizations, and other adult organizations as a means of cooperatively developing an understanding of the supervisory program. The supervisor could, therefore, become a more useful community member and, in so doing, his status as an educational leader would be enhanced.

4. Provisions should be made for regular appraisal and study of the county supervisory objectives in terms of teacher-understanding of the aims and purposes of these objectives.

5. Supervisors would do well to confine their activities to those procedures that produce desirable growth on the part of the teachers and pupils and should guard against activities of a "busy-work" type.

6. A continuous and intensive program of self-improvement should be carried on by the supervisors. This may be done by (a) regular planning of work schedules so that time will be available for professional reading and writing, (b) scheduled visitation to classrooms rather than haphazard approach, and (c) maintaining a regular channel of information to and from education departments of the State colleges.

7. Supervisors should maintain a systematic record of on-going activities that are developed in the classrooms. Worthwhile procedures and findings should be recorded and reported to all teachers.

8. Special assistance should be provided to all beginning

teachers, emphasizing the importance of the relationships between college preparation and in-service teaching.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Ashby, Lloyd, "What Supervisory Practices Promote Teacher Growth and Cooperation?", Bulletin of the National Association of Secondary School Principals, Vol. 34, April, 1952. 186 pp.
- Barr, A. S., William H. Burton, and Leo J. Brueckner, Supervision. New York: D. Appleton-Century Company, Inc., 1947. 879 pp.
- Briggs, Thomas H., Improving Instruction. New York: The Macmillan Company, 1938. 587 pp.
- Leadership Through Supervision, Yearbook of the Association for Supervision and Curriculum Development. National Education Association. 1946. 163 pp.
- Letter to Supervisors, Virginia State Department of Education, Richmond: December 1945 (Mimeographed)
- Melchior, William T., Instructional Supervision. Boston: D. C. Heath and Company, 1950. 485 pp.
- McNerney, Chester T., Educational Supervision. New York: McGraw-Hill Book Company, 1951. 341 pp.
- Supervisory Objectives for 1944-45, Virginia State Department of Education, Richmond: August 1944 (Mimeographed)
- State Program of Elementary Supervision, Virginia State Department of Education, Richmond: August 1949 (Mimeographed)
- Teachers for our Times, Commission on Teacher Education, American Council on Education. Washington: The Council, 1944. 200 pp.
- The Program of Elementary Education, Virginia State Department of Education, Richmond: August 1949 (Mimeographed)
- The Supervisor in Virginia's Program of Public Education, Virginia State Department of Education, Richmond: August 1950 (Mimeographed)
- The Superintendent Surveys Supervision, Department of Superintendents, Eighth Yearbook. Washington: National Education Association. 1930. 280pp.
- Unzicker, S. P. "Ends and Means in Supervision," Educational Administration and Supervision, Vol. 36, November, 1950. 394-395

Whitelaw, John B., "Criteria for Evaluating the Effectiveness of Supervision," Educational Administration and Supervision, Vol. 27, January 1941. 29-38

Wiles, Kimball, Supervision for Better Schools. New York: Prentice-Hall, Inc., 1950. 330 pp.

Scientific Method In Supervisory Programs. Seventh Yearbook of the Department of Supervision and Directors of Instruction. National Education Association. Washington, D. C.: 1934. 178 pp.

Woody, Clifford, and others, The Evaluation of Supervision. Fourth Yearbook of the Department of Supervisors and Directors of Instruction. Washington: National Education Association, 1931. 183 pp.