

1957

A comparative development of school supervision in the cities of Massachusetts.

Paul Andrew Jolicoeur
University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Jolicoeur, Paul Andrew, "A comparative development of school supervision in the cities of Massachusetts." (1957). *Masters Theses 1911 - February 2014*. 3160.
Retrieved from <https://scholarworks.umass.edu/theses/3160>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

* UMASS/AMHERST *
312066 0316 7926 5

**FIVE COLLEGE
DEPOSITORY**

A COMPARATIVE DEVELOPMENT OF SCHOOL SUPERVISION
IN THE CITIES OF MASSACHUSETTS



JOLICOEUR - 1957

ARCHIVES
THESIS

M
1957
J75

A COMPARATIVE DEVELOPMENT OF SCHOOL SUPERVISION
IN THE CITIES OF MASSACHUSETTS

BY

PAUL ANDREW JOLICOEUR

A problem submitted in partial fulfillment of the
requirements for the Master of
Science Degree

University of Massachusetts

1957

TABLE OF CONTENTS

TABLE OF CONTENTS

	<u>Page</u>
TABLE OF CONTENTS.	iii
LIST OF TABLES, PLATES, AND GRAPHS	vi
CHAPTER I -- <u>THE INTRODUCTION</u>	1
Background of the Study	2
The Role of the Supervisor.	5
The Administrative Organization for Supervision	6
Steps in the Changes of Supervision	6
Philosophy of Supervision	6
CHAPTER II -- <u>THE PROBLEM</u>	9
Statement of the Problem.	10
Objectives of the Problem	10
Outline of Procedure.	11
Definition of Terms	12
CHAPTER III -- <u>THE DEVELOPMENT OF EDUCATIONAL SUPERVISION IN THE UNITED STATES</u>	15
Periods of Growth	17
The Beginnings in State Departments	18
Recent Developments in State Supervisory Departments.	20
CHAPTER IV -- <u>AN EVALUATION OF THE FINDINGS BASED UPON THE QUESTIONNAIRES</u>	23
Populations of the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955.	24
The Number of School Buildings in the Cities of Massachusetts During 1905, 1925, 1940, and 1955	24

The Number of School Teachers in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955.	27
The Number of Children in School in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955.	29
Titles for Supervisors During the Four Periods . . .	31
The Number of School Supervisors in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955.	31
The Year That Each of the Cities of Massachusetts Began a Program of Elementary School Super- vision.	34
Qualifications of Supervisors During the Four Periods	35
Methods of Visitation During the Four Periods. . . .	39
Subject Areas Supervised Throughout the Four Periods	41
Changes in Testing in Subject Areas During the Four Periods.	46
Changes in the Course of Study Development During the Four Periods	51
Public Relations Within the Duties of the Super- visor During the Four Periods	56
A Comparison of Salaries for Supervisors in the Cities of Massachusetts for the Years 1905,	

1925, 1940, and 1955	58
Costs of the Supervisory Program in the Various Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	58
Methods Used to Rate Teachers in the Cities of Massachusetts for the Year 1956	61
Methods of School Supervision in the Cities of Massachusetts for the Year 1956	61
CHAPTER V -- <u>SUMMARY AND CONCLUSIONS</u>	65
Introduction	66
Supervision 1900-1905	66
Supervision 1920-1925	67
Supervision 1935-1940	68
Supervision 1950-1955	69
Changes in Supervision in the Cities of Massachusetts	70
APPENDIX	72
Letter I	74
Letter II	75
The Questionnaire	76
BIBLIOGRAPHY	83

LIST OF TABLES, PLATES, AND GRAPHS

LIST OF TABLES, PLATES, AND GRAPHS

		<u>Page</u>
TABLE I	Populations of the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	25
TABLE II	The Number of School Buildings in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	26
TABLE III	The Number of School Teachers in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	28
TABLE IV	The Number of Children in School in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	30
TABLE V	Titles for Supervisors During the Four Periods	32
TABLE VI	The Number of School Supervisors in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	33
TABLE VII	The Year That Each of the Cities of Massachusetts Began a Program of Elementary School Supervision	36
TABLE VIII	Qualifications of Supervisors During the Four Periods	38
TABLE IX	Methods of Visitation During the Four Periods	40
TABLE X	Subject Areas Supervised 1900-1905	42
TABLE XI	Subject Areas Supervised 1920-1925	43
TABLE XII	Subject Areas Supervised 1935-1940	44
TABLE XIII	Subject Areas Supervised 1950-1955	45
TABLE XIV	Testing in Subject Areas During the Period 1900-1905	47
TABLE XV	Testing in Subject Areas During the Period 1920-1925	48

TABLE XVI	Testing in Subject Areas During the Period 1935-1940	49
TABLE XVII	Testing in Subject Areas During the Period 1950-1955	50
TABLE XVIII	Supervisory Course of Study for Subject Areas During the Period 1900-1905	52
TABLE XIX	Supervisory Course of Study for Subject Areas During the Period 1920-1925	53
TABLE XX	Supervisory Course of Study for Subject Areas During the Period 1935-1940	54
TABLE XXI	Supervisory Course of Study for Subject Areas During the Period 1950-1955	55
TABLE XXII	Public Relations Within the Duties of the Supervisor During the Four Periods	57
TABLE XXIII	A Comparison of Salaries for Supervisors in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	59
TABLE XXIV	Costs of the Supervisory Program in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955	60
TABLE XXV	Methods Used To Rate Teachers in the Cities of Massachusetts--1956	62
TABLE XXVI	Methods of School Supervision in the Cities of Massachusetts--1956	63
GRAPH I	The Year that Each of the Cities of Massachusetts Began a Program of Elementary School Supervision	37
PLATE I	The Cities of Massachusetts--1956	73

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

Background--In 1922 William H. Burton proposed a brief definition for "supervision" which has been used widely. This definition contained five points: (1) improvement of the teaching act; (2) improving teachers in service; (3) selecting and organizing subject matter; (4) testing and measuring; (5) rating teachers.¹ This definition, revised and supplemented in the light of recent discussions of supervision, will be used as a basis for the discussion to follow. Strictly speaking, the entire field might be included under the first heading, "the improvement of the teaching act," since that is the immediate aim of supervision. On the other hand the final aim of this subject is teacher growth.

However, the term supervisor should be thought of in a broad way. In some instances it suggests the idea of spying, checking the procedure of teachers with specific rules, regulations, and detailed outlines. In this case the supervisor is regarded as a policeman who looks only for mistakes and gives punishment when they are discovered.

An excellent statement of the real purpose of supervision was recently made by Catherine Cook, Chief of Special Problems Division of the United States Office of Education. While she referred to rural education, the underlying idea applies to

¹ William H. Burton, Supervision and the Improvement of Teaching (New York: D. Appleton & Co., 1922), p. 30.

supervision of any type of school. She wrote:

"Rural school supervision . . . is not mere oversight. It is not inspection, nor judgement of the teachers as an end in itself. Nor does it consist of miscellaneous, unsystematized activities of the 'general helper' type. Its function is specific, i. e. improvement of instruction, through improvement of the teacher's practice. It is concerned with producing changes in teachers, in their habits, their knowledge, their interests, their ideals. Supervision is sometimes compared to the work of the physician, but the analogy is imperfect. It does not consist merely in finding defects, sick spots in teaching, as it were, and curing them . . . No matter what the level of efficiency of the rural school system, the same general concept of supervision applies. But its practical adaptations vary with the variations in the organization and in the teaching personnel."²

And what is the purpose of supervision? Harris³ found in his study of the organization of supervision in cities of 25,000 or more, based upon returns from 160 cities, that the chief purpose was "assistance," or the improvement of teaching. The aspects of service and of the training of teachers were placed first. The second most frequently named purpose was "assistance and evaluation," being a combination of improvement and inspection. The third was "guidance and coordination," obviously an aspect of assistance. The last, "evaluation," may be interpreted in a limited fashion as inspection.

Some years ago the National Education Association stated

2 United States Bureau of Education, Progress of Rural Education, 1946 and 1947, No. 15 (Washington: Government Printing Office, 1948), p. 17.

3 R. W. Harris, The Organization of Supervision (University of Wisconsin, Master's Thesis, 1925).

that the four chief functions of supervision are essentially: (1) inspection; (2) research; (3) training; (4) guidance. "More recently, Jacobson and Reaves, in discussing the work of the principal as the supervisor of instruction, have devoted large attention to: (1) educational diagnosis and remedial treatment; (2) the improvement of curriculum materials; (3) testing."⁴

Supervisory functions are, generally speaking, the functions the administrator performs in attempting directly to improve teaching. These duties sometimes seem to overlap the administrative duties; but whenever the emphasis is clearly placed upon the effort to improve or evaluate instruction, it seems fair to refer to the work as being supervisory. In a large sense, the following may be considered the chief supervisory functions:

1. Guidance and counseling of teachers.
2. Testing to measure the efficiency of instruction.
3. Research dealing with methods of teaching.
4. Integration of teaching problems and activities.
5. Classroom visitations designed to evaluate or improve instruction.
6. Planning or conducting in-service training and professional study, discussions, and meetings of teachers.

⁴ Douglass E. Lawson, School Administration Procedures and Policies (New York: The Odyssey Press, 1953), p. 112.

for the purpose of improving their teaching.

Finally, supervision may be broadly defined as the exercise of professional leadership among teachers in the joint effort to improve instruction.

The Role of the Supervisor--The role of the school supervisor is changing. Where supervisors have become good resource people, the small eraser sent from one teacher to the next, announcing the arrival of the supervisor has no place. More often than not the supervisor arrives at the school because of an invitation from the teachers or the principal. She has come to render a special service which she has been asked to do. Sometimes she stops at school to discover if there is any way in which she can help. Sometimes she asks for permission to observe a particular subject in which there has been much interest. Sometimes a schedule of supervisory visits is planned by teachers and principals for a month or so in advance. Evaluation goes on, but everybody concerned participates in it. School supervision at its best is a resource or expert service provided on a consultative basis to improve education for children. Good supervision is leadership⁵ which helps to provide an environment in which everybody can contribute his best.

⁵ Jane Franseth, "The Function of Leadership in the Elementary School." The National Elementary School Principal, Bulletin of the Department of Elementary School Principals, National Education Association, Featuring--"The Rural Child in the Elementary School," Vol. XXIX, No. 5, April 1950. pp. 22-24.

The Administrative Organization for Supervision--The administrative organization for supervision depends largely on the philosophy of the supervisor and the purposes to be accomplished. It may be authoritarian, vested in a person delegated this responsibility through a line-and-staff system, while in other cases supervisors may share with teachers and others, the functions of supervision. While the leadership may reside in those supervisors responsible for the functions, every effort is made to provide motivation for teacher growth through these shared responsibilities. A third plane of supervision may be developed through leadership from within the staff itself, through teacher councils, teacher committees, and similar groups arising out of the teachers. The concept of supervision seems to have undergone a complete change, until from it we could now substitute a more appropriate term, teacher growth.

Steps in the Changes of Supervision--It is the purpose of this study to trace the evolution of the newer concept of supervision from the time when it was "foremanship" to the newer concept of teacher growth.

Philosophy of Supervision--The core of supervision is the child. He is the center of the educational process and all the subjects of the curriculum are as radii emanating from him.

The teacher is the second important factor in supervision, and teachers have to grow educationally in their profession. A teacher does not reach the peak of her teaching career until

she has taught from five to eight years.⁶ Individual differences are as easily found among teachers as among pupils.

It is the privilege of the supervisor to bring out the latent possibilities of the young and inexperienced teacher, possibilities which often are unrecognized because of lack of direction and encouragement. To the average teacher, supervision will be a constant help in providing correct techniques of instruction. For that teacher whose abilities are limitless, supervision, too, has a part to play, in that it will provide challenging situations for her to forge ahead in things educational.

The curriculum of the school is the framework upon which the activities of the pupil and teacher are erected. The curriculum ever regards the individuality of both the teacher and the pupil and is characterized by flexibility. Realizing that the pupil must take his place in the world of today, schools form and fashion the pupil into the type of citizen of whom we can be proud.

Supervision is ever aware of the constant elements of fundamental truths and principles about man's nature, his destiny, and his relations with his fellow-man. These constants are aided by the variables in education which affect theories, practices, methods and techniques of teaching and administration. An understanding of these constants and variables will

6 E. P. Cubberly, "Fundamental Principles Underlying a State Program of Teacher Training," Educational Review, LXVII (1924) p. 202.

serve to provide a sound philosophy for supervision.

The one to be benefited by supervision, or by all school procedures is in the last analysis, the child. Any properly trained teacher would, if left to her own resource, produce certain desirable changes in the children instructed. The degree to which these desirable gains are increased by the cooperation of the teacher with a supervisor is the real measure of the effectiveness of the latter. The purposes of education are certain knowledges, habits, attitudes, ideals and appreciations on the part of the child. Those things that will directly facilitate the accomplishment of desirable ends of these kinds are legitimate activities of the supervisor. Obviously, when such an interpretation is employed, supervision is not limited to a few stereotyped procedures. It may include teachers' meetings of a certain type, classroom visitations and personal conferences. All of these activities are important but they are limited aspects of a total program designed to further the growth and development of the teacher, and through such a process to fulfill the functions of the supervisor. Among other functions that a supervisor must have in mind are (1) getting teachers to define and use the purposes of education as dynamic forces in their work with pupils, (2) helping teachers to evaluate the effectiveness of instruction, (3) developing in teachers a growing recognition of the factors that affect learning, and (4) working with them cooperatively to eliminate weaknesses in the teacher-learner situation.

CHAPTER II
THE PROBLEM

CHAPTER II
THE PROBLEM

Statement of the Problem--This problem was concerned with a comparison of developments in school supervision in the cities of Massachusetts. It studied the changes which have taken effect from one period to another. The word "supervision" in this problem applies to its meaning in the broadest sense, not a principal-teacher relationship.

Objectives of the Problem--The objectives of this problem were to show the background of school supervision in the cities of Massachusetts, and the strides that each has taken from one period to another. The results of this study show how supervision has changed the face of both supervision and teaching since its beginnings nearly fifty years ago. Any similarity in their programs was also noted. Also included were the developments and changes which have taken place in city school supervision during the comparison of the backgrounds of the subjects.

There are thirty-nine cities in Massachusetts, and each school department was able to make contributions to this problem, whether they had established departments of supervision or not.

Another objective of this problem was to make available information, facts, and findings which may be of value to any group appointed or elected to make a study of the development of supervision in any of the cities of Massachusetts.

The final objective of this problem was to determine the solution or solutions to the problem as stated.

Outline of Procedure--The study was divided into four periods of development. These periods were: 1900-1905, 1920-1925, 1935-1940, and 1950-1955. Each of these periods was chosen because of pertinent dates in the history of school supervision being within each period. It is well to notice the effect of these happenings on city school supervision in Massachusetts.

In order to determine what action should be taken to provide a solution to the problem, it was first necessary to determine the extent of the problem. This was done with the use of a questionnaire. This technique was chosen because: (1) A questionnaire allows for greater accuracy in evaluating the findings. (2) It eliminates the questioner as a possible error-factor. (3) It allows for more comprehensive questioning of a greater number of subjects in far less time.

Since there were thirty-nine superintendents in the cities of Massachusetts, the author planned to utilize a written questionnaire to insure uniformity.

As for the composition of the questionnaire, the author planned the following steps in the order in which they are noted:

First; intensive research in readings on supervision noting any major changes in the basic goals through the years was undertaken.

Second; the author planned extensive research on the development of supervision in Massachusetts,

and the rest of the United States, seeking various changes, with special emphasis on the cause for the evolution of their basic objectives.

Third; a master file of questions was obtained from comprehensive readings.

Fourth; the master file composed of several hundred questions was sifted. All irrelevant questions were destroyed and duplications, either in word or thought, eliminated.

Fifth; the remaining questions were read by several people other than the author to determine the length of time it would take to answer them, and whether or not they would be intelligible to the average superintendent.

Sixth; after additional eliminations were made from the results of the previous test, the questionnaires were considered ready for distribution.

Seventh; after the results were tabulated and totaled the conclusions were drawn.

Definition of Terms--It was necessary to include the definition of several terms used in this problem. The definitions are:

1. Supervision has been technically defined as

"All of the efforts designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional

growth and development of teachers, the selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction."¹

2. Standards.

Arbitrarily or experimentally determined goals which it is decided that pupils should reach. One may have a different set of standards in each school subject for each grade. Standards and norms are frequently confused. Norms are average accomplishments and not necessarily desirable standards.

3. Elementary school.

In this study, Grades I through VI form that part of the school known as elementary, as distinguished from the junior high school level.

4. Standardized test.

"A standardized test, is one for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administration and scoring have been developed, and which may be scored with a relatively high degree of objectivity."²

5. Supervisory plan.

The value of supervision cannot be determined unless there is a plan set up beforehand including the aims and objectives of supervision, the methods to be used to accomplish these objectives, and an

1 Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 400.

2 Ibid., p. 421.

understanding of the obstacles likely to be encountered.

6. Supervisory techniques.

A technique is a process or procedure used to reach a desired end. Supervisory techniques are the ways and means used to increase teaching efficiency and the growth of learning in pupils. These techniques embrace the following: (1) teachers' meetings, (2) grade or sectional meetings, (3) bulletins, (4) personal visits, (5) individual conferences, (6) bibliography of teaching aids, (7) library loan for professional growth of teachers, (8) testing devices, (9) teacher inter-visitation, (10) demonstration lessons.

7. Remedial teaching.

This type of teaching embraces " . . . special instruction intended to overcome in part or whole any particular deficiency of a pupil not due to inferior general ability; for example, remedial reading instruction for pupils with reading difficulties."³

Dr. Blair⁴ states that the teacher of remedial classes takes the pupil at his own level and by intrinsic methods of motivation leads him to increased standards of competence.

³ Good, op. cit., p. 412.

⁴ Glenn M. Blair, Ph. D., Diagnostic and Remedial Teaching in Secondary Schools (New York: Macmillian Company, 1946), p. 16.

CHAPTER III

THE DEVELOPMENT OF EDUCATIONAL SUPERVISION
IN THE UNITED STATES

CHAPTER III

THE DEVELOPMENT OF EDUCATIONAL SUPERVISION

IN THE UNITED STATES

When, by the Tenth Amendment of the Federal Constitution, there was left to each state of the Union the right and the responsibility to organize its educational system as it saw fit, the way was opened for establishing the beginnings of a state policy with reference to public education. Moreover, the grants of land made for educational purposes and the creation of school funds, in the use of which local districts shared, brought early into the educational picture some form of state regulation. The receipt of aid from the state was accompanied by the necessity of making reports to the state, and this in turn evolved into compliance with other state demands as well. As a result, state officials were appointed to receive reports from the school corporations and to deal with them in matters relating to the apportionment of funds and other items of state policy.

The early duties of the officers thus appointed were largely clerical, statistical, and advisory with reference to the application of the state school law. But out of them grew the comprehensive structure of the modern state educational department, with its chief state school officer acting in many cases as executive officer of the state board of education. Today myriad responsibilities of administrative, supervisory and advisory services replace the original simple functions of tabulation of records and management of funds. State

educational administration has become a challenging opportunity for exercising constructive leadership in the state's educational affairs.

Because of the individual authority of each state for its own educational program, practices and policies differ widely among them in many respects. Yet in the midst of differences there are also common elements of development.

Since the days of Horace Mann in Massachusetts, the department of education in this state has had an interest in the problems of teaching at the elementary school level. It is no doubt true that in each of the forty-eight states the existence of a state department of education has meant that some attention was given to the problems of elementary school instruction. An historical survey shows that concern for elementary education began with the appointment of a staff member who, because of training or experience or both, recognized the need of elementary school teachers for help and stimulation. But elementary supervision, so named, did not appear until the turn of the present century.

Periods of Growth--Historically speaking, then, supervision at the elementary school level is a development of the last fifty-five years. During the first decade of the twentieth century growth was slow, with only six states entering the field. The period between 1910 and 1920 showed the greatest progress since during those years twenty-nine different states developed some provision for supervision at the elemen-

tary level.¹ These states established supervision for the grades usually in the person of a rural supervisor or inspector because only first- and second-class cities of fifty-five years ago were apt to have supervisors of elementary education. Because many states had a large rural population it was to be expected that the state would provide some type of help for the improvement of instruction in districts that were too small and too poor to afford a supervisor of their own.

From 1920 to 1930 eight more states introduced some type of elementary school supervision; and three states joined the ranks between 1930 to 1940.² Two states have apparently never had a person on the staff with assigned responsibilities for elementary education, and two of those which inaugurated a program between 1910 and 1920 no longer provide that service. But the great majority of states have developed, and are continuing to improve, their services in elementary education as an important function of the state department of education.

The Beginnings in State Departments--In 1901 the state superintendent of education in Wisconsin was authorized to appoint two persons of suitable qualifications to be known as state school inspectors.³ These persons were to assist the

1 W. S. Elsbree and H. J. McNally, Elementary School Administration and Supervision (New York: American Book Co., 1951), p. 11.

2 Ibid., p. 11.

3 T. H. Briggs and J. Justman, Improving Instruction Through Supervision (New York: Macmillian Company, 1952), p. vi.

state superintendent in inspecting and supervising the state graded and free high schools and to give information and needed assistance to localities in organizing such schools. In 1905 he was authorized to appoint an inspector of rural schools whose duty it was to inspect, as far as possible, rural schools of each county and to procure information concerning rural school districts.

The growth of supervision in Wisconsin has been continuous and steady. Wisconsin is one of the states in which at least a part of the supervisory staff for elementary schools has served continuously for the past twenty-five years. The state is divided into two areas of approximately equal size for the purpose of supervision of elementary grades in villages and cities. Each of the two supervisors assigned to these two areas has, in addition, some responsibilities jointly with helping teachers for the supervision of rural schools. Besides these two supervisors, there are three elementary supervisors assigned to definite areas, each of whom supervises state graded schools. The state graded schools are rural schools large enough to employ several teachers and provide a graded school in distinction from an ungraded one- and two-teacher school. In addition, one of the three has major responsibility for a given number of county supervisors and two are assigned responsibility for holding school board conventions. A sixth elementary supervisor is in charge of a small assigned territory in which he is responsible for the supervision of

state graded schools and school board conventions. Such a staff makes possible a well-integrated plan of supervision extending from the state department through a given region to the individual counties and the local school systems.

Connecticut, too, entered the field of elementary school supervision early. In 1903 the legislature passed a bill providing for the appointment of general supervisors in towns with fewer than ten teachers.⁴ The state paid one-fourth and later one-half of the salary. In 1909 the state assumed the full cost. The first law provided for towns with fewer than ten teachers; later this limitation was raised to twenty; it is now twenty-five. Beginning about 1909 the service extended rapidly until in 1916 more than one-hundred small towns were identified with it, which represented the peak number. As the towns and cities grew in number of teachers, there came a need for state supervision. At the present time ninety-one out of one-hundred-one towns are participating in the state supervisory program.

The average number of teachers per supervisor is about seventy-five in the area where there are two supervisors. Where there is one supervisor the average is forty teachers.⁵

Recent Developments in State Supervisory Programs--From the historical point of view, supervision at the high-school

⁴ C. McNerny, Educational Supervision (New York: McGraw-Hill Book Company, 1951), p. 91.

⁵ Ibid., p. 92.

level antedated that at the elementary school level. Elementary supervisors have struggled with a situation in which they found that the funds were appropriated for senior high schools because of accreditation requirements. But there is a growing realization that a good senior high school presupposes a good elementary school.

From a situation in which elementary education was an isolated service it has advanced to the point where, as in Louisiana in 1939, it became a fully integrated part of a division of instruction. Elementary and high school divisions work and plan together. Supervisors are urged to check carefully to avoid asking for duplications of information, and making overlapping visits.⁶ Plans are made so that the staff members representing various divisions travel together occasionally. Bulletins, reports, circulars, and other printed materials are exchanged among divisions. All supervisors of instruction visit every school level and spend some of the time in the field with supervisors of special subjects, since each individual is urged to study his field in relation to the total educational process. In any given school all teachers are invited to participate in faculty meetings conducted by state supervisors. Another of the most important activities of the state supervisor in Louisiana is that of working in

⁶ Helen K. MacKintosh, Supervision of Elementary Education as a Function of State Departments of Education (Washington D. C., State Department of Education, Monograph No. 8, Bulletin No. 6, 1940), p. 3.

close cooperation with teacher-training departments in state teachers colleges.

This illustration shows the amount of progress made in the concept of supervision as a function which is concerned with all levels of the educative process. The programs of Wisconsin and Connecticut illustrate two widely different but effective plans for elementary supervision which have developed to a high degree of efficiency over a long period of time.

A state program in supervision begins wherever possible with nursery and kindergarten, and extends through grades twelve or fourteen without any noticeable breaks between elementary, junior high, senior high and junior college levels. In setting up a state program for supervision to include the elementary level, the state department makes use of every state agency concerned with the education of the child and encourages county and local units, in their turn, to draw upon their community agencies in formulating and putting into operation well-planned programs. Supervision of elementary schools is now recognized by each of the forty-eight states as a function to be performed by a representative of the state department of education.⁷

⁷ Edward C. Elliot, City School Supervision (New York: World Book Company, 1954), p. 214.

CHAPTER IV

AN EVALUATION OF THE FINDINGS BASED UPON THE QUESTIONNAIRES

CHAPTER IV

AN EVALUATION OF THE FINDINGS BASED UPON THE QUESTIONNAIRE

A questionnaire containing eighteen questions pertinent to the historical development of school supervision in the cities of Massachusetts was distributed to each of the superintendents in the thirty-nine cities of this state. For the most part, this questionnaire was a series of check lists, because such results are readily tabulated. However, there were several questions which called for written answers. The complete questionnaire is contained in the Appendix of this study.

Populations of the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--Table I shows the populations of the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. This table was included to show the development of population in the cities during the four periods, so they can be compared with the various totals also included in the field of supervision. The population of any city has control over the number of children attending school and may control the number of supervisors and teachers a city may need. It can be noted that in the larger cities, there are fewer teachers and supervisors per pupil. The averages of populations are the most important for the cities in this study. They are: 1905--50,007, 1925--70,697, 1940--74,317, and 1955--77,796.

The Number of School Buildings in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--Table II

TABLE I

POPULATIONS OF THE CITIES OF MASSACHUSETTS
DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro	11335	19731	19762	23010
Beverly	13884	22561	25086	28884
Boston	560892	798621	774662	801444
Brockton	40063	66254	65276	62860
Cambridge	91886	109694	113643	120740
Chelsea	34072	43184	45112	38912
Chicopee	19167	36214	43012	49211
Everett	24336	42072	46788	45982
Fall River	104863	120485	115274	111963
Fitchburg	31531	41029	40692	42691
Gardner	10813	13170	18471	19581
Gloucester	26121	22947	24202	25167
Haverhill	37175	53884	48710	47280
Holyoke	45712	61934	54695	54661
Lawrence	62559	94270	84323	80536
Leominster	12392	19744	21810	24075
Lowell	94969	112759	101331	97249
Lynn	68513	102320	98123	99738
Malden	33664	49103	28036	59804
Marlborough	13609	15028	15208	15756
Medford	18244	47627	63083	66113
Melrose	12962	23440	25528	26988
New Bedford	62442	119231	112010	109189
Newburyport	14478	15804	18612	14111
Newton	33587	21846	43691	81994
North Adams	24200	22282	22213	21567
Northampton	18643	21951	24381	29063
Peabody	11523	19552	21345	22645
Pittsfield	25911	48864	49635	53348
Quincy	23899	60055	72041	83835
Revere	10395	32413	35978	36763
Salem	35965	42365	43534	41880
Somerville	61643	93091	103908	102351
Springfield	62059	102344	159879	162399
Taunton	31036	37137	37355	40109
Waltham	23481	30915	44486	47187
Westfield	12310	18604	19775	20962
Woburn	14254	13660	19010	20492
Worcester	118421	141009	197684	203486
Total...	1,953,009	2,757,194	2,898,364	3,034,026
Average...	50,007	70,697	74,317	77,796

TABLE II

THE NUMBER OF SCHOOL BUILDINGS IN THE CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro	54	18	17	11
Beverly	74	13	13	13
Boston	1927	291	268	204
Brockton	188	30	28	27
Cambridge	325	29	26	22
Chelsea	120	8	6	6
Chicopee	61	12	12	16
Everett	125	17	15	18
Fall River	288	54	49	35
Fitchburg	120	26	22	18
Gardner	46	11	9	6
Gloucester	105	23	20	15
Haverhill	161	30	30	20
Holyoke	149	18	14	13
Lawrence	207	33	22	18
Leominster	51	16	16	10
Lowell	286	49	33	29
Lynn	253	42	29	27
Malden	149	18	18	15
Marlborough	64	4	4	5
Medford	83	24	24	23
Melrose	79	11	11	12
New Bedford	219	30	32	33
Newburyport	49	8	8	8
Newton	146	10	27	34
North Adams	80	13	8	8
Northampton	78	9	9	11
Peabody	43	12	12	9
Pittsfield	9	17	18	22
Quincy	126	19	14	20
Revere	63	17	17	17
Salem	118	17	15	14
Somerville	259	29	29	26
Springfield	299	26	27	39
Taunton	137	26	25	17
Waltham	73	16	16	15
Westfield	58	17	17	10
Woburn	59	15	15	13
Worcester	489	74	73	78
Total...	7,220	1,132	1,048	937
Average...	185	29	27	25

shows the number of school buildings in the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. In 1905 there were 185 buildings per city in the state. On Table VI there were 2.5 supervisors per city. Therefore, there was one supervisor for every seventy-four buildings. In 1925 there was an average of twenty-nine buildings in each of the cities of Massachusetts. During the same period there was an average of 5.4 supervisors per city, thus giving one supervisor to every five buildings. During 1940 there were twenty-seven buildings averaged in each city. With an average of 6.9 supervisors per city, this would give one supervisor to every four buildings. In 1955 there were twenty-five buildings averaged to each city in the state. With 9.7 supervisors in each city at this time, there would be one supervisor to every two-and-one-half buildings. These figures seem to be somewhat far from what is expected, because they are merely averages.

The Number of School Teachers in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--Table III shows the number of school teachers in the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. Both totals and averages for the cities are included. For the year 1905 there were 9,118 teachers in the cities of Massachusetts. The average per city was 234. With an average of 2.5 supervisors for the same period as seen on Table VI, at this time there was one supervisor for every ninety teachers. For the year 1925 there were 14,762 teachers with an average of 379 for each city.

TABLE III

THE NUMBER OF SCHOOL TEACHERS IN THE CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro	66	133	136	161
Beverly	82	168	167	235
Boston	2318	3987	4532	3410
Brockton	499	390	466	377
Cambridge	435	563	670	509
Chelsea	164	278	220	221
Chicopee	72	199	180	269
Everett	168	154	156	318
Fall River	400	702	528	501
Fitchburg	122	227	189	178
Gardner	53	87	90	95
Gloucester	129	156	151	180
Haverhill	171	279	232	233
Holyoke	173	267	240	231
Lawrence	250	488	424	320
Leominster	61	102	144	133
Lowell	318	527	471	408
Lynn	266	490	488	541
Malden	180	244	323	363
Marlborough	69	74	82	91
Medford	105	348	377	395
Melrose	97	122	150	202
New Bedford	241	664	584	588
Newburyport	54	72	134	86
Newton	218	501	490	635
North Adams	112	129	120	139
Northampton	98	141	172	147
Peabody	57	122	148	156
Pittsfield	127	160	150	401
Quincy	141	342	504	574
Revere	72	275	271	290
Salem	140	215	209	203
Somerville	312	427	582	532
Springfield	356	404	675	892
Taunton	143	217	232	231
Waltham	98	167	233	233
Westfield	71	127	121	159
Woburn	70	73	85	134
Worcester	610	741	804	1171
Total..	9,118	14,762	15,930	15,942
Average...	234	379	408	409

For the same period there were 5.4 supervisors per city as seen on Table VI. Thus, there was one supervisor for every seventy teachers. For the year 1940 there were 15,930 teachers in the cities of Massachusetts with an average of 408 teachers per city. During the same period, as seen on Table VI there were 6.9 supervisors per city in Massachusetts, thus, there was one supervisor for every fifty-nine teachers. For the year 1955 there were 15,942 teachers in the cities of Massachusetts with an average of 409 teachers for each city. From Table VI the average number of supervisors for each city at this time was 9.7. Thus, there was one supervisor to every forty-two teachers.

The Number of Children in School in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--Table IV shows the number of children in school in the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. The total for 1905 was 325,709 and the average per city was 8,352. Going on to 1925 the total was 453,240 while the average was 11,622. In 1940 there were 436,897 children in school in the cities of Massachusetts, thus giving an average of 11,202 for the cities involved in this study. The total for 1955 was 399,957 and the average per city was 10,255. In 1905 there was one supervisor for every 3,340 children in the school systems of the cities of Massachusetts. For 1925 there was one supervisor for every 2,152 children. In 1940 there was one supervisor for every 1,623 children in school in the cities of Massachusetts, while in 1955 there was one supervisor to every 1,057 children.

TABLE IV

THE NUMBER OF CHILDREN IN SCHOOL IN THE CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro	212	4010	3781	4189
Beverly	2974	4994	4088	4819
Boston	99349	125115	117018	95166
Brockton	7867	11973	11856	10168
Cambridge	15585	17779	16199	10764
Chelsea	6628	9022	7001	5448
Chicopee	2714	6745	4609	7352
Everett	6436	9290	9198	7243
Fall River	16121	19652	14799	13172
Fitchburg	4320	5716	4827	4528
Gardner	1673	3042	2351	2192
Gloucester	5000	4548	4256	4359
Haverhill	5765	8853	6989	5610
Holyoke	6620	7811	6530	5642
Lawrence	8044	12644	9878	7795
Leominster	2242	3265	3145	2989
Lowell	12223	16508	13213	9887
Lynn	8325	15855	14638	12817
Malden	6568	8912	8940	8230
Marlborough	2426	2102	2075	2346
Medford	4196	8806	10828	9471
Melrose	3099	2564	4161	4854
New Bedford	10081	18976	16004	13808
Newburyport	1782	2601	4060	2218
Newton	6437	10090	14991	14679
North Adams	3760	3687	3225	3752
Northampton	3193	4646	4212	3520
Peabody	1614	3948	3823	3531
Pittsfield	2800	4863	8436	9703
Quincy	5872	11779	14073	14819
Revere	2660	7748	7038	6628
Salem	5077	5652	4600	4010
Somerville	11590	15286	16754	12840
Springfield	12842	15405	15375	23447
Taunton	4853	6281	5975	5305
Waltham	3352	4533	6261	7201
Westfield	2302	4176	3237	4034
Woburn	2973	3209	3448	3698
Worcester	16134	21154	25005	27723
Total...	325,709	453,240	436,897	399,957
Average...	8,352	11,622	11,202	10,255

Titles for Supervisors During the Four Periods--Table V shows the titles for supervisors during the four periods. On the table are the three most important titles for supervisors. They are: (1) Supervisor, (2) Consultant, and (3) Coordinator. Another space has been provided for any other title used. The most important other titles added were: (1) Director, (2) Principal, and (3) Assistant Superintendent. During the period 1900-1905, eight cities had "Supervisors." During the second period, 1920-1925, twenty-two cities had "Supervisors," while one had a "Coordinator," and three cities gave their supervising officers other titles. During the third period, twenty-nine cities called their officers "Supervisors," while six other cities chose different titles for the members of their departments. During the final period, 1950-1955, the title of "Supervisor," was still the most important, with a total of twenty-nine cities calling their officers by this title. An increase of four "Consultants" and two "Coordinators," changed the trend somewhat. While thirty-five cities gave their supervising officers these titles, they also chose fourteen "Others."

The Number of School Supervisors in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--Table VI shows the number of school supervisors in the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. The averages per city involved in the total count are also included. For the year 1905, there were twenty-five supervisors in the cities of this state. The average per city being 2.5. During

TABLE V

TITLES FOR SUPERVISORS DURING THE FOUR PERIODS

CITY	1900 - 1905				1920 - 1925				1935 - 1940				1950 - 1955			
	Supervisor	Consultant	Coordinator	Other	Supervisor	Consultant	Coordinator	Other	Supervisor	Consultant	Coordinator	Other	Supervisor	Consultant	Coordinator	Other
Attleboro															X	
Beverly																
Boston					X				X				X			
Brockton					X				X				X			
Cambridge					X				X				X	X		
Chelsea	X				X				X				X			
Chicopee					X				X							X
Everett	X				X			X	X			X	X			X
Fall River													X			
Fitchburg																
Gardner					X				X				X			X
Gloucester					X				X				X	X		
Haverhill																
Holyoke									X			X	X			X
Lawrence	X				X			X	X			X	X			X
Leominster					X				X				X	X		
Lowell	X				X				X				X			
Lynn									X				X			
Malden												X			X	X
Marlborough					X				X				X			
Medford					X			X	X			X	X			X
Melrose									X				X			X
New Bedford					X				X				X			
Newburyport									X				X			X
Newton									X			X	X			X
North Adams												X	X			X
Northampton					X				X				X			X
Peabody																
Pittsfield					X				X				X			
Quincy					X				X				X	X		
Revere					X			X	X				X			
Salem	X				X		X		X				X			
Somerville													X			X
Springfield	X				X				X				X			X
Taunton									X				X			
Waltham									X				X			
Westfield									X				X			
Woburn	X				X				X				X			
Worcester	X				X				X				X			X
Total..	8	0	0	0	22	0	1	3	29	0	0	6	29	4	2	14

TABLE VI

THE NUMBER OF SCHOOL SUPERVISORS IN THE CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro				1
Beverly				
Boston		4	29	31
Brockton		1	5	6
Cambridge		2	4	9
Chelsea	2	4	5	6
Chicopee		1	4	8
Everett	1	4	6	13
Fall River				1
Fitchburg				
Gardner				4
Gloucester		1	3	4
Haverhill				
Holyoke	2	8	4	11
Lawrence	5	10	11	11
Leominster		1	3	4
Lowell	6	15	15	14
Lynn			19	23
Malden	1	4	4	15
Marlborough	2	2	2	10
Medford		11	9	11
Melrose			5	6
New Bedford		25	12	23
Newburyport			5	7
Newton	2	8	4	31
North Adams				1
Northampton		1	1	2
Peabody	3	3	6	8
Pittsfield				
Quincy		7	6	8
Revere		5	8	9
Salem		4	7	7
Somerville				
Springfield		4	6	6
Taunton			2	10
Waltham				1
Westfield				
Woburn		2	2	7
Worcester	1	2	6	13
Total..	25	129	193	321
Average...	2.5	5.4	6.9	9.7

the year 1925 there were 129 supervisors totaled throughout the cities of the state with an average per city of 5.4, thus bringing the average for this period to more than twice that of the previous period. For the year 1940, there were 193 supervisors in the cities of this state, the average per city being 6.9. The increase is very slight over the previous period. During the year 1955 there were 321 supervisors in the cities of Massachusetts, and the average per city was 9.7. The increase in the average number per city is nearly one-and-one-half times as great as that of the previous period, and nearly twice as large as that of 1940.

The Year That Each of the Cities of Massachusetts Began a Program of Elementary School Supervision--Table VII and Graph I show the year that each of the cities of Massachusetts began a program of elementary school supervision. Chelsea leads the way, by having begun such a department in 1901, the same year as the first such a department was begun by Wisconsin, the leader of elementary school supervision in the United States. In 1911 Cambridge found the need for elementary supervision. Medford followed in 1912, and Lowell in 1916. In 1919, two of the larger school systems, Worcester and Quincy, began working in this field. In 1920, Lawrence found need for such a department, and during the next year, 1921, Newton, Everett, and New Bedford founded similar departments. Springfield, in 1922, followed the trend, while Gloucester and Leominster waited until 1923. Three cities began elementary supervision in 1924. They were

Holyoke, Lynn, and Pittsfield. Two years passed, when Chicopee, in 1925, found need for a supervisor in its elementary schools. Eleven years passed before another school department inaugurated a department of elementary supervision, and this being at Salem in 1936. The following year, 1937, found similar departments beginning at Revere and Northampton. Eight years passed, and Fall River, finding its elementary needs great, started its department in 1945. The year 1946 saw Taunton and Marlborough begin with elementary supervision, and Malden followed in 1947. Two cities were added to the list in 1948. They were Gardner and North Adams. In 1949, three cities in Massachusetts decided to venture into this field. They were Brockton, Melrose, and Newburyport. As late as 1951, Waltham and Woburn felt that the time had come for elementary supervision in their grades. The most recent school department to venture into the field of elementary supervision was Attleboro. They did so in 1955. There is only one city in the state of Massachusetts that has not begun such a department, it is Boston.

Qualifications of Supervisors During the Four Periods--

Table VIII shows the qualifications of supervisors during the four periods. The headings on this table are: (1) No Degree, (2) Bachelor's Degree, (3) Master's Degree, and (4) Doctor's Degree. During the first period seventeen supervisors had no degree, while eight had a bachelor's degree. In the next period, 1920-1925, fifty-two supervisors had no degree, sixty-two had a bachelor's degree, and fifteen had a master's degree. In the

TABLE VII

THE YEAR THAT EACH OF THE CITIES OF MASSACHUSETTS BEGAN
A PROGRAM OF ELEMENTARY SCHOOL SUPERVISION

CITY	YEAR
Attleboro	1955
Beverly	
Boston	
Brockton	1949
Cambridge	1911
Chelsea	1901
Chicopee	1925
Everett	1921
Fall River	1945
Fitchburg	
Gardner	1948
Gloucester	1923
Haverhill	
Holyoke	1924
Lawrence	1920
Leominster	1923
Lowell	1916
Lynn	1924
Malden	1947
Marlborough	1946
Medford	1912
Melrose	1949
New Bedford	1921
Newburyport	1949
Newton	1921
North Adams	1948
Northampton	1937
Peabody	
Pittsfield	1924
Quincy	1919
Revere	1937
Salem	1936
Somerville	
Springfield	1922
Taunton	1946
Waltham	1951
Westfield	
Woburn	1951
Worcester	1919
Total..	

GRAPH I

THE YEAR THAT EACH CITY OF MASSACHUSETTS BEGAN ELEMENTARY SUPERVISION

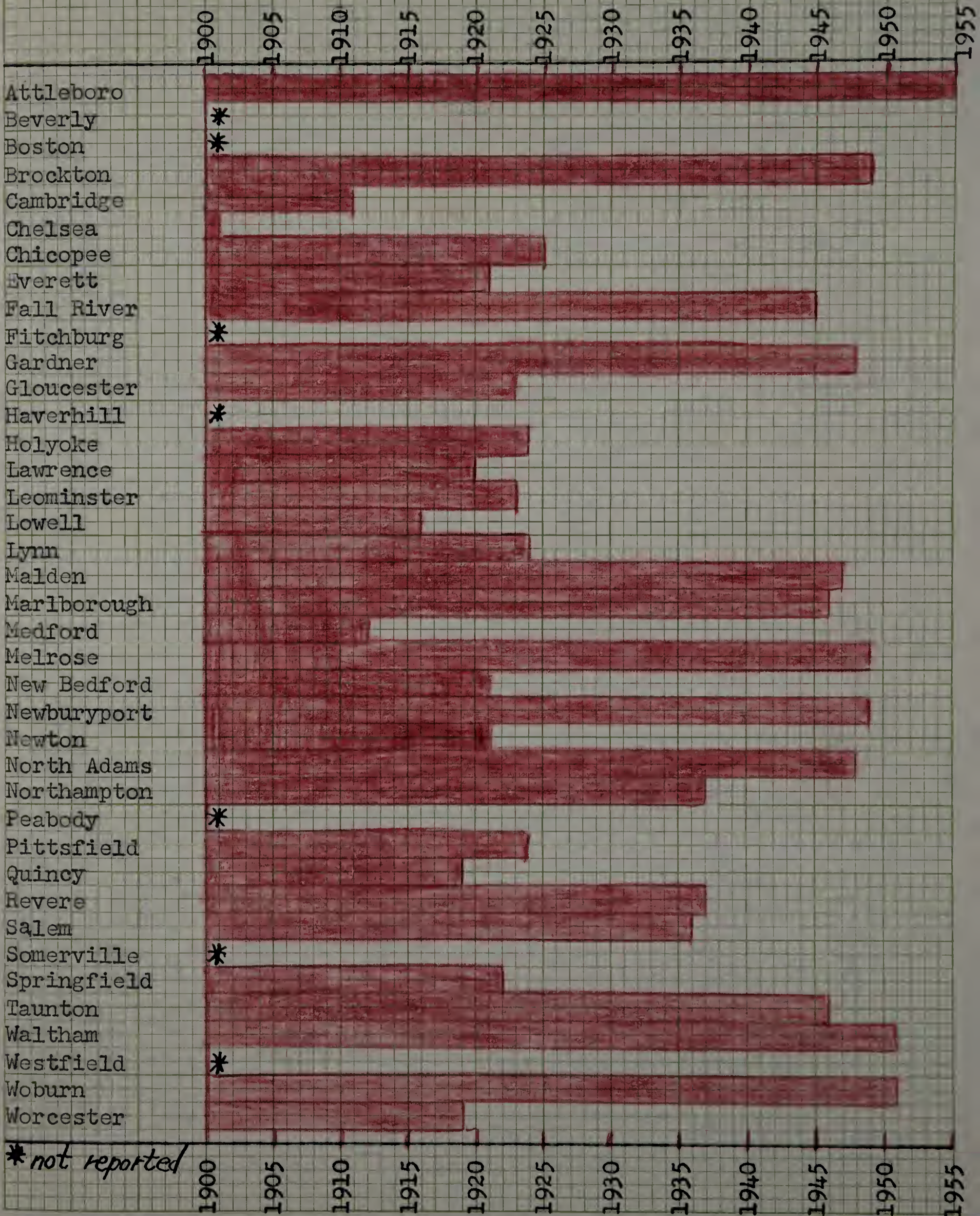


TABLE VIII

QUALIFICATIONS OF SUPERVISORS DURING THE FOUR PERIODS

CITY	1900 - 1905				1920 - 1925				1935 - 1940				1950 - 1955			
	No Degree	Bachelor	Master	Doctor	No Degree	Bachelor	Master	Doctor	No Degree	Bachelor	Master	Doctor	No Degree	Bachelor	Master	Doctor
Attleboro															1	
Beverly																
Boston					4				24	5			25	5	1	
Brockton					1				4	1			4	1	1	
Cambridge					2				4				5	4		
Chelsea	2				4				5					6		
Chicopee					1				4					8		
Everett	1				2	2			6				4	7	2	
Fall River															1	
Fitchburg																
Gardner													1	3		
Gloucester					1				2	1			2	2		
Haverhill																
Holyoke	1	1			1	1	6		2	2			2	2	6	1
Lawrence	3	2			7	3			7	4			3	4	4	
Leominster						1				2	1			2	2	
Lowell	6				15				15				7	7		
Lynn									13	6			12	11		
Malden	1				4				4				4	11		
Marlborough	2				2				2				10			
Medford					9	2			4	1	4		1	5	4	1
Melrose									4	1			2	4		
New Bedford					18	7			12				12	10	1	
Newburyport									4	1			2	4	1	
Newton	1	1			1	1	6		2	2			2	12	16	1
North Adams																1
Northampton					1				1						1	1
Peabody																
Pittsfield		3			3				6				4	4		
Quincy					4	3				6				4	4	
Revere					5					4	4		5	4		
Salem					4				1	3	3		3	2	2	
Somerville																
Springfield					4				1	3	2		3	2	1	
Taunton										1	1		8	2		
Waltham																
Westfield													1			
Woburn					2				2				4	3		
Worcester		1			1	1			2	4			1	4	6	2
Total..	17	8	0	0	52	62	15	0	23	130	40	0	9	147	145	20

third period twenty-three supervisors had no degree, 130 had a bachelor's degree, and forty had a master's degree. Up to this time there had not been a trend to have a doctor's degree in the field of supervision. The greatest improvement is seen in the final period, 1950-1955. There were nine supervisors with no degree, 147 with a bachelor's degree, and 145 with a master's degree. During this period there were twenty persons in the field of elementary supervision with a doctor's degree.

Methods of Visitation During the Four Periods--Table IX

shows by totals the various methods of visitation used by supervisors during the periods 1900-1905, 1920-1925, 1935-1940, and 1950-1955. The methods on this table are the three most popular: (1) On Call, (2) Regular, and (3) Unscheduled. An extra space is also included for any other method which might be used by the supervisors during the various periods. During the first period, 1900-1905, the "Regular" visitation was the most popular. This method was conducted by five cities in Massachusetts. During the second period, 1920-1925, the "Regular" visitation was the most popular, with eighteen cities preferring this method over the others. The "Unscheduled" visitation makes its first appearance during this period with a total of six cities investigating the possibilities of this form of visitation. In third place the most democratic form of visitation, the "On-Call" visit, was functioning in one city at this time. During the next period, 1935-1940, the methods of visitation form the same order: "Regular"-twenty, "Unscheduled"-fourteen, and "On-

TABLE IX

METHODS OF VISITATION DURING THE FOUR PERIODS

CITY	1900 - 1905				1920 - 1925				1935 - 1940				1950 - 1955			
	On Call	Regular	Unscheduled	Other	On Call	Regular	Unscheduled	Other	On Call	Regular	Unscheduled	Other	On Call	Regular	Unscheduled	Other
Attleboro																X
Beverly																
Boston					X				X					X		
Brockton					X				X					X		
Cambridge		X			X	X			X	X			X		X	
Chelsea		X			X				X	X				X	X	
Chicopee								X	X				X	X		
Everett						X				X				X	X	
Fall River														X		
Fitchburg																
Gardner					X				X				X	X	X	
Gloucester					X				X	X				X	X	
Haverhill																
Holyoke						X				X			X	X	X	
Lawrence		X			X				X					X		
Leominster					X				X				X			
Lowell		X			X				X	X				X		
Lynn								X		X			X		X	
Malden									X					X		
Marlborough									X					X		
Medford					X	X	X		X	X	X		X	X	X	
Melrose									X	X	X		X	X	X	
New Bedford					X				X					X		
Newburyport								X	X	X			X	X	X	
Newton						X				X			X	X	X	
North Adams																
Northampton					X				X	X				X	X	
Peabody																
Pittsfield					X				X				X	X	X	
Quincy						X				X			X	X		
Revere					X				X					X		
Salem					X			X					X			
Somerville																
Springfield					X				X				X			
Taunton									X	X			X		X	
Waltham										X			X			
Westfield																
Woburn					X				X				X			
Worcester		X			X				X				X	X		
Total..	0	5	0	0	1	18	6	0	10	20	14	0	17	23	15	1

Call"-ten. During the final period the totals vary slightly. They are: "Regular"-twenty-three, "On-Call"-seventeen, "Un-scheduled"-fifteen, and "Other"-one.

Subject Areas Supervised Throughout the Periods 1900-1905, 1920-1925, 1935-1940, and 1950-1955--Tables X, XI, XII, and XIII show the subject areas supervised for the periods 1900-1905, 1920-1925, 1935-1940, and 1950-1955. The subject areas listed on these tables are: (1) Library, (2) Music, (3) Art, (4) Athletics, (5) Indoor Recreation, (6) Dramatics, (7) Guidance, (8) Health, (9) Attendance, (10) Home Making, (11) Reading, (12) Audio-Visual Aids, (13) Agriculture, (14) Business Subjects, (15) Industrial Arts, and (16) Other.

Table X shows the subject areas supervised during the period 1900-1905. It is noticeable that the largest area supervised during this period was Attendance, while Music and Art take second and third places.

Table XI shows the subject areas supervised during the period 1920-1925. Music and Art are both in first place, while Attendance, which was first on Table X, has dropped to second place. Taking third place is Health, which was supervised by six cities in Massachusetts during the first period, but has increased to nineteen cities on Table XI. Making noticeable gain on this table is supervision in the field of Industrial Arts.

Table XII shows the subject areas supervised during the period 1935-1940. As in Table XI, Music and Art still tie for first place. Again Attendance is second, being supervised during

TABLE X

SUBJECT AREAS SUPERVISED 1900 - 1905

CITY	Library	Music	Art	Athletics	Indoor Recreation	Dramatics	Guidance	Health	Attendance	Home Making	Reading	Audio-Visual Aids	Agriculture	Business Subjects	Industrial Arts	Other
Attleboro																
Beverly																
Boston		X	X	X	X			X	X	X	X			X	X	
Brockton																
Cambridge																
Chelsea				X				X	X		X					
Chicopee																
Everett									X							
Fall River																
Fitchburg																
Gardner																
Gloucester																
Haverhill																
Holyoke	X	X	X		X			X	X	X						
Lawrence		X				X			X							
Leominster																
Lowell		X	X				X	X		X						
Lynn		X	X													
Malden																
Marlborough		X	X	X				X								
Medford																
Melrose																
New Bedford																
Newburyport																
Newton	X	X	X		X				X	X	X					
North Adams																
Northampton																
Peabody																
Pittsfield																
Quincy		X	X						X							
Revere									X							
Salem																
Somerville									X							
Springfield																
Taunton		X	X	X					X							
Waltham									X							
Westfield								X	X							
Woburn									X							
Worcester		X	X						X							
Total..	2	10	9	4	3	1	1	6	14	4	3	0	0	1	1	0

TABLE XI

SUBJECT AREAS SUPERVISED 1920 - 1925

CITY	Library	Music	Art	Athletics	Indoor Recreation	Dramatics	Guidance	Health	Attendance	Home Making	Reading	Audio-Visual Aids	Agriculture	Business Subjects	Industrial Arts	Other
Attleboro																
Beverly																
Boston		X	X	X	X			X	X	X	X		X	X	X	
Brockton		X							X							
Cambridge		X	X					X	X							
Chelsea		X	X	X	X	X		X	X	X	X			X	X	
Chicopee			X		X			X	X	X				X	X	
Everett	X	X			X				X		X			X	X	
Fall River																
Fitchburg																
Gardner		X	X													
Gloucester		X	X					X	X							
Haverhill																
Holyoke	X	X	X		X				X	X	X			X	X	X
Lawrence		X	X	X	X	X		X	X		X		X	X		
Leominster		X	X					X	X							
Lowell		X	X	X				X	X		X					
Lynn		X	X					X								
Malden		X	X						X	X	X			X	X	
Marlborough		X	X	X				X		X						
Medford			X	X				X	X	X	X			X	X	
Melrose																
New Bedford		X	X	X			X	X	X					X		
Newburyport																
Newton	X	X	X		X				X	X	X			X	X	X
North Adams																
Northampton																
Peabody																
Pittsfield		X	X							X						
Quincy		X	X	X				X	X							
Revere	X	X	X	X	X	X			X	X				X	X	
Salem		X	X	X				X	X					X	X	
Somerville																
Springfield		X	X	X			X	X					X	X		
Taunton		X	X	X				X		X						
Waltham								X	X							
Westfield																
Woburn		X	X	X				X	X					X	X	
Worcester		X	X					X	X							
Total..	4	24	24	13	8	3	2	19	22	10	9	0	3	14	11	2

TABLE XII

SUBJECT AREAS SUPERVISED 1935 - 1940

CITY	Library	Music	Art	Athletics Indoor Recreation	Dramatics	Guidance	Health	Attendance	Home Making	Reading	Audio-Visual Aids	Agriculture	Business Subjects	Industrial Arts	Other	
Attleboro																
Beverly																
Boston		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Brockton		X						X								
Cambridge		X	X				X	X		X						
Chelsea	X	X	X	X	X	X	X	X	X	X	X		X	X		
Chicopee		X	X	X	X	X	X	X	X	X			X	X		
Everett	X	X	X	X				X	X	X			X	X		
Fall River		X	X				X	X								
Fitchburg																
Gardner		X	X													
Gloucester		X	X				X	X								
Haverhill																
Holyoke	X	X	X	X				X	X	X	X		X	X		
Lawrence	X	X	X	X	X	X	X	X	X	X			X	X		
Leominster		X	X				X	X					X	X		
Lowell		X	X	X		X	X	X		X						
Lynn	X	X	X	X			X				X					
Malden	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Marlborough	X	X	X	X		X	X	X	X	X	X		X	X		
Medford			X	X		X	X	X	X	X	X		X	X		
Melrose																
New Bedford		X	X	X			X	X	X							
Newburyport		X	X	X		X		X	X							
Newton	X	X	X	X				X	X	X	X		X	X		
North Adams																
Northampton		X	X	X			X	X	X							
Peabody																
Pittsfield		X	X	X				X	X							
Quincy		X	X	X		X	X	X			X				X	
Revere	X	X	X	X	X	X		X	X	X	X		X	X		
Salem	X	X	X	X		X	X	X	X	X			X	X		
Somerville													X	X		
Springfield	X	X	X	X		X	X	X	X				X	X		
Taunton		X	X	X		X	X	X					X	X		
Waltham		X	X	X			X	X		X	X		X		X	
Westfield																
Woburn	X	X	X	X		X	X	X	X				X	X		
Worcester		X	X	X	X	X	X	X					X	X		
Total..	12	29	29	20	11	6	14	22	28	18	15	11	2	15	15	3

TABLE XIII

SUBJECT AREAS SUPERVISED 1950 - 1955

CITY	Library	Music	Art	Athletics	Indoor Recreation	Dramatics	Guidance	Health	Attendance	Home Making	Reading	Audio-Visual Aids	Agriculture	Business Subjects	Industrial Arts	Other
Attleboro	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Beverly																
Boston		X	X	X	X		X	X	X	X	X	X	X	X	X	
Brockton		X	X	X	X		X	X	X		X	X			X	
Cambridge	X	X	X	X	X		X	X	X		X	X				
Chelsea	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Chicopee		X	X	X	X	X	X	X	X	X	X	X		X	X	
Everett	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Fall River		X	X					X	X							
Fitchburg																
Gardner		X	X				X	X	X		X	X				
Gloucester	X	X	X	X			X	X	X		X	X				
Haverhill																
Holyoke	X	X	X		X				X	X	X	X		X	X	X
Lawrence	X	X	X	X	X	X	X	X	X	X	X			X	X	
Leominster		X	X				X	X	X		X	X			X	
Lowell		X	X	X			X	X	X		X	X				
Lynn	X	X	X		X	X	X	X	X	X		X				
Malden	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlborough	X	X	X	X		X	X	X	X	X	X	X		X	X	
Medford			X	X			X	X	X	X	X	X		X	X	
Melrose																
New Bedford		X	X	X				X	X	X	X	X			X	
Newburyport		X	X	X			X	X	X	X	X	X				
Newton	X	X	X		X				X	X	X	X		X	X	X
North Adams	X	X	X	X			X			X		X				
Northampton	X	X	X	X			X			X	X					
Peabody																
Pittsfield		X	X	X			X	X	X			X				
Quincy		X	X	X			X	X	X		X	X				
Revere	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
Salem	X	X	X	X			X	X	X	X	X			X	X	X
Somerville																
Springfield	X	X	X	X			X	X	X	X	X			X	X	X
Taunton	X	X	X	X			X		X	X	X	X			X	X
Waltham		X	X	X			X	X	X		X	X		X		
Westfield																
Woburn	X	X	X	X			X	X	X	X	X			X	X	X
Worcester		X	X	X	X	X	X	X	X	X		X	X		X	
Total..	18	31	32	26	14	10	28	27	30	22	27	26	3	16	20	7

this period by twenty-eight cities. Health maintains third place being actively supervised by twenty-two cities of this state. Making noticeable gain for these five years is the area of Athletics.

Table XIII shows the subject areas supervised during the period 1950-1955. The subject area supervised to the greatest extent during this period is Art. Music holds second place and Attendance is third. Guidance has made its first noticeable appearance and was supervised during this period by twenty-eight cities. It is well to notice that Reading and Health are together in fifth place, being supervised by twenty-seven cities.

Changes in Testing in Subject Areas During the Periods 1900-1905, 1920-1925, 1935-1940, and 1950-1955--Tables XIV, XV, XVI, and XVII show the changes in testing in subject areas during the four periods. Subjects on these tables are: (1) Language, (2) Reading, (3) Spelling, (4) Arithmetic, (5) Work-Study Tests, (6) Readiness, (7) Intelligence, and (8) Other.

Table XIV shows the subject areas tested during the period 1900-1905. Spelling and Arithmetic hold first place, while both Language and Reading are second. There was no testing in Work-Study Tests, Readiness, and Intelligence during this period.

Table XV shows the subject areas tested during the period 1920-1925. Intelligence has joined first place with Arithmetic. Spelling was in second place, and Language has gone from second to third place.

Table XVI shows the subject areas tested during the period

TABLE XIV

TESTING IN SUBJECT AREAS DURING THE PERIOD 1900 - 1905

CITY	Language	Reading	Spelling	Arithmetic	Work-Study Tests	Readiness	Intelligence	Other
Attleboro								
Beverly								
Boston								
Brockton								
Cambridge			X	X				
Chelsea			X	X				
Chicopee								
Everett								
Fall River								
Fitchburg								
Gardner								
Gloucester								
Haverhill								
Holyoke								
Lawrence								
Leominster								
Lowell	X	X	X	X				
Lynn								
Malden								
Marlborough	X	X	X	X				
Medford								
Melrose								
New Bedford								
Newburyport								
Newton								
North Adams								
Northampton								
Peabody								
Pittsfield								
Quincy								
Revere								
Salem								
Somerville								
Springfield								
Taunton								
Waltham								
Westfield								
Woburn								
Worcester			X	X				
Total..	2	2	5	5	0	0	0	0

TABLE XV

TESTING IN SUBJECT AREAS DURING THE PERIOD 1920 - 1925

CITY	Language	Reading	Spelling	Arithmetic	Work-Study Tests	Readiness	Intelligence	Other
Attleboro								
Beverly								
Boston	X	X	X	X				
Brockton							X	
Cambridge			X	X				
Chelsea	X	X	X	X			X	
Chicopee								
Everett								
Fall River								
Fitchburg								
Gardner								
Gloucester								
Haverhill								
Holyoke	X	X	X	X			X	
Lawrence	X			X				
Leominster								
Lowell	X	X	X	X				
Lynn								
Malden								
Marlborough	X	X	X	X			X	
Medford	X	X	X	X			X	
Melrose								
New Bedford							X	
Newburyport							X	
Newton	X	X	X	X			X	
North Adams								
Northampton	X	X	X	X				
Peabody								
Pittsfield								
Quincy								
Revere								
Salem								
Somerville							X	
Springfield								
Taunton							X	
Waltham								
Westfield								
Woburn								
Worcester			X	X			X	
Total..	9	8	10	11	0	0	11	0

TABLE XVI

TESTING IN SUBJECT AREAS DURING THE PERIOD 1935 - 1940

CITY	Language	Reading	Spelling	Arithmetic	Work-Study Tests	Readiness	Intelligence	Other
Attleboro								
Beverly	X	X	X	X			X	
Boston	X		X	X				
Brockton	X		X	X			X	
Cambridge	X	X	X	X	X	X	X	
Chelsea	X	X	X	X	X	X	X	X
Chicopee			X					
Everett								
Fall River								
Fitchburg								
Gardner							X	
Gloucester								
Haverhill	X	X	X	X		X	X	
Holyoke	X			X			X	
Lawrence							X	
Leominster	X	X	X	X			X	
Lowell	X	X	X	X	X		X	
Lynn	X	X	X	X	X	X	X	
Malden	X	X	X	X		X		
Marlborough	X	X	X	X		X	X	
Medford								
Melrose							X	
New Bedford							X	
Newburyport	X	X	X	X		X	X	
Newton								
North Adams	X	X	X	X		X	X	
Northampton								
Peabody							X	
Pittsfield	X	X	X	X		X	X	
Quincy	X	X	X	X	X	X	X	
Revere	X	X	X	X	X	X	X	
Salem								
Somerville	X	X	X	X	X	X	X	
Springfield								
Taunton								
Waltham								
Westfield	X	X	X	X	X	X	X	
Woburn	X	X	X	X	X	X	X	X
Worcester								
Total..	20	17	20	20	9	14	23	2

TABLE XVII

TESTING IN SUBJECT AREAS DURING THE PERIOD 1950 - 1955

CITY	Language	Reading	Spelling	Arithmetic	Work-Study Tests	Readiness	Intelligence	Other
Attleboro	X	X	X	X	X	X	X	X
Beverly								
Boston	X	X	X	X			X	
Brockton	X	X	X	X	X	X	X	X
Cambridge	X		X	X			X	
Chelsea	X	X	X	X	X	X	X	
Chicopee	X	X	X	X	X	X	X	X
Everett	X	X	X	X	X	X	X	
Fall River							X	X
Fitchburg								
Gardner	X	X	X	X	X	X	X	
Gloucester	X	X	X	X	X	X	X	
Haverhill								
Holyoke	X	X	X	X	X	X	X	
Lawrence	X	X		X	X	X	X	
Leominster	X	X	X	X	X	X	X	
Lowell	X	X	X	X		X	X	
Lynn	X	X	X	X	X		X	
Malden	X	X	X	X	X	X	X	
Marlborough	X	X	X	X		X		
Medford	X	X	X	X		X	X	
Melrose	X	X	X	X	X		X	
New Bedford	X						X	
Newburyport	X	X	X	X	X		X	
Newton	X	X	X	X	X	X	X	
North Adams	X	X	X	X	X	X	X	X
Northampton	X	X	X	X	X	X	X	X
Peabody								
Pittsfield	X	X	X	X		X	X	
Quincy	X	X	X	X		X	X	
Revere	X	X	X	X	X	X	X	
Salem	X	X	X	X	X	X	X	
Somerville								
Springfield	X	X	X	X	X	X	X	
Taunton	X	X	X	X	X	X	X	X
Waltham	X	X	X	X		X	X	
Westfield								
Woburn	X	X	X	X	X	X	X	
Worcester	X	X	X	X	X	X	X	
Total..	32	30	30	31	23	26	32	8

1935-1940. Intelligence has taken a great increase and is in first place for this period. Both Spelling and Arithmetic are together in second place but they are joined by Language. All three subjects are tested by twenty cities of Massachusetts during this period.

Table XVII shows the subject areas tested during the period 1950-1955. Both Language and Intelligence are in first place. Arithmetic is second, while Reading and Spelling are third.

Changes in the Course of Study Development During the Years 1900-1905, 1920-1925, 1935-1940, and 1950-1955--Tables XVIII, XIX, XX, and XXI show the changes in the course of study development in subject areas during the four periods of this study. Subjects on these four tables are: (1) Language, (2) Arithmetic, (3) Spelling, (4) Reading, (5) Social Studies, and (6) Other.

Table XVIII shows that nine cities had a course of study in Spelling during the period 1900-1905. Eight cities had a course of study in Arithmetic during this period, while four had them in both Language and Reading.

Table XIX shows the subjects that had courses of study during the period 1920-1925. Language was controlled by twenty-two cities and Arithmetic by twenty. Spelling and Reading are both in third place with a score of seventeen.

Table XX shows the subject areas with supervisory courses of study during the period 1935-1940. Language is again in first place with a total of twenty-seven cities having courses of study in that area during the period. Reading has made a very notice-

TABLE XVIII

SUPERVISORY COURSE OF STUDY IN SUBJECT AREAS FOR THE
PERIOD 1900 - 1905

CITY	Language	Arithmetic	Spelling	Reading	Social Studies	Other
Attleboro						
Beverly						
Boston						
Brockton						
Cambridge			X			
Chelsea	X	X	X	X	X	
Chicopee						
Everett						
Fall River						
Fitchburg						
Gardner						
Gloucester						
Haverhill						
Holyoke						
Lawrence						
Leominster						
Lowell	X	X	X	X	X	
Lynn						
Malden	X	X	X	X	X	
Marlborough	X	X	X	X		
Medford						
Melrose						
New Bedford						
Newburyport						
Newton						
North Adams						
Northampton						
Peabody						
Pittsfield						
Quincy						
Revere						
Salem		X	X			
Somerville						
Springfield		X	X			
Taunton						
Waltham						
Westfield						
Woburn		X	X			
Worcester		X	X			
Total..	4	8	9	4	3	0

TABLE XIX

SUPERVISORY COURSE OF STUDY IN SUBJECT AREAS FOR THE
PERIOD 1920 - 1925

CITY	Language	Arithmetic	Spelling	Reading	Social Studies	Other
Attleboro						
Beverly						
Boston	X	X	X	X	X	
Brockton						
Cambridge			X	X		
Chelsea	X	X	X	X	X	
Chicopee	X	X	X		X	
Everett	X	X	X	X	X	X
Fall River						
Fitchburg						
Gardner	X	X	X	X	X	
Gloucester	X			X		
Haverhill						
Holyoke	X	X				
Lawrence	X				X	
Leominster	X			X		
Lowell	X	X	X	X	X	
Lynn						
Malden	X	X	X	X	X	
Marlborough	X	X	X	X		
Medford	X	X	X	X	X	
Melrose						
New Bedford	X	X	X	X	X	X
Newburyport						
Newton	X	X				
North Adams						
Northampton	X	X				
Peabody						
Pittsfield	X	X	X	X	X	
Quincy						
Revere	X	X				
Salem	X	X	X	X	X	
Somerville						
Springfield	X	X	X	X	X	
Taunton	X	X	X	X	X	
Waltham						
Westfield						
Woburn	X	X	X	X	X	
Worcester		X	X			
Total..	22	20	17	17	15	2

TABLE XX

SUPERVISORY COURSE OF STUDY IN SUBJECT AREAS FOR THE
PERIOD 1935 - 1940

CITY	Language	Arithmetic	Spelling	Reading	Social Studies	Other
Attleboro						
Beverly						
Boston	X	X	X	X	X	
Brockton						
Cambridge	X	X	X	X	X	
Chelsea	X	X	X	X	X	
Chicopee	X	X	X	X	X	X
Everett	X	X	X	X	X	X
Fall River			X	X		
Fitchburg						
Gardner	X	X	X	X	X	
Gloucester	X			X		
Haverhill						
Holyoke	X	X		X	X	
Lawrence	X	X	X		X	
Leominster	X			X		
Lowell	X	X	X	X	X	
Lynn	X	X	X	X	X	
Malden	X	X	X	X	X	
Marlborough	X	X	X	X		
Medford	X	X	X	X	X	
Melrose	X	X	X	X	X	X
New Bedford	X	X	X	X	X	X
Newburyport	X	X	X	X	X	X
Newton	X	X		X	X	
North Adams						
Northampton	X	X		X	X	
Peabody						
Pittsfield	X	X	X	X	X	
Quincy						
Revere	X	X				
Salem	X	X	X	X		X
Somerville						
Springfield	X	X	X	X		X
Taunton	X	X	X	X	X	
Waltham						
Westfield						
Woburn	X	X	X	X		X
Worcester	X	X	X	X	X	X
Total..	27	25	22	26	20	9

TABLE XXI

SUPERVISORY COURSE OF STUDY IN SUBJECT AREAS FOR THE
PERIOD 1950 - 1955

CITY	Language	Arithmetic	Spelling	Reading	Social Studies	Other
Attleboro	X	X	X	X	X	
Beverly						
Boston	X	X	X	X	X	
Brockton	X	X	X			
Cambridge	X	X	X	X	X	X
Chelsea	X	X	X	X	X	
Chicopee	X	X	X	X	X	X
Everett	X	X	X	X	X	X
Fall River			X	X		
Fitchburg						
Gardner	X	X	X	X	X	X
Gloucester	X	X	X	X	X	X
Haverhill						
Holyoke	X	X	X	X	X	X
Lawrence	X	X	X	X	X	
Leominster	X	X	X	X	X	X
Lowell	X	X	X	X	X	
Lynn	X	X	X	X	X	
Malden	X	X	X	X	X	
Marlborough	X	X	X	X		
Medford	X	X	X	X	X	
Melrose	X	X	X	X	X	X
New Bedford	X	X	X	X	X	X
Newburyport	X	X	X	X	X	X
Newton	X	X	X	X	X	X
North Adams	X	X	X	X	X	X
Northampton	X	X	X	X	X	X
Peabody						
Pittsfield	X	X	X	X	X	
Quincy					X	X
Revere	X	X	X	X	X	X
Salem	X	X	X	X	X	X
Somerville						
Springfield	X	X	X	X	X	X
Taunton	X	X	X	X	X	
Waltham	X	X	X	X	X	
Westfield						
Woburn	X	X	X	X	X	X
Worcester	X	X	X	X	X	X
Total..	31	31	32	31	30	19

able gain at this time with a score of twenty-six. Arithmetic has moved from second to third place with a total of twenty-five. On Table XVIII, Spelling was in first place, while at present it is in fourth place.

Table XXI shows the subject areas with supervisory courses of study during the period 1950-1955. Coming up from fourth place on Table XX, Spelling is in first place with a total of thirty-two cities in Massachusetts having supervisory courses of study in this subject area. Next in line are the areas of Language, Arithmetic, and Reading, all having courses of study in thirty-one cities. In third place is Social Studies with a score of thirty.

Public Relations Within the Duties of the Supervisor

During the Four Periods--Table XXII shows one facet of the role of the supervisor, in the various cities of Massachusetts during the four periods, in charge of public relations for the school departments. For the period 1900-1905, this duty was not considered a facet of supervision. Some progress was made in this direction during the period 1920-1925 when seven cities required their supervisors to perform various aspects of public relations. During the period 1935-1940, thirteen cities had their supervisors direct various forms of public relations. This number almost doubles the total of the previous period. There is not any great increase in the final period 1950-1955, which has a total of twenty-seven. Thus, nearly seventy per cent of the cities of Massachusetts require their supervisors to take a leading part in the public relations of the school department.

TABLE XXII

PUBLIC RELATIONS WITHIN THE DUTIES OF THE SUPERVISOR DURING
THE FOUR PERIODS

CITY	1900- 1905	1920- 1925	1935- 1940	1950- 1955
Attleboro				X
Beverly				
Boston				
Brockton				X
Cambridge		X	X	X
Chelsea			X	X
Chicopee		X	X	X
Everett			X	X
Fall River				
Fitchburg				
Gardner				X
Gloucester				X
Haverhill				
Holyoke		X	X	X
Lawrence				X
Leominster				X
Lowell		X	X	X
Lynn			X	X
Malden			X	X
Marlborough			X	X
Medford				X
Melrose				X
New Bedford				X
Newburyport				X
Newton		X	X	X
North Adams				X
Northampton			X	X
Peabody				X
Pittsfield				
Quincy				X
Revere				X
Salem		X	X	X
Somerville				X
Springfield		X	X	X
Taunton				X
Waltham				X
Westfield				X
Woburn				X
Worcester				X
Total..	0	7	13	27

A Comparison of Salaries for Supervisors in the Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--

Table XXIII shows a comparison of salaries for supervisors in the cities of Massachusetts during the years 1905, 1925, 1940, and 1955. Both minimum and maximum salaries are shown. For the year 1905 the average minimum salary was \$500, while the average maximum was \$950. In 1925 the average minimum salary was \$1,825, nearly four times as great as that of 1905. The average maximum salary for the same year was \$2,815. This is three times as great as the maximum salary of 1905. The average minimum salary for supervisors during the year 1940 was \$2,339, only a slight improvement over that of the previous period. However, this improvement, as slight as it was, is much better than the average maximum salary for 1940, which was \$3,162. The improvement over that of the previous period is only \$247. The average minimum salary for 1955 was \$4,325--nearly twice as great as the average minimum for the previous period. The average maximum for this same period was \$5,903, which is nearly twice as great as the average maximum for the previous period.

Costs of the Supervisory Program in the Various Cities of Massachusetts During the Years 1905, 1925, 1940, and 1955--

Table XXIV shows the individual costs of the complete supervisory program to the cities of Massachusetts during the four years 1905, 1925, 1940, and 1955. The average for each year is also included with the complete totals. During the first year, 1905, the total was \$18,400, with an average for the cities of this state

TABLE XXIII

A COMPARISON OF SALARIES FOR SUPERVISORS IN THE CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, AND 1955

CITY	1905	1925	1940	1955
Attleboro	\$	\$	\$	\$
Beverly				
Boston			2520--3960	4872--6648
Brockton				
Cambridge				
Chelsea	500--700	1000--1500	1200--2000	3500--5400
Chicopee		2000--2800	2800--3313	6000--7000
Everett		600--2865	2000--3000	5500--5800
Fall River				
Fitchburg				
Gardner				--5600
Gloucester				
Haverhill				
Holyoke				
Lawrence				
Leominster				
Lowell	500--1200	1200--2200	1200--2210	3050--4200
Lynn		--3500	--3900	--5270
Malden			2320--4200	3100--5100
Marlborough		--1600	--2000	--5000
Medford		--1900	--2800	--6000
Melrose				
New Bedford		2975--4000	2250--2623	4650--5450
Newburyport				
Newton				
North Adams		2750--3850	2950--3950	4900--7200
Northampton		2700--3700	2900--3900	4700--6900
Peabody				
Pittsfield		--2200	--2400	--6000
Quincy		1600--2700		--6600
Revere		--4000	--4000	--5000
Salem			2600--3500	3800--6000
Somerville				
Springfield			2450--3420	3750--6900
Taunton			--1500	--5700
Waltham				--5800
Westfield				
Woburn			2200--3400	3600--5100
Worcester		1600--2600	3000--4000	4800--7200
Total..	\$1,000-1900	\$16,425-3945	\$30390-60076	\$56222-129868
Average..	\$ 500- 950	\$ 1825-2815	\$ 2339- 3162	\$ 4325- 5903

TABLE XXIV

COSTS OF THE SUPERVISORY PROGRAM IN THE VARIOUS CITIES OF MASSACHUSETTS DURING THE YEARS 1905, 1925, 1940, and 1955

CITY	1905	1925	1940	1955
Attleboro	\$	\$	\$	\$ 4500
Beverly				
Boston				312000
Brockton				63000
Cambridge				110000
Chelsea	1400	4000	8000	32000
Chicopee				56000
Everett				34500
Fall River				22000
Fitchburg				
Gardner				19000
Gloucester				21000
Haverhill				
Holyoke		5775	5909	17636
Lawrence	5000	20000	33000	45000
Leominster				22000
Lowell	5000	33000	35000	58800
Lynn				
Malden				62750
Marlborough				
Medford		20600	23800	65000
Melrose			15000	30000
New Bedford				62000
Newburyport			12400	21000
Newton			65000	140000
North Adams				
Northampton			11500	22000
Peabody				
Pittsfield		6000	15000	50000
Quincy	3000	10000	16000	54000
Revere				45000
Salem		8500	15500	32000
Somerville				
Springfield		10000	20000	70000
Taunton				37450
Waltham				35000
Westfield				
Woburn		4000	8000	33000
Worcester	4000	14000	61400	131600
Total...	\$18,400	\$154,275	\$351,418	\$1,698,336
Average...	\$ 3,680	\$ 14,025	\$ 23,428	\$ 56,611

totalling \$3,680. The total for the year 1925 was \$154,275. The average for the cities involved is \$14,015; thus, the cost of conducting the supervisory program in the cities of Massachusetts for this period has increased to four times that of the previous date. For the year 1940 the total was \$351,418, while the average for the cities involved was \$23,428, or nearly twice that of the previous period. For the final year, 1955, the total was \$1,698,336, and the average for the cities involved was \$56,611, which is more than fifteen times as great as the amount of the first date. Naturally, inflation within the final period has conditioned the increase more than any other thing.

Methods Used To Rate Teachers in the Cities of Massachusetts for the Year 1956--Table XXV shows the methods used to rate teachers in the cities of Massachusetts for the year 1956. On the table is a list of the most popular rating methods for this year. They are: (1) Check Lists, (2) Questionnaires, (3) Written Record, (4) Stenographic Record, (5) Diary (Anecdotal), (6) Mechanical Devices (Recording Machines), (7) Personal Data Sheet, (8) National Teacher Examination, (9) Measurement of Pupil Growth, (10) Point Scales, (11) Quality Scales, (12) Diagnostic Scales, (13) Graphic Scales, (14) Human Scales, and (15) Other. The most popular method for rating teachers in the cities of Massachusetts for the year 1956 was the "Personal Data Sheet." Second to this was the "Measurement of Pupil Growth," and third was the "Written Record."

Methods of School Supervision in the Cities of Massachusetts for the Year 1956--Table XXVI shows the methods of school

TABLE XXV

METHODS USED TO RATE TEACHERS IN THE CITIES OF THIS STATE - 1956

CITY	Check Lists	Questionnaire	Written Record	Stenographic Record	Diary (Anecdotal)	Mechanical Devices	Personal	National Sheet	Teacher Exam.	Measurement of Pupil	Point Scales	Quality Scales	Diagnostic Scales	Graphic Scales	Human Scales	Other
Attleboro			X		X		X					X				
Beverly																
Boston	X		X								X	X				
Brockton	X	X	X				X			X						
Cambridge	X	X	X		X		X			X	X	X				
Chelsea	X						X	X	X				X		X	
Chicopee	X						X									
Everett	X		X				X					X				
Fall River	X						X									
Fitchburg																
Gardner																X
Gloucester							X									
Haverhill																
Holyoke							X		X							X
Lawrence	X	X					X					X			X	X
Leominster							X									
Lowell			X					X		X	X	X	X			
Lynn			X				X	X						X	X	
Malden							X									
Marlborough					X				X				X		X	
Medford												X	X	X		X
Melrose							X									
New Bedford												X	X	X		X
Newburyport							X		X							X
Newton	X	X					X		X							
North Adams	X	X					X		X							
Northampton																
Peabody							X									
Pittsfield	X						X		X	X				X		
Quincy	X															
Revere	X	X	X						X							
Salem																
Somerville																
Springfield	X	X	X						X							
Taunton								X								
Waltham																X
Westfield																
Woburn	X	X	X	X					X							
Worcester	X	X	X				X	X	X	X						
Total..	16	9	11	1	3	0	20	5	13	5	8	5	4	4	7	

TABLE XXVI

METHODS OF SCHOOL SUPERVISION IN THE CITIES OF THIS STATE - 1956

CITY	Demonstration Lesson	Help in Planning	Evaluation	Observation	Inter-Visitation	Teacher Conference	Teacher Meetings	Workshops	Testing	Teacher Institutes	Self-Evaluation Committees	on Problems	Teacher Questionnaires	Supervisory Bulletins	Other
Attleboro	X	X	X	X	X	X	X	X	X		X	X	X		
Beverly															
Boston	X	X	X	X	X	X	X	X							
Brockton	X	X	X	X		X	X		X				X	X	
Cambridge	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chelsea	X	X	X	X	X	X	X		X			X	X	X	
Chicopee	X	X	X	X	X	X	X	X				X	X	X	
Everett	X	X	X	X	X	X	X	X		X		X			
Fall River			X	X		X	X								
Fitchburg														X	
Gardner	X	X		X	X	X	X	X	X	X	X	X	X	X	
Gloucester	X	X	X	X		X	X				X			X	
Haverhill															
Holyoke	X	X	X	X	X	X	X	X	X	X		X	X	X	
Lawrence		X	X	X	X	X	X	X	X		X	X		X	
Leominster	X	X	X	X		X	X		X		X			X	
Lowell	X	X	X	X	X	X	X					X			
Lynn	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Malden	X	X	X	X	X	X	X	X	X	X	X	X	X		
Marlborough		X		X		X	X	X	X						
Medford	X		X	X	X		X		X		X	X		X	
Melrose		X	X	X	X	X	X	X	X			X		X	
New Bedford						X	X	X	X	X		X	X	X	
Newburyport		X	X	X	X	X	X	X	X			X		X	
Newton	X	X	X	X	X	X	X	X	X	X		X	X	X	
North Adams	X	X	X	X	X	X	X	X	X			X	X	X	
Northampton	X	X	X	X	X	X	X	X	X			X	X	X	
Peabody															
Pittsfield	X	X	X	X			X	X			X	X	X	X	
Quincy	X	X	X	X	X	X	X	X				X		X	
Revere	X	X	X	X	X	X	X		X					X	
Salem	X	X	X	X	X	X	X	X		X		X	X	X	
Somerville										X		X	X	X	
Springfield	X	X	X	X	X	X	X	X		X		X	X	X	
Taunton	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Waltham	X	X	X	X	X	X	X		X		X	X		X	X
Westfield											X	X		X	
Woburn	X	X	X	X	X	X	X	X		X		X	X	X	
Worcester	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Total.	27	30	30	32	26	31	33	24	22	13	12	26	19	27	2

supervision in the cities of Massachusetts for the year 1956. On the table is a list of the most popular methods of supervision. They are: (1) Demonstration Lesson, (2) Help in Planning, (3) Evaluation, (4) Observation, (5) Inter-Visitation, (6) Teacher Conference, (7) Teacher Meetings, (8) Workshops, (9) Testing, (10) Teacher Institutes, (11) Self-Evaluation, (12) Committees to Study Problems, (13) Teacher Questionnaire, (14) Supervisory Bulletins, and (15) Other. The most important method of supervision was the "Teacher's Meeting." The second most important method was "Observation," and the third most important, the "Teacher Conference." Because these methods are so very important, it is well to mention the next few in their order. They are: "Help in Planning," "Evaluation," and "Demonstration Lesson."

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction--This problem was concerned with a comparison of developments in school supervision in the cities of Massachusetts. This problem has been seeking to find how supervision has changed and its effect upon teaching through the four periods 1900-1905, 1920-1925, 1935-1940, and 1950-1955.

This study was also initiated with the following objectives:

1. To show an historical survey of school supervision in Massachusetts from its beginnings in 1900.

2. To make available information, facts, and findings, which would be of value to any group appointed or elected to make a study of the problem.

3. To determine the solution or solutions of the problem.

There have been great advances in the field of supervision throughout the first three periods. However, in the final period there are two very noticeable items. They are: (1) a decrease in the populations of the cities of Massachusetts, and (2) growing inflation which has given several of the totals an unbalanced effect upon the other totals of the problem.

Aside from the above two items, it can be said, that there is a great deal of advancement in the final period, and it points toward a trend in the betterment of supervision and education.

Supervision 1900-1905--During the period 1900-1905, Music was supervised in ten cities, Art in nine, and Health in six. The area which was supervised the most was Attendance, in fourteen cities. Both Spelling and Arithmetic were controlled by

testing in five cities, while Language and Reading had testing programs in two cities. Courses of study were the most popular in Spelling and Arithmetic, while Reading and Language were of secondary importance. Not one city of Massachusetts required its supervisory personnel to take part in the public relations of the school department. All visitations at this time were on a regular schedule. The average cost of the supervisory program for each city at this time was only \$3,680, because the average salary for supervisors had a minimum of \$500 and a maximum of \$950. The personnel of the department were all known as "Supervisors," and most of them had no degree. At this time each city had an average of 2.5 supervisors for its school department, who had to "watch over" an average of 234 teachers per city. The number of teachers is augmented by the number of school children at this time. The cities had an average population of 50,001 and of this number 8,352 were school children attending an average of 185 schools per city.

Supervision 1920-1925--For the period 1920-1925 Music and Art were the largest areas supervised followed by Attendance and Health. Arithmetic was the most frequently tested area, and it was followed in order by Spelling, Language, and Reading. Intelligence has made the greatest gain for this period. During the first period, there was no testing program for Intelligence, while in this period it ties for first place with Arithmetic by being tested in eleven cities. There were courses of study in Language and Arithmetic at this time, and secondary interest was

devoted to Spelling and Reading. Eight cities at this time had their supervisory personnel take part in the public relations of the school department. Visitations at this time were on a regular basis, but the beginnings of the "Unscheduled" visit began to take effect in the field of supervision. For the years 1920-1925 the average cost per city for the complete supervisory program was \$14,025. Again, this amount is very small because the minimum salary for supervisors was \$1,825 and the maximum was \$2,815. These salaries are averages per city in Massachusetts. The personnel of the supervisory departments for this period were called "Supervisors," and there was a sharp increase in the number who possessed degrees over those who had no degree. The average population for the cities of Massachusetts at this time was 70,697. For this population there were 5.4 supervisors per city to assist an average of 379 teachers who in turn had the care of 4,622 school children in an average of twenty-nine buildings per city.

Supervision 1935-1940--The largest subject areas supervised in the cities of Massachusetts for the period 1935-1940 were Music and Art. Again they are directly followed by Health and Attendance. Intelligence testing was the most important. There was also an interest in the testing of Language, Spelling, and Arithmetic. The subject area Language, had a course of study in twenty-seven cities of Massachusetts, while the next in order were Reading, Arithmetic, and Spelling. Twenty-two cities required their personnel to take part in the public relations

of the school department. The "Regular" visitation was still the most popular, but the "Unscheduled" visitation had gained greatly in popularity over the previous period. The average cost per city for the supervisory department during this period was \$23,428. The average salary for the supervisors was \$2,339 minimum and \$3,162 maximum. The most popular title for the supervisory personnel during this period was "Supervisor" and there was a noticeable increase in the number of supervisors who possessed a master's degree. The average population per city for this period was 74,317. For this total there was an average of 6.9 supervisors per city to assist in the development of 408 teachers who in turn were striving to develop an average of 11,202 school children per city. There is also a sharp decrease in the average number of school buildings. In the previous period there were twenty-nine buildings per city, while during this period the average has dropped to twenty-seven.

Supervision 1950-1955--For the period 1950-1955 the largest subject area supervised was Art. Next in line were Music, Health, Reading, and Home Making. The greatest amount of testing was in the fields of Language and Intelligence. Arithmetic was second, while Reading and Spelling were third. The subject controlled in more cities by a course of study was Spelling and next in order were Reading, Arithmetic, and Language. Twenty-seven cities of the thirty-nine in the State of Massachusetts at this time required their supervisory personnel to devote a greater part of their time to the public relations of the school department.

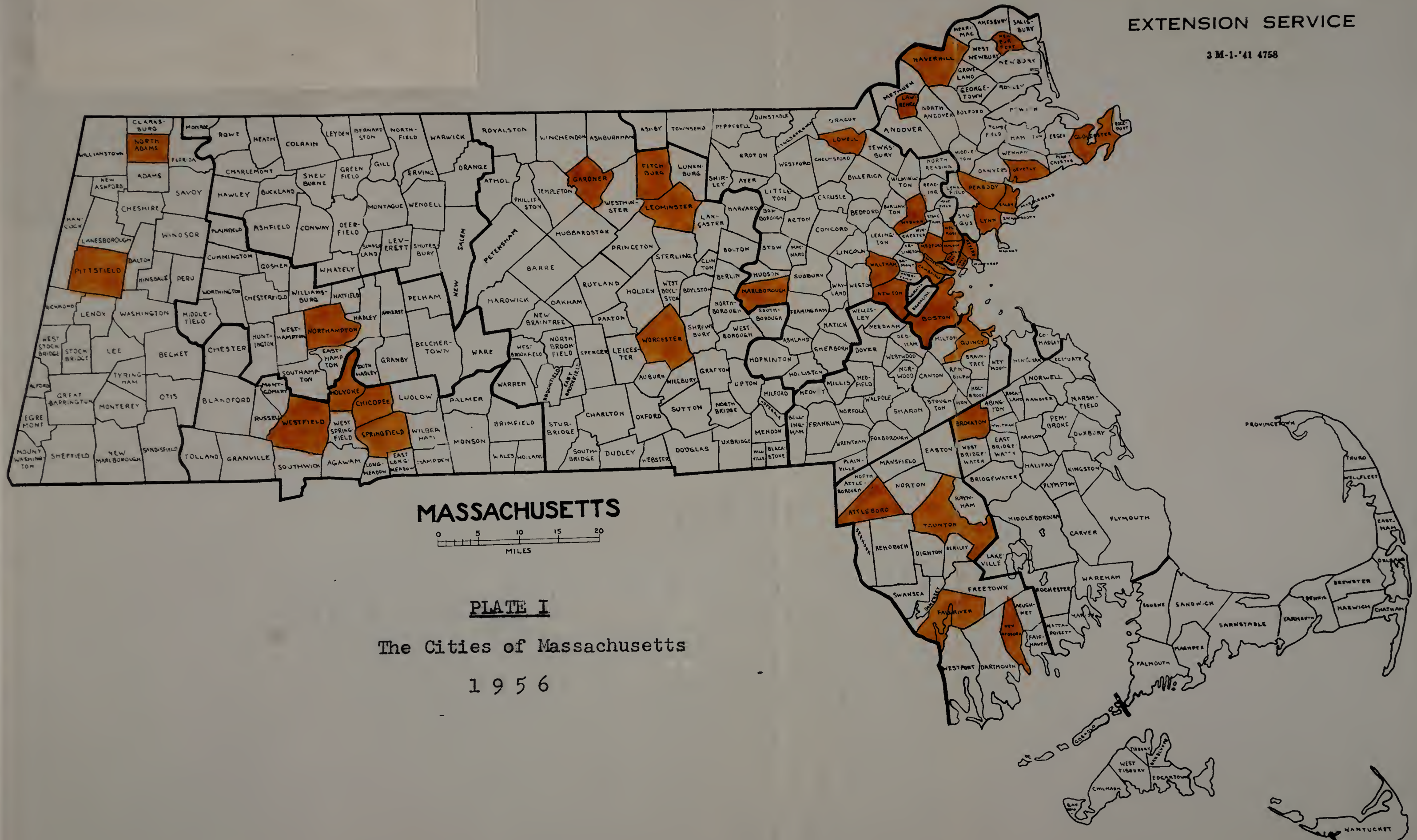
The most important method of visitation for this period was still "Regular" but in second place the "On-Call" visit was more popular than the "Unscheduled." There was a great increase in the average amount spent per city for the supervisory program. The total for this period was \$56,611, the largest part of which went into salaries which had a minimum of \$4,525 and an average maximum of \$5,903. There was an increase in other titles for the personnel of the supervisory department. Some of these titles were "Consultant" and "Coordinator" but the most important title remained "Supervisor." Most supervisors of this period possessed a bachelor's degree, while an almost similar number possessed a master's degree. There was also a greater trend toward obtaining a doctor's degree. The average population per city has made a very sharp decline for this period. For each city there was an average population of 77,796, and of this number there was an average of 10,255 school children per city of Massachusetts. The average supervisors per city was 9.7 and they assisted an average of 409 teachers in each city. This force staffed an average of twenty-five buildings per city.

Changes in Supervision in the Cities of Massachusetts--

Perhaps the most noticeable development in subject areas supervised is the number of subjects which have entered the field of supervision. When supervision began in Massachusetts in 1901, the emphasis was upon attendance, while in the final period there was almost equal emphasis on sixteen subject areas. There was an active testing program of equal proportion in eight subject

areas. Although courses of study were developed for most subject areas for the final period, they were for the teacher's use, and usually not required. The most regular development in the field of supervision was seen in the addition of public relations as a facet of supervision. Visitation had remained a part of supervision as a scheduled affair, and until recent years, has come to an "On-Call" system in some of the cities. It is only natural that the cost of the supervisory programs of the cities has developed greatly over previous years. However, one area must be given a great deal of attention. That is the increasing number of supervisors per city, with the decreasing numbers in population, teachers, students, and buildings. This does, however, show the increasing influence of supervision on the educational programs of the schools in the cities of Massachusetts. In this state "Supervisors" have remained "Supervisors" throughout the four periods, and there has been a greater increase in the qualifications of the supervisory personnel as the study developed. There has also been an increase in the methods used to rate teachers in the various cities, and the methods used to supervise. It can be said that this study traces the evolution of the newer concept of supervision from the time when it was "foremanship" to the newer concept of teacher growth.

APPENDIX



MASSACHUSETTS

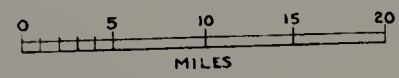


PLATE I

The Cities of Massachusetts

1956

LETTER I

21 Eddie Street

Quincy 69, Massachusetts

20 April 1956

Mr. _____

Superintendent of Schools

_____, Massachusetts

Dear Mr. _____:

At the present time I am completing my graduate work in the field of supervision. As a research problem I have been working on a comparative historical development of city school supervision in Massachusetts during the years, 1900-1905, 1920-1925, 1935-1940, and 1950-1955.

Would you please pass on the questionnaire enclosed with this letter to your administrative or supervisory department? I have also enclosed a self-addressed, stamped envelope.

When this questionnaire is returned, it will enable me to see a fuller picture of the development of supervision in this state during the four periods. I shall be glad to send you an analysis of my findings, when the work is completed.

I shall appreciate any help you may offer. Thank you.

Yours very sincerely,

Paul A. Jolicoeur

LETTER II

21 Eddie Street

Quincy 69, Massachusetts

12 June 1956

Mr. _____

Superintendent of Schools

_____, Massachusetts

Dear Mr. _____:

On April 20th I sent you a questionnaire on a History of Supervision in Massachusetts. Up to the present date I have not received an answer. Since I consider _____ a very important city in this study, I am enclosing another questionnaire, which I hope will be completed and returned as soon as possible, so as to allow me to bring this study to a definite conclusion.

Thank you.

Yours truly,

Paul A. Jolicoeur

THE QUESTIONNAIRE

This questionnaire will help to find conclusions concerned with a comparison of developments in school supervision in the cities of Massachusetts. By supervision, I mean it in the strictest sense, not a principal-teacher relationship.

The problem being worked upon will take notice of changes which have taken effect from one period to another. The periods investigated are the years 1900-1905, 1920-1925, 1935-1940, and 1950-1955.

All of the school departments in the cities of Massachusetts are being questioned, and each should be able to contribute material for a comparative historical development of this subject.

The results should show the background of school supervision in the cities of this state and the strides that each has taken from one period to the other. Any similarities in their programs can also be noted.

I would appreciate your returning this questionnaire as soon as possible, so that the project can be finished early in May.

I appreciate your help, and will be glad to send you an analysis of the conclusions.

PAUL A. JOLICOEUR

1. Please check the methods used in supervision in your city at the present time.

- a. Demonstration lesson _____
- b. Help in planning _____
- c. Evaluation _____
- d. Observation. _____
- e. Inter-visitation _____
- f. Teacher conference _____
- g. Teacher meetings _____
- h. Workshops. _____
- i. Testing. _____
- j. Teacher institutes _____
- k. Self-evaluation. _____
- l. Committees to study problems _____
- m. Teacher questionnaires _____
- n. Supervisory bulletins. _____
- o. Other _____
- p. Other _____
- q. Other _____

2. At the present time, what method, or methods does your city use for rating teachers? Please check.

- a. Check lists _____
- b. Questionnaires _____
- c. Written record _____
- d. Stenographic record _____
- e. Diary (anecdotal) _____
- f. Mechanical devices (tape recorders, etc.) _____

- g. Personal data sheet _____
- h. Tests (National Teacher Examination). _____
- i. Measurement of pupil growth _____
- j. Rating scales _____
 - 1. Point scales _____
 - 2. Quality scales _____
 - 3. Diagnostic scales. _____
 - 4. Graphic scales _____
 - 5. Human scales _____
- k. Other _____
- l. Other _____
- m. Other _____

3. Was there supervision in the various headings below during the periods? Please check.

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
a. Library	_____	_____	_____	_____
b. Music	_____	_____	_____	_____
c. Art	_____	_____	_____	_____
d. Athletics	_____	_____	_____	_____
e. Indoor recreation	_____	_____	_____	_____
f. Dramatics	_____	_____	_____	_____
g. Guidance.	_____	_____	_____	_____
h. Health.	_____	_____	_____	_____
i. Attendance.	_____	_____	_____	_____
j. Home making	_____	_____	_____	_____
k. Reading	_____	_____	_____	_____

- l. Audio-visual aids _____
- m. Agriculture _____
- n. Business subjects _____
- o. Industrial arts _____
- p. Other _____
- q. Other _____
- r. Other _____

4. Did the supervisor engage in any form of public relations during the four periods?
Please check

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
	_____	_____	_____	_____

5. Has there always been a regular testing program in the following subjects during the four periods?
Please check

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
a. Language	_____	_____	_____	_____
b. Arithmetic	_____	_____	_____	_____
c. Spelling	_____	_____	_____	_____
d. Reading	_____	_____	_____	_____
e. Work-study skill tests	_____	_____	_____	_____
f. Readiness	_____	_____	_____	_____
g. Intelligence	_____	_____	_____	_____
h. Other	_____	_____	_____	_____
i. Other	_____	_____	_____	_____
j. Other	_____	_____	_____	_____

- a. Language _____
- b. Arithmetic _____
- c. Spelling _____
- d. Reading _____
- e. Work-study skill tests _____
- f. Readiness _____
- g. Intelligence _____
- h. Other _____
- i. Other _____
- j. Other _____

6. Has there always been a course of study or curriculum guide for the following subjects in your city during the periods?
Please check

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
a. Language	_____	_____	_____	_____
b. Arithmetic	_____	_____	_____	_____
c. Spelling	_____	_____	_____	_____
d. Reading	_____	_____	_____	_____
e. Social studies	_____	_____	_____	_____
f. Other	_____	_____	_____	_____
g. Other	_____	_____	_____	_____

7. What was the approximate yearly salary for supervisors during the following years? Give minimum and maximum if possible.

	1905	1925	1940	1955
a. Minimum	\$ _____	\$ _____	\$ _____	\$ _____
b. Maximum	\$ _____	\$ _____	\$ _____	\$ _____

8. What was the title of the supervisory personnel during these periods?
Please check

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
a. Supervisor	_____	_____	_____	_____
b. Consultant	_____	_____	_____	_____
c. Coordinator	_____	_____	_____	_____
d. Other	_____	_____	_____	_____
e. Other	_____	_____	_____	_____

9. What was the method of visitation during the four periods? Please check

	1900- 1905	1920- 1925	1935- 1940	1950- 1955
	_____	_____	_____	_____

- a. On call. _____
- b. Regular visitation _____
- c. Unscheduled. _____
- d. Other. _____
- e. Other. _____

10. What were the qualifications of supervisors during the four years listed? Please answer by number as to qualifications.

1905 1925 1940 1955
 Number Number Number Number

- a. No degree. _____
- b. Bachelor's degree or four years of training _____
- c. Master's degree or five years of training. _____
- d. Doctor's degree or thirty semester hours training beyond the master's degree. _____

11. How many supervisors were employed during the following years? Please answer by number

1905 1925 1940 1955
 Number Number Number Number

- a. Total. _____

12. How many teachers were employed during the same years? Please answer by number

1905 1925 1940 1955
 Number Number Number Number

- a. Total. _____

13. What was the approximate cost of the complete supervisory program during these four years?

1905 1925 1940 1955

- a. Total. \$ \$ \$ \$

14. How many pupils were in the school system during these four years? Please answer by number.

<u>1905</u>	<u>1925</u>	<u>1940</u>	<u>1955</u>
Number	Number	Number	Number

a. Total. _____

15. What was the population of your city during these years? Please answer by number.

<u>1905</u>	<u>1925</u>	<u>1940</u>	<u>1955</u>
Number	Number	Number	Number

a. Total. _____

16. How many school buildings were there in your city during these four years? Please answer by number.

<u>1905</u>	<u>1925</u>	<u>1940</u>	<u>1955</u>
Number	Number	Number	Number

a. Total. _____

17. In what year did your school department begin with a program of elementary supervision? _____

18. Please use this additional space for any other comment you wish to make.

SIGNATURE _____

CITY _____

DATE _____

BIBLIOGRAPHY

BIBLIOGRAPHY

- Adams, H. P. and Deckey, G. C., Basic Principles of Supervision. New York: American Book Company, 1953.
- Association for Supervision and Curriculum Development, Development Yearbooks, National Education Association, Washington, D. C., 1953, 1954.
- Barr, A. S., Burton, W., and Brueckner, L., Supervision. New York: D. Appleton-Century Company, 1947.
- Blair, Glenn M., Ph. D., Diagnostic and Remedial Teaching in Secondary Schools. New York: The Macmillan Company, 1946.
- Briggs, T. H., and Justman, J., Improving Instruction Through Supervision. New York: The Macmillan Company, 1952.
- Burton, William H., Supervision and the Improvement of Teaching. New York: D. Appleton and Company, 1922.
- Burton, W., and Brueckner, L., Supervision. New York: Appleton-Century-Crofts, Incorporated, 1955.
- Cubberly, E. P., "Fundamental Principles Underlying a State Program of Teacher Training," Educational Review, LXVII (1924) p. 202.
- Elliot, Edward C., City School Supervision. New York: World Book Company, 1955.
- Elsbree, W. S., and McNally, H. J., Elementary School Supervision and Administration. New York: American Book Company, 1951.
- Encyclopedia of Educational Research. W. S. Monroe, Editor. Boston: The Macmillan Company, 1950.
- Encyclopedia of Modern Education. H. Rivlin, Editor. New York: Philosophical Library, 1943.
- Franseth, Jane, "The Function of Leadership in the Elementary School." The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, featuring--"The Rural Child in the Elementary School, Volume XXIX, No. 5, April, 1950, pp. 22-24.
- Good, Carter V., Dictionary of Education. New York: McGraw-Hill Book Company, 1945.

Harris, R. W., The Organization of Supervision. University of Wisconsin: Master's Thesis, 1925.

Kimball, Wiles, Supervision for Better Schools. New York: Prentice-Hall, Inc., 1955.

Kyte, G., The Principal at Work. Boston: Ginn and Company, 1953.

Lawson, Douglass E., School Administrative Procedures and Policies. New York: The Odyssey Press, 1953.

MacKintosh, Helen K., Supervision of Elementary Education As a Function of State Departments, Monograph No. 8., United States Office of Education, Washington, D. C., 1940.

McNerney, C., Educational Supervision. New York: McGraw-Hill Book Company, 1951.

Melchior, W. T., Instructional Supervision. Boston: D. C. Heath and Company, 1950.

Peckham, Dorothy Reed, Principles and Techniques of Supervision. Iowa: Wm. C. Brown Company, 1953.

Pope Pius X, Encyclical on Christian Education. New York: Paulist Press, 1940.

United States Bureau of Education, Progress of Rural Education, 1946 and 1947, No. 15. Washington: Government Printing Office, 1948.

Approved:

Chas. J. Oliver

E. S. Turner

Problem Committee

Date: July 15, 1957

