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PRIMARY FUNCTIONS OF THE ELEMENTARY SUPERVISOR
IN NORTH CAROLINA SCHOOLS

by

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4720

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CHAPTER I

INTRODUCTION

The Problem

The problem of this study is to discover the primary functions of the general supervisor in the elementary schools of North Carolina. Supervision is interpreted here in the broad sense of educational leadership and guidance. The purpose of this study is to ascertain the specific needs of North Carolina schools which can best be met by supervision; to discover through literature the modern philosophy of supervision; to determine through literature and opinions the functions currently performed by supervisors; and as a result of the study to make specific recommendations.

Need for Study of the Problem

The challenge to elementary education today calls for maximum effort on the part of administrators and teachers. In order to meet this challenge, North Carolina educators ask, "To whom shall we turn for new concepts and new ideas?" The classroom teachers play an important role of leadership within the schools. They devote time to the training of youth, and work to strengthen democratic ideals and prepare boys and girls to meet the present and future. The administrators, too, hold a position of leadership. These men and women are eager to have their schools meet the needs of modern society. However, they are engrossed in pressing financial problems and intricate details that accompany periods of progress.

Both classroom teachers and administrators are ready to assume responsibilities; nevertheless, both groups have to deal with the complexities of daily routine. This being the case, who then will share with them the responsibility of exploring and thinking in frontier areas and of pointing the directions in education? There is an educational leader who works shoulder to shoulder with the classroom teacher and the administrator. He is the general elementary supervisor.¹

The original need for elementary supervision in North Carolina grew out of the employment of uneducated and untrained teachers. Young people were permitted to begin teaching school with or without six weeks of training after graduation from high school. The partially trained teachers were not capable of self-improvement or self-criticism. In addition, the teaching force changed so rapidly from year to year that there was need for some agency which would more adequately direct the work of all teachers to improve their instruction.

Brief History of Supervision in North Carolina

In 1911 a policy to provide for more efficient supervision of classroom instruction in the rural schools of North Carolina was instituted. State Superintendent J. Y. Joyner, realizing the imperative need for county supervision, secured \$1,500 from George Peabody Fund with which to aid county boards of education in their employment of rural supervisors. Some of the more successful teachers were employed to direct a program of in-service training for those inadequately prepared.

1. Marguerite Ransberger, "Supervision in the American Scene," Leadership Through Supervision. Eighteenth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1946. p. 17.

In 1919 State Superintendent E. C. Brooks secured through an Act of the Legislature an annual appropriation of \$50,000 for better supervision of the rural schools. When this law went into effect in 1919, six counties were employing rural supervisors. In 1919-1920 the number was increased to eleven, and in 1920-1921 to twenty-one--an increase of nearly one-hundred per cent over the previous year.

Of the nature and scope of the supervisor's work, L. C. Brogden, State Supervisor of Rural Elementary Schools, gives the specific lines along which supervisors worked in 1918-1920:

(1) To increase the efficiency of the teachers individually. Hence, the supervisor visits the teacher in her classroom, studies her individual needs at first hand, helps her in making out her daily schedule of work that each child may have the most time practical for each of his daily classes, assists the teacher in grading and classifying the pupils so that each pupil may advance as rapidly as his ability will permit, conducts recitations for the teacher in those subjects in which she needs the greatest amount of help, to the end that the teacher may be shown how to lead her pupils to master successfully the common school branches;

(2) To set forth for the teachers of the entire county the most important objectives they, as one teaching staff, are to strive to reach during the year, and to promote their spirit of cooperation and unity of effort in reaching these objectives;

(3) To enable the rural school to meet more fully the needs of the unfolding powers of the pupils as well as to meet the every day needs upon the farm and in the home;

(4) To make the country schools a force in ministering to the material, social, recreational, and intellectual needs of all the people in the community.²

Various movements and agencies influenced the general supervisory program in the elementary schools of North Carolina. With the consolidation of schools, the development of strong county organizations,

2. L. C. Brogden, Biennial Report of State Supervisor of Rural Elementary Schools for the Years 1918-1919 and 1919-1920. Educational Publication, No. 2. Division of Supervision, No. 1. Raleigh, North Carolina: State Superintendent of Public Instruction, 1920. pp. 6-7.

increased training of teachers, and the growth of the curriculum, numerous problems arose which necessitated specialized leadership.

During the decade preceding the economic depression of 1930-1936 North Carolina made rapid progress toward meeting the need for supervision of instruction. In 1926-1927,³ twenty-nine rural supervisors were employed, and by 1929-1930⁴ the number had grown to thirty-two. However, during the period of depression school finances were so low that school supervision was viewed by some as an unnecessary requirement. Consequently the 1933 General Assembly enacted the following school legislation:

Sec. 8. That the State budget estimate shall be determined by the State Commission for each county and administrative unit by ascertaining the sum of the objects of expenditure according to and within the limits fixed by this act, and within the meaning of the rules and regulations promulgated by the State School Commission, and a certification of same shall be made to each county and superintending principal, the chairman of the Board of Commissioners, the State Superintendent of Public Instruction, the State Auditor, and the State Budget Bureau on or before July 1 of each year; provided, that no funds shall be allotted for rural supervisors. . .⁵

When outside financial aid was no longer available, a few of the progressive counties assumed responsibility for supervision and paid the

3. North Carolina. State Superintendent of Public Instruction. Directory of School Officials of North Carolina 1926-1927. Educational Publication, No. 108. Division of Publications, No. 29. Raleigh, North Carolina: The Superintendent, 1927. p. 29.

4. North Carolina. State Superintendent of Public Instruction. Directory of School Officials of North Carolina 1929-1930. Educational Publication, No. 143. Division of Publications, No. 44. Raleigh, North Carolina: The Superintendent, 1930. p. 32.

5. North Carolina. State Superintendent of Public Instruction. School Legislation Enacted by the General Assembly Session 1933. Educational Publication, No. 173. Raleigh, North Carolina: The Superintendent, 1933. p. 7.

entire cost out of their own county fund. In 1935-1936 there were five supervisors employed in the white rural schools and five supervisors employed in North Carolina city administrative units.⁶

During the year 1945-1946, thirteen of the one hundred counties of the state employed full-time supervisors and one county employed a part-time supervisor. Seven full-time supervisors of elementary instruction and one part-time supervisor were employed by city administrative units.⁷

At present steps are being taken to increase the number of supervisors and the effectiveness of supervision on a state-wide basis. Typical of these efforts are discussions by members of the North Carolina Education Association, proposals by the North Carolina State Board of Education for State support, seminars sponsored jointly by the State Department and colleges, and supervisors' conferences held each fall and spring for the promotion of a more unified supervisory program.

The Planning Commission of the North Carolina Education Association has formulated principles which should underlie a program of In-Service Education and Supervision, and has considered three aspects of such a program--selection, training, and work of the supervisor.⁸

6. North Carolina. State Superintendent of Public Instruction. Educational Directory of North Carolina 1935-1936. Publication, No. 186. Raleigh, North Carolina: The Superintendent, 1936. p. 13.

7. North Carolina. State Superintendent of Public Instruction. Educational Directory of North Carolina 1945-1946. Publication, No. 254. Raleigh, North Carolina: The Superintendent, 1946. p. 11.

8. North Carolina Education Association. Report of the Planning Commission, March 15, 1946. Raleigh, North Carolina: The Association, 1946. p. 1. (Mimeographed).

Supervision has been endorsed by the Department of Superintendents of the North Carolina Education Association. In a 1946 report of the Work-Conference Group III of the Department of Superintendents, the following statement is made:

It was the consensus of this group of superintendents that a continuous program of education of all personnel engaged in educational activities is imperative, and that such a program of education can be implemented by provision for adequate supervision of instruction . . .⁹

Each summer in cooperation with the State Department of Public Instruction, the Woman's College, Greensboro, North Carolina, and the University of North Carolina, Chapel Hill, North Carolina, sponsor a Supervisor's Seminar which is designed to give competent experienced classroom teachers and elementary school principals an opportunity to study intensively the philosophy, skill, insights, and resources needed in supervision. Superior teachers whose background, personality, and professional possibilities qualify them for additional preparation and leadership are encouraged to enroll in the Supervisor's Seminar.

Much discussion has been heard among professional groups and lay groups of proposals for State support of supervision. Actually no bills have been introduced in the State Legislature which call for State support of supervision. According to Dr. J. Henry Highsmith, Head of the Division of Instructional Service, State Department of Public Instruction, the following should take the initial steps in endorsing a State supported program of supervision: North Carolina

9. North Carolina Education Association. Department of Superintendents. Report of Work-Conference Group III. Chapel Hill, North Carolina: The Association. 1946. p. 2.

State Board of Education, North Carolina Superintendent of Public Instruction, and North Carolina Education Association.¹⁰

It is obvious that the efforts made by various groups to encourage supervision in North Carolina are positive approaches to desirable supervisory services and also indications of high and wholesome professional attitudes.

The attitude of elementary classroom teachers toward supervision varies depending on experience. North Carolina has been fortunate in securing many supervisors who were students of education, and of child growth and development. Teachers welcomed the supervisor as a source of aid and inspiration. Under their supervision the elementary schools of North Carolina progressed rapidly. L. C. Brogden, pioneer in rural supervision, comments thus: "The women appointed in these counties were among the most capable in the State, and fully demonstrated the wisdom of expending money from the county school fund for this work. . . .¹¹ Evidences show conclusively that today more enlightened teachers recognize the value and importance of a critical and objective evaluation of the work they do. Teachers who feel that sympathetic understanding exists between the supervisor and themselves have accepted supervision and welcome the kind of supervisor in whom they can safely put their trust. The relatively few teachers who are critical of supervision have had unfortunate experiences with supervisors of inadequate training and a personality incapable of bringing about rapport between

10. Interview with Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina. July 3, 1946.

11. Brogden, *op. cit.*, p. 6.

them and the teachers.

The need is now felt for a resource person upon whom teachers may draw to meet the widely varied demands made by classroom work. The supervisor does not have all the answers, but he is enthusiastic in cooperating with the teacher in an effort to find them. The supervisor is a kind, fair, loyal, tactful, sympathetic person, not to be feared, and is always subject to call. Supervision has become an educational service which coordinates the efforts of all persons concerned with the guidance of child growth and development. The program is one of continuous studying, over-all planning, developing, and evaluating the conditions which contribute to wholesome development of the children and the teachers who are working together. Just as the work of the principal has changed as teachers have become better prepared, so has the work of the general supervisor changed as both principals and teachers have become trained for their work. From being a person in a job created for the purpose of improving the teacher, the general supervisor in North Carolina has become a frontier thinker and an educational leader with faith in democracy as a way of life.

Of supervision, James F. Hosic says:

To make better schools for the community and the community's children, this is its true informing purpose. It is in striving together for this common end that teachers find the incentive to growth and the means of attainment. Leadership and cooperation are watchwords for the task.¹²

A. S. Barr and others define supervision as "an expert technical service primarily concerned with studying and bettering the conditions

12. James F. Hosic, "The Case for Supervision," Educational Method, 18:330, April 1939.

which surround learning."¹³

Thomas H. Briggs in a discussion of "The Meaning of Supervision" gives the following definition:

In general, supervision means to coordinate, stimulate, and direct the growth of teachers in the power to stimulate and direct the growth of every pupil through the exercise of his talents toward the richest and most intelligent participation in the civilization in which he lives.¹⁴

Scope of the Study

The subject of this study is: Primary Functions of the Elementary Supervisor in North Carolina Schools.

The subject transposed into a general question is: What are the primary functions of the supervisor in the North Carolina Schools?

The specific questions to be answered are:

1. What specific needs of North Carolina schools can best be met by supervision?
2. What philosophy of supervision may be used as a criterion to select from the many current duties of supervisors those of primary significance?
3. What are the functions currently performed by the general elementary supervisor: (a) as revealed by a survey of the professional literature, 1936-1946; (b) as revealed by a sampling of opinions held by superintendents, principals, supervisors, and elementary classroom

13. A. S. Barr and others, Supervision Principles and Practices in the Improvement of Instruction, New York: Appleton, 1938. p. 20.

14. Thomas H. Briggs, "The Meaning of Supervision," Improving Instruction: Supervision by Principals of Secondary Schools, New York: Macmillan, 1938. p. 2.

teachers? (c) as revealed by interviews with educational leaders?

4. What specific recommendations can be made as a result of the study?

The first delimitation is that the study be confined to the State of North Carolina.

A second delimitation is the restriction of the study to the white elementary schools.

The third and last delimitation is that the present study be limited to supervision of the general subjects. Principals who supervise instruction and special supervisors in music, art, and other specific subject matter fields are outside the scope of this study.

Procedures and Sources of Data

The first phase of the study was based upon the needs for general supervision in the elementary schools of North Carolina as revealed by the consensus of twenty educators through personal interview. These needs are presented in Chapter II.

The purpose of the second phase of the study was to determine through a survey of professional literature of 1936-1946 the philosophy of supervision which should be used as a criterion in selecting legitimate functions. Quotations from the literature are given in Chapter III.

In the third phase a survey of the professional literature of the decade 1936-1946 was conducted to determine the currently accepted functions of the general elementary supervisor. To supplement the data collected from the literature a validated check-list of 56 general supervisory functions was used as an aid in securing opinions of four groups of North Carolina educators. In an effort to give greater

validity to the data on functions personal interviews with recognized educational leaders have been included.

The final phase of the study was to offer recommendations regarding functions which should be assigned to the general elementary supervisor in the light of existing school needs in North Carolina and according to an enlightened modern philosophy.

Related Studies

Comparatively little research has been done in the field of supervision in North Carolina. No study bearing directly on the problem was found by the writer.

In 1924-1925, Miss Maycie K. Southall,¹⁵ Assistant State Supervisor of Rural Schools in North Carolina, conducted a study to ascertain the value of expert supervision of instruction in the mastery of fundamental tools of learning in the larger type of consolidated rural schools, with an eight-months school term, using for her demonstration children from Craven and Jones counties. Upon the assumption that reading, arithmetic, and spelling have a social value, and upon the further assumption that the elementary school should give its pupils a mastery of the tool subjects, standard achievement tests were given in these subjects. One group of the schools selected for this study was located in a county with initial supervision, while the other was in a county having no special supervisory officer. In summing up the equivalence

15. Maycie K. Southall, A Study of the Value of Supervision in Consolidated Schools. Educational Publication, No. 106. Division of Supervision, No. 25. Raleigh, North Carolina: State Superintendent of Public Instruction, 1925. 38 pp.

of the two groups at the beginning of the experiment it was found that with the exception of supervision there were very slight differences in any of the important factors. The initial tests revealed that the previous achievement of both groups of pupils was below normal in every subject. During the five months studied the children in the groups of supervised schools made more than normal progress in every subject measured, with an average progress 2.26 times as great as that of the control group. The service of a supervisor who could produce such improvement in the total results of thirty-six classrooms would be valued at \$12,474. The results of this study indicated that the supervision of instruction was certainly a positive factor in accomplishing the objectives and that even if it affected the results in only the tool subjects, it would seem to justify its present cost to the state and county school systems of North Carolina. So thoroughly did Miss Southall work out this experiment that the George Peabody College for Teachers, Nashville, Tennessee, accepted this piece of work for her Master's thesis. The chief similarity of this study to the present study was in its emphasis upon the value of supervision as it relates to elementary schools of North Carolina.

CHAPTER II

SUPERVISION NEEDS OF THE NORTH CAROLINA ELEMENTARY SCHOOLS

Introduction

It is the purpose of this chapter to present the major needs for general supervisory services in the white elementary schools of North Carolina. In the Progress Report of the North Carolina Committee on Elementary Education to the Southern States Work-Conference on Administrative Problems, prepared in 1945-1946, the needs for better instructional leadership are explained as follows:

A school system will never be any better than its leadership. North Carolina has many competent leaders in the field of education, but most of them are so over-burdened with administrative work that they are unable to give the instructional program the attention it deserves. For a system employing nearly 25,000 teachers and having a pupil membership of more than three-quarters of a million there are only 39 full time local supervisors, 17 of whom are negro supervisors. This means that for all practical purposes supervision of the instructional program is left to the superintendents and principals. These persons, however, are usually unable to furnish the instructional leadership needed in the elementary school because of a lack of time, or a lack of training, or both.

Superintendents and principals for the most part, have had their training and experience in the secondary school and are inclined to have their greatest interest in that field. Even in cases where they have a real interest in elementary education their duties in connection with building programs, budget making, transportation, purchase of supplies, and other administrative matters prevent their giving detailed attention to the many instructional problems confronting the elementary schools.

Principals can give more attention to problems of instruction than superintendents can, but they are unable to give all the leadership needed because most of them have full time teaching duties and lack the knowledge of supervisory techniques needed to do a good job. In large schools the principalship should carry no teaching duties. Persons selected to fill these important positions should have adequate pre-service and in-service training for instructional leadership.

An equally urgent need is for the employment of well-trained supervisors who can work democratically with teachers in improving the instructional program. Because of the fact that school units which need supervisors most are least able to finance their employment, state aid should be provided. As a reasonable minimum all but the very smallest county and city units should have full time supervisors. In a few very small units part-time supervisors may suffice.

Employment of supervisors carries with it a responsibility to set up criteria for their selection and standards for their certification by the state. It will also demand an in-service program to keep supervisors growing professionally.¹⁶

In order to ascertain more specifically the needs for general supervision in the white elementary schools of North Carolina, the writer interviewed twenty selected educational leaders in North Carolina. These were five recognized leaders of higher education, three members of the Division of Instructional Service of the State Department of Public Instruction, three superintendents of public schools, two supervising principals, four supervisors--two county and two city, and three elementary classroom teachers, representing grades one, four, and seven. These interviews, held during the months of June, July, and August, 1946, were based on pertinent questions prepared by the writer. The complete list of interviewees is presented in Appendix A.

Needs Suggested by North Carolina Educators

Introduction

Consideration is given in this section to answers made by each group of educators to the question: "What are the specific needs of the

16. North Carolina. Committee on Elementary Education. Progress Report of the North Carolina Committee on Elementary Education to the Southern States Work-Conference on Administrative Problems. Chapel Hill, North Carolina: The Bureau of Educational Research and Service, University of North Carolina. 1946. p.12.

North Carolina elementary schools that are related to supervision?"

The fundamental bases regarding the specific needs for supervision are revealed in Tables I and II according to opinions expressed by educational leaders.

Specialized Leadership

The most striking fact was the unanimity of opinion among persons interviewed as to the importance of the area of specialized leadership. However, one member of the committee of educators, a college leader of education, agreed that there is a need for specialized leadership in the schools provided that:

1. the supervisors be carefully selected, as their qualifications enable them to work democratically with people; and that they have a very dynamic philosophy of what elementary education can mean in raising the level of living among people;
2. their competencies and qualities are carefully developed and pointed to the job of supervision as leadership through
 - a. courses intended to develop philosophy or vision
 - b. courses including well-planned, carefully directed workshops designed to develop competency in working with people
 - c. a period of working in the field as an assistant to a carefully selected supervisor and under competent guidance;
3. where every program of supervision is developed, there be initiated a program of readiness among teachers, administrators, and people in the field;
4. the supervisor have a year of in-service training beyond certification and successful teaching experience and that such a program be planned through the cooperation of the State Department of Public Instruction and people in the field.¹⁷

The college educators laid great stress upon the fact that the recognized educational leaders in the schools of North Carolina are the

17. Interview with Dr. Roy W. Morrison, Professor of Elementary Education, University of North Carolina, Chapel Hill, North Carolina. July 16, 1946.

TABLE I
 IMPORTANT NEEDS FOR GENERAL SUPERVISION IN ELEMENTARY SCHOOLS OF
 NORTH CAROLINA, AS SUGGESTED BY NORTH CAROLINA EDUCATORS

Needs*	Number,** by Group, Suggesting Each Need						Frequency
	College Professors (5)	State Staff (3)	Supt. (3)	Prin. (2)	Supv. (4)	Teacher (3)	
Specialized leadership	5	3	3	2	4	3	20
Promotion of in-service growth of teachers	5	3	3	1	2	3	17
Orientation of new and reorientation of experienced teachers	4	3	2	2	3	3	17
Integration of educational effort	4	3	2	1	4	2	16
Information concerning resources	4	2	3	2	2	3	16
Interpretation of school to public and public to school	3	2	3	2	3	2	15
Stimulation of continuous re-valuation of curriculum	4	2	1	1	3	2	13
Buffer or "next friend"	2	0	0	0	2	1	5

*Only needs suggested by five or more persons are listed on the table.

**The number of persons interviewed is given in parentheses at the head of each column.

TABLE II
 IMPORTANT NEEDS FOR GENERAL SUPERVISION IN ELEMENTARY SCHOOLS OF
 NORTH CAROLINA, AS SUGGESTED BY NORTH CAROLINA EDUCATORS

Need*	Percentage, by Group, Suggesting Each Need					
	College Professors (5)**	State Staff (3)	Supt. (3)	Prin. (2)	Supv. (4)	Teachers (3)
Specialized leadership	100	100	100	100	100	100
Promotion of in-service growth	100	100	100	50	50	100
Induction of new and reorientation of experienced teachers	80	100	67	100	75	100
Integration of educational effort	80	100	67	50	100	67
Information concerning resources	80	67	100	100	50	100
Interpretation of school to public and public to school	60	67	100	100	75	67
Stimulation of continuous reevaluation of curriculum	80	67	33	50	75	67
Buffer or "next friend"	40	0	0	0	50	33

*Only needs suggested by five or more persons are listed in the table.

**The number of persons interviewed is given in parentheses at the head of each column.

principals and the superintendents, neither of whom can adequately meet the present need for leadership in the improvement of instruction in the elementary schools. The reasons are self-evident:

1. The multiplicity of duties of administration, the minutiae of the work, the inadequacy of office help, and the unprecedented number of calls upon the school administrator leave little time for supervisory responsibilities.

2. Some administrators have had a limited and often a narrow teaching experience.

3. A considerable number of superintendents and principals, especially in the larger consolidated schools, were trained and experienced only in high school teaching; and, therefore, have slight conception of the instructional problems of the elementary school.

4. In the nature of the case, the advanced training of superintendents and principals has stressed the field of administration rather than that of instruction.

5. Since education in the elementary school is basic, when instruction at this level is poor, the whole educational structure is undermined.

In-Service Growth of Teachers

The educators apparently recognized the need for supervisory services in promoting in-service growth of teachers and in assisting new and experienced teachers since the two rank second in the area of importance. Of the need for in-service growth, college leaders of education, members of the Division of Instructional Service, State Department of Public Instruction, city and county superintendents

agreed on the paramount importance of in-service training while only 50 per cent of supervising principals and supervisors considered it among the major requirements. College leaders of education, members of the Division of Instructional Service of the State Department of Public Instruction, and city and county superintendents emphasized vigorous programs of in-service training for the following reasons: (1) a number of the alert and progressive teachers have left the profession in recent years; (2) many teachers have not kept up their professional study since by legislative enactment renewal of certificates has been postponed; (3) emergency certificates have been granted to teachers inadequately trained for the work; (4) former teachers who have returned to the school room in order to meet the emergency feel the need of modern methods, materials, and techniques. (In-service growth of teachers, however, is not to be thought of in terms of a war emergency measure, but, rather, it should be continuous in nature since it is urgently needed to help teachers keep abreast of the times, to increase their ability to work with others—administrators, teachers, parents, boys and girls, and to maintain educational services of a high quality); (5) the fresh enthusiasm of the young college trained teacher is rare in many of the elementary schools, because only a small number of elementary teachers are being graduated from the colleges; (6) prime emphasis is placed today upon the problems of child study and development during the elementary years; (7) the elementary teachers are to a great extent grade-conscious and subject-conscious rather than child-conscious, and only a sturdy child-minded educational leader can change this condition; (8) in-service education should begin where pre-service education leaves off, for

institutions do not put out a finished product. While only 50 per cent of supervisors and principals stressed in-service growth as a major responsibility, both groups recognized the need for assistance in applying a knowledge of child growth and development. Supervisors, in particular, emphasized that in-service growth means more than making up defects in preparation and that it should be a concomitant of the regular school program.

Orientation of New Teachers and Reorientation of Experienced Teachers

As previously indicated in Table I, the need for educational leadership in inducting new teachers and in reorientating experienced teachers ranked in the second area of importance. Elementary classroom teachers, members of the Division of Instructional Service of the State Department of Public Instruction, and principals considered this requirement of even greater importance than did the college educators and supervisors; superintendents placed slightly less weight upon its urgency. College educators and principals pointed to the need for supervision in meeting individual differences of three well-defined types of teachers.

(1) The beginning teacher needs special consideration in order that he may become an effective member of the teaching group and that he may develop an understanding of the specifics related to school. Since the first year often makes or breaks a teacher, his success should be safeguarded in every way possible. Usually the young teacher, with only limited experience in practice teaching, finds a big gap between college courses and the realities of the work in an actual school situation. No amount of delegation of duties can absolve the supervisor from giving

personal direction, guidance, encouragement and help to the novice in working his theory into his educational muscles. (2) The superior teacher should be stimulated through study and experimentation to improve his excellencies and to explore new fields. His growth and happiness will be increased through utilization of his capabilities in furthering the goals of the schools. (3) The unsuccessful teacher needs the objective criticism and helpful suggestions of the supervisor who is in a position to render such service effectively and who will utilize every available opportunity to strengthen the potentialities of the teacher.

Integration of Educational Effort

The integrative need plays a large role in the opinion of educators. There was general agreement of opinion among the members of the Division of Instructional Service and the supervisors on this area since this activity is one of the most effective means of developing a unified point of view or a common philosophy. Eighty per cent of the college educators were cognizant of this area. It is a recognized fact that when teachers study together, and examine problems collectively under the guidance of a supervisor, they acquire a spirit of unity. They become acutely conscious of the advantages of coordination and unification of the instructional program of a school or school system. Sixty-seven per cent of both superintendents and elementary classroom teachers saw this integrative function as one of the major necessities, and recognized that the supervisor seeks to coordinate the work and activities of all school agencies by building shared interests and common concerns. Even the 50 per cent of the principals who did not recognize the integrative

need for supervision felt that because the teaching staff changes so rapidly from year to year some agency is needed to harmonize the work of the entire school system.

Resources

Elementary classroom teachers expressed a whole-hearted desire for a purveyor of resources. They believed that the development, evaluation, and use of instructional materials constitute one of the greatest needs of supervision. Superintendents and supervising principals concurred in their opinion. Administrators are so burdened with the intricacies of routine that they do not have time to select and to evaluate teaching aids. Eighty per cent of the college educators considered resources among the major needs for supervision. While they recognized the necessity for a consultant in assisting teachers in the location, collection, and use of resources, they also felt that the supervisor is in the position to seek out other consultants to supplement his own work. Sixty-three per cent of the members of the Division of Instructional Service, State Department of Public Instruction, were cognizant of the urgency for an educational leader who has at his finger tips pamphlets, bulletins, pictures, charts, magazines, and recent books which give interesting information on various activities being carried on in classrooms. Fifty per cent of the supervisors recognized that the value of resources will increase in proportion to the degree to which teachers who have access to them are helped to select and to use materials with discrimination. Also supervisors assist teachers in recognizing community resources, both natural and human, and they aid teachers in utilizing them properly. A good supervisory program is patterned in

terms of the particular community in which it is found.

Public Relations

While public relations ranked sixth in the order of importance, both superintendents and principals felt that not only is there a need for participation in community affairs by administrators but also a need for an educational leader to interpret the school to the community and in turn to interpret the community to the schools. Seventy-five per cent of the supervisors realized the necessity for having an educational leader to extend his influence to the improvement of many phases of community life and to recognize that the community must keep pace with the school if the school program is to be vital. Sixty-six per cent of both the elementary classroom teachers and members of the Division of Instructional Service, State Department of Public Instruction felt that public relations are of vital importance to school and to community. Sixty per cent of college educators placed the supervisor in the role of a good educational salesman who builds understanding, furthers appreciation, and encourages cooperation between the school and the public.

Curriculum

Eighty per cent of college leaders of education stressed the need for curriculum study and continuous reevaluation of the curriculum. Since the curriculum embraces the total life of the child, the college leaders recognized the importance of a curriculum based upon child needs and upon a knowledge of child growth and development. Seventy-five per cent of the supervisors expressed the desire for educational leadership in order that supervisors may familiarize teachers with the curriculum as set up

by the State Department of Public Instruction. The supervisor manipulates the curriculum in such a way that the teacher feels no inhibition and is permitted to demonstrate creative ability and initiative. Sixty-seven per cent of the members of the Division of Instructional Service of the State Department of Public Instruction emphasized the necessity for having supervisors participate in state curriculum revision programs, and for having them evaluate the curriculum in terms of the needs of the child.

Buffer or a "Next Friend"

A relatively small percentage of the committee of educators consider as significant the need for a supervisor to serve as a buffer, "next friend," or "escape valve." The fact, however, that 50 per cent of college educators recognized the need is indicative of its importance. Both college educators and supervisors emphasized the deep-seated human need for a kind and understanding supervisor in whom the teacher can put his trust and confidence; the need for services of a confidant when the teacher is confused, frustrated, or embittered; and the need for the advice of a colleague.

Summary

Various needs of the North Carolina elementary schools that are related to supervision were suggested by the selected committee of twenty educators in the personal interviews, but outstanding among these needs were the following: (1) provision for a highly specialized and enlightened leadership; (2) promotion of in-service growth of teachers; (3) orientation of new teachers and reorientation of experienced teachers; (4) integration of educational effort; (5) information concerning resources;

- (6) interpretation of the school to public and public to the school; and
- (7) stimulation of continuous reevaluation of the curriculum.

CHAPTER III

MODERN PHILOSOPHY OF SUPERVISION

Survey of the Literature

This chapter is concerned with an analysis of the literature of the decade 1936-1946 on the philosophy that characterizes supervision. Through this analysis an attempt will be made to arrive at a philosophy useful as a criterion in the selection of legitimate functions of the general elementary supervisor.

John Alexander Rorer who has made a critical investigation of proposed principles of supervision in light of a democratic philosophy of education says:

Education in the United States clearly accepts a democratic way of life as its broad, general aim. It could not do otherwise, for as an institution it must serve the society by which, from which, and for which it has been evolved. We know that in its practice education has not been able to divorce itself from many of its undemocratic traditions. There is, inevitably, a lag between the acceptance of evolving democratic theory and the effecting of corresponding practice in the organization, administration, supervision, and teaching of the schools. There is evidence, however, that some serious effort is being made to correct this fault. The child-centered school, the activity movement, progressive education, group activities, shared activities, creative activities, and the like represent attempts in this direction and are evidence that many educators are aware of the problem.¹⁸

Current educational philosophy likewise emphasizes this democratic trend. Franklin H. McNutt, well-known educator, asserts that:

Increased knowledge about the nature of the individual and his learning processes, clearer views of the place of subject

18. John Alexander Rorer, Principles of Democratic Supervision. Contribution to Education, No. 858. New York: Bureau of Publications, Teachers College, Columbia University, 1942. p. 1.

matter and of the teacher, all increasingly demanded the evolution of more democratic instructional practices. There is an organized critical effort to improve teaching in the light of emerging philosophic principles and scientific conclusions.

He continues:

"Good" teaching must be thought of as a direction rather than a place. The direction is determined by the philosophy. The "good" teacher is moving in the direction of his philosophy regardless of absolute position, i.e., conventional or progressive situation.¹⁹

A most comprehensive and systematic development of current directions in American education is shown by McNutt in the following:

Current Directions in American Education

<u>From</u>	<u>To</u>
Indoctrination	Open-minded judgment
Isolated subject-matter	Integrated curriculum
Book focus	Pupil focus
Academic goals	Life goals
Standardization	Differentiation
Memorization	Thinking
External restraint	Intelligent self-direction
Teacher purpose	Guided pupil purpose
Single text	Source material
Assignments	Plans
Listening	Doing
Competition	Social reciprocity
Passive receptivity	Active exploration
Subjects	Areas
Subject-matter emphasis	Trait emphasis
A.S.R. (assignment-study-recitation)	Exploration ²⁰

H. Arnold Perry and others express further plans to preserve a democratic society as revealed in a bulletin on Democracy in the North

19. From a class lecture by Dr. Franklin H. McNutt, Woman's College of the University of North Carolina, Greensboro, North Carolina, October 10, 1944.

20. Ibid.

Carolina Public Schools:

The school as well as all other forms of institutionalized life must function democratically if children are to be expected to get full meaning from the term "democracy" as applied to life. Have not some of our schools in the past too largely prescribed children's activities, curbed their interacting, aroused their competitive spirit, stifled their initiative, and thrown them out upon the world expecting them to develop for themselves those opposite qualities which make real democratic living possible? Is it not expecting too much from an individual to suppose that he will make a radical departure from this way of living once he is beyond the immediate influence of the school? . . . The only way individuals may learn to live democratically is by experiencing democracy. If we are to teach democratic ideals, then these ideals must form the basis of classroom procedure. Only when the school becomes an emerging replica of a democracy in action will it fulfill its obligation to a society based on respect for the dignity and worth of human personality.²¹

Rorer believes that stress on democratic supervision in our public school system is essential for cooperative living. He makes this assertion:

. . . the public school is called upon to prepare pupils to participate in democratic living. Children's most impressionable years in school should be characterized by constant growth in cooperation, self-direction, and social responsibility. Therefore it is extremely important that supervision along with other school services, operate in a democratic manner.²²

Billie Hollingshead of Brigham Young University expresses a similar opinion:

Supervision in American schools should be really democratic. The philosophy upon which the American schools are builded is a democratic philosophy of education. America as a nation stands for democracy generally and individually. One purpose of the schools is to perpetuate this social and political concept. Our

21. H. Arnold Perry and others, "Planning to Preserve a Democratic Society," Democracy in the North Carolina Public Schools. Publication, No. 229. Raleigh, North Carolina: State Superintendent of Public Instruction, 1941. p. 12.

22. John Alexander Rorer, "Principles of Democratic Supervision," Teachers College Record, 44:374; February 1943.

newer curricula, methods, activity programs, texts, and even building standards reflect this concept as it is and also as we desire it to be. Supervision of teachers and of instruction needs to keep pace with this trend. . . . Supervision should be democratic in name, method, and spirit if it expects to keep its place in a democratic scheme of education.²³

Henry J. Otto, widely experienced in elementary organization and administration, in a discussion of trends in supervision presents the urgent need for democratic professional leadership for the in-service training of teachers:

The organization and the procedures of supervision which formerly characterized it as mechanical, inspectional, and dictatorial, are giving way to viewpoints and methods which place emphasis upon cooperation, democratic procedures, and genuine leadership in the in-service professional development of teachers. The transition stage in which supervision is found at the present time calls for new patterns of organization, new viewpoints and philosophies, and new techniques, some of which are emerging and are already being experimented with and evaluated; others await creation. The whole problem, however, calls for a reorientation of research in accordance with the basic philosophy and hypotheses which are inherent in the democratic, cooperative approach to the professional development of teachers in service and the progressive improvement of school programs in a culture being jarred by World War II.

In recent years leaders in supervision have given much thought to the place of democratic procedures, cooperation, and leadership in supervision. If supervision is to operate in harmony with the dominant aim of education in a democracy, a democratic relationship must exist between teachers and pupils. This can hardly be achieved if the relationship between supervisors and teachers is undemocratic. As in administration, supervision must provide for group participation in the definition of problems and in the development of plans for dealing with those problems. There cannot exist the superior subordinate type of relationship. It must be a psychological atmosphere in which teachers and supervisors manifest a mutual interest in problems, have a mutual concern for the improvement of practices, and participate cooperatively in arriving at better solutions.

23. Billie Hollingshead, "Almighty Supervisors and Teaching Sinners," Educational Administration and Supervision, 22:613-615; November 1936.

Each must respect the sincerity of purpose and personality integrity of the other and recognize that each member of the group has valuable member contributions to make. It is again a problem of marshalling all of the available resources in the interest of improved educational services to the community. Professional leadership is the kind of leadership which makes this type of democratic, cooperative working together a reality in the local school.²⁴

A plea for creative or democratic supervision is expressed in the following excerpt of Abraham Lefkowitz:

Education is not a profit-making undertaking but a cooperative enterprise in which parents, supervisors, teachers, and pupils must pull together. The gain of one is the gain of all. Hence democracy in education excludes the class struggle concept which pits teachers against supervisors. Education must give democracy its moral and spiritual content so that it may revitalize the discouraged people of the world by helping to bring them peace, plenty, and happiness in place of competitive greed, war, starvation, and misery. Unless we give democracy its soul, it will not stir mankind to this new crusade. Hence the task of the school of tomorrow is to help democracy, a more vital force to advance the well-being of mankind, and that implies that supervision will have to play a more dominant role.

.....

Creative supervision is constructive and democratic. The democratic philosophy is the heart of creative supervision. Democracy grows slowly. It needs guidance and responsibility. When democratic supervision flowers, its products possess the qualities of courage, independence, initiative, self-reliance, and readiness to assume greater responsibility.²⁵

According to Everett T. Calvert, creative or democratic supervision, an important educative phase in our democratic way of living, can only be effective if, through guidance, the teacher is permitted self-expression and is not held to a particular pattern of teaching

24. Henry J. Otto, "Supervision of Instruction," Review of Educational Research, 13:378; October 1943.

25. Abraham Lefkowitz, "Supervision in Education," Proceedings of the National Education Association, Vol. LXXVI. Washington, D. C.: The Association, 1938. pp. 414-416.

Calvert keynotes his beliefs on democratic supervision in the following quotation:

The chief task of creative or democratic supervision is to foster democracy in the schools by being a fine example of democratic principles in practice. Again, its task is to improve the teaching-learning situation through techniques and devices which will lead to the greatest creative growth of all democracy, viz., a maximum amount of freedom for individual expression and self-direction seasoned with such wise and expert representative guidance and control as is necessary to protect the interests and enhance the growth of the whole . . .

Since genuine growth results from experience, there must be free interplay of idea, freedom of thought, and freedom to try out and experiment with new ideas--on the part of the teaching staff. Creative or democratic supervision must be dynamic and flexible, ever changing to meet more adequately the needs of the teachers. It must not become static nor formalized and routinized, if it is to foster creative growth. Teachers methods, to be effective, must be an outgrowth of their own ideas and experiences--a part of their own personalities and self expression. . . . The aim of creative supervision, then, cannot be to get teachers to adopt some particular ideal pattern of teaching, but rather to get them to grow and improve in "their ways" of teaching.²⁶

Supervision must be dynamic and flexible if it is to take into account the individual differences of the professional group entrusted with the educational development of boys and girls. This idea is stressed by Calvert thus:

Creative or democratic supervision is the best way to provide for individual differences in the everyday teaching and supervisory staff. Teachers, as well as supervisors and other human beings, differ tremendously. . . . To supervise such a staff, which differs in almost every respect, we must have supervisory services, techniques, and devices which will take into account these differences; and, needless to say, many different services, techniques, and devices are to be preferred to any one or a few.

Keeping in mind that teachers are now a professional group, it is still true that there are teachers of varying levels of ability and training, and experience. There is the young teacher to be

26. Everett T. Calvert, "Democratic and Creative Supervision in Principle and in Practice," Educational Method, 28:54; November 1938.

trained in her new work. There are many mediocre and average teachers who need every available help as well as inspiration and encouragement. And, finally, there are some very poor, lazy, or insincere ones who will need most of the services the others receive and a little checking up now and then in addition. The latter, however, will be a last resort. And if that fails, a change in teachers may be advisable.

Improving the teaching-learning situation must be a socialized or cooperative enterprise in which all engaged are working in a spirit of democracy for a common end, which is the development of boys and girls through creative, democratic teaching. There can be little of the "boss and bossed" idea on any level in such an enterprise, if it is to succeed in its purpose.²⁷

Gordon N. Mackenzie, in a review of concepts which challenge supervision, makes the following statements concerning the educational philosophy appropriate for contemporary society:

If supervision is to perform a leadership function in the development and improvement of the modern curriculum it too must be thoroughly grounded in democratic sound fact and theory, in an experimental philosophy and in a psychology which has regard for the total personality of the learner. Further it must critically and intelligently use the facts of research as to the nature of child growth, the learning process, and society, and it must be able to define, and lead other educational workers to define, an educational philosophy appropriate for contemporary society. As never before, agreement as to philosophy, values, and aims is essential. If there is to be a truly development program, providing for the continuous all-round growth of children, all educators who are concentrating in a particular group of children must work harmoniously for the development of desired abilities.²⁸

The essence of democratic supervision is exemplified in the following statements:

At its best democracy in supervision means enlisting the abilities of teachers, principals, and superintendents in the cooperative enterprise of improving teaching on other aspects of the teaching-learning situation, the democratic supervisor

27. Ibid., pp. 55-56.

28. Gordon N. Mackenzie, "Concepts Which Challenge Supervision," School Executive, 56:172; January 1937.

has and expresses confidence in fellow-workers; he evaluates teaching on the basis of the understanding, attitudes, and skills actually acquired by the pupils regardless of whether these were secured through teaching procedures suggested by him or not. His classroom interviews with teachers are real conferences characterized by interchange of ideas and suggestions; his teachers' meetings are participatory with opportunity for teacher to present opinions, to differ, to demonstrate. The democratic supervisor encourages self-direction, self-criticism, and self-control among teachers. He realizes that growth requires not only opportunity but time.²⁹

Concentrated in the following statements is the concept of Barr and others whose five cardinal points emphasize that "good supervision is democratic."

1. Democratic supervision respects the personality of the teacher: her ambitions, special capacities, and personal idiosyncrasies.
2. Democratic supervision recognizes and deals sympathetically with the human element of supervision; it is humane, kindly, and considerate.
3. Democratic supervision stimulates and encourages initiative, self-reliance, and individual responsibility in the teachers' discharge of her duties as a teacher.
4. Democratic supervision provides opportunities for and encourages freedom of expression in all matters of instructional policies.
5. Democratic supervision emphasizes the cooperative character of supervision wherein teachers, pupils, and supervisors work together harmoniously for the improvement of instruction.³⁰

Democratic supervision entails cooperative techniques through the combined efforts of teacher, pupil, supervisor, parents, and representative laymen if a complete supervisory program is to be successful. Maycie Southall comments on democratic procedure as follows:

29. A. S. Barr and others. Supervision Principles and Practices in the Improvement of Instruction. New York: Appleton, 1938. p. 57.

30. Ibid., p. 65.

In keeping with the democratic theory of organization there is a definite trend toward cooperative planning of the supervisory program and the use of cooperative techniques in all educational undertakings. Programs are being planned through the joint efforts of teachers, pupils, supervisors, parents, and representative laymen. Their collective study of the entire educational environment and its needs prevents the adoption of a set or superimposed program of supervision and makes possible the adaptation of the program not only to the needs of children and teachers but also to the problems and needs of the particular community.³¹

Rorer's concept of democratic supervision is further illuminated in the following statements:

Democratic society holding democratic ends, which can be realized only through democratic procedure, will insist that supervision be democratic. Social change demands that it be dynamic. Democratic respect for personality calls for procedures which will stimulate and allow freedom for creative expression. The democratic view here assumed holds that growth results from purposeful interaction of individuals with one another and with their environments, hence an organismic point of view. The purposive character of activity demands a moral philosophy. The variability of individuals and society in both time and place reveals a relativistic concept of human existence.

Supervision, then, must be democratic if it is to serve a democratic society. It will be personal and respect personality. Its procedure will be cooperative. It will stimulate growth in self-direction. It will not be prescriptive in method, but it will be adjusted to each learning situation. When supervision is of this character it will not be necessary to use artificial means to develop morals or manifest an assumed sympathy and kindness to win allegiance of teachers. These will be found inherent in this democratic supervision.³²

Marguerite Ransberger in her statement of the philosophy of supervision says that the supervisor is a person of vision because he

31. Maycie Southall, "Supervisory Techniques Adapted to Newer Teaching Practices," Newer Instructional Practices of Promise. Twelfth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1939. p. 331.

32. Rorer, op. cit., pp. 61-62.

sees before him a world in which the American Dream may be realized.³³

. . . that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement. . . . a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.³⁴

The supervisor sees his work objectively in relation to a certain group of teachers and children and makes provisions for individual differences among the persons with whom he works. He has faith in the freedom of all men and respects and values their opinions as he expects his in turn to be respected and valued. He believes that respect for personality is the cornerstone of freedom and the assurance of freedom for everyone. The supervisor-philosopher realizes that collective action for the development of mutual respect and freedom among peoples can come only from individuals who work together harmoniously.³⁵

Summary

To recapitulate, it is the function of elementary school organizations to serve as an instrument in preserving a democratic society. Therefore elementary schools must operate in a democratic manner. The organization and the procedures which formerly characterized supervision as dictatorial and inspectional are giving way to viewpoints and methods which place emphasis upon child growth and development, upon democratic procedures, cooperation, and genuine leadership in the in-service professional development of teachers. Democratic supervision is necessary in order to create an environment in which teachers and boys and girls can grow into self-directing social beings.

33. Marguerite Ransberger, "Supervision in the American Scene," Leadership Through Supervision. Eighteenth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1946. p. 20.

34. James Truslow Adams, "Epilogue," The Epic of America. Boston: Little, 1933. p. 415.

35. Ransberger, op. cit., p. 21.

CHAPTER IV

FUNCTIONS OF THE GENERAL SUPERVISOR

The purpose of this Chapter is twofold: first, to review briefly the professional literature of the decade 1936-1946 in order to discover the commonly accepted functions of general elementary supervisors; second, to present the opinions of two groups of North Carolina educators concerning the functions of the general elementary supervisor; the first, secured through a sampling of opinions from check-lists of superintendents, principals, supervisors, and elementary classroom teachers; the second, obtained through personal interviews with twenty recognized educators.

Functions as Revealed by the Literature, 1936-1946

Certain general functions of the elementary supervisor will be presented first, followed by major objectives and key principles, and finally a brief review of certain specific functions of supervision.

General Functions of Supervision

In recent years the concept of supervision has grown immeasurably in scope. Functions have increased and techniques have improved in an attempt to meet demands made upon supervision. Maycie Southall discusses this growing expansion of the supervisor's functions thus:

The modern approach to educational problems both broadens and deepens the function of supervision and supervisors. Supervision is no longer limited to the improvement of instruction, the improvement of the teachers in service, or even to the improvement of the school; it is concerned with the improvement of all the factors in the home, school, and community which

affect the growth and development of boys and girls.³⁶

Southall believes one of the most important adaptations supervision must make to newer teaching practices is "the philosophy of guidance and coordination rather than that of dictation. Supervision is more and more being recognized as expert technical service and the supervisor is a counselor rather than a taskmaster."³⁷

W. H. Burton's views on the expansion of the supervisor's functions are in keeping with those of Southall:

The modern conception involves the improvement of the total teaching-learning situation rather than upon the narrow and limited aim of improving teachers in service.³⁸

According to Burton, "the attention is more upon the aim, structure, and fundamental processes of education and less upon minute, specific day to day devices for the improvement of trivial aspects of procedure."³⁹

Caswell gives in exemplary brevity three services of present-day supervision which synthesize his views on general trends as contributory factors for the improvement of instruction and in-service program:

1. It should contribute to over-all planning and coordination of the instructional program.
2. It should provide specialized resources upon which teachers may draw to meet the widely varied demands for competence made by classroom work.
3. It should foster the in-service education of teachers.⁴⁰

36. Maycie Southall, "Supervisory Techniques Adopted to Newer Teaching Practices," Newer Instructional Practices of Promise. Twelfth Yearbook of the National Education Association, Department of Supervision and Directors of Instruction. Washington, D. C.: The Association, 1939. p. 328.

37. Ibid., p. 329.

38. William H. Burton, "A New Definition of the Functions of Supervision," Educational Method, 28:4; October 1938.

39. Ibid., p. 5.

Alice Miel of Teachers College, Columbia University, in a discussion of the theory of leadership, cites the functions of the supervisor in the Santa Barbara, California city schools as follows:

The supervisor and his function--The supervisor plans cooperatively; he has the role of consultant; he is coordinator of activities; he carries forward the curriculum program; he is an expert in methods and technics; he is there to supplement the teachers. He can justify his position only to the extent that he can offer leadership as a teacher of teachers. In this professional day and age, under this concept of supervision, he is not there to show the teachers "how to teach" (the old authoritarian idea), but he is there to encourage creative teaching. Supervisors are teachers of teachers and, therefore, concerned with adult education. It is essentially an educative process in which the supervisor should apply the same philosophy of education in working with the teachers as he would want the teachers to use in working with the students. He is there to develop insight and breadth on the part of the teacher. The old authoritarian idea is essentially static. We have moved over into the area of a growth conception of supervision. This is even more important than just getting a particular program of action.⁴¹

James F. Hasic believes:

The major concern of supervision should be to contribute to teacher growth in the following large areas; namely,

1. The area of personal growth in terms of wholesome physical and mental development.
2. The area of socio-economic understanding and adjustment.
3. The area of professional competence.⁴²

Thomas H. Gentle in a "Forward Look at Supervision in the New Education" presents four duties which the supervisor may be expected to perform. They follow:

40. Hollis L. Caswell, "How Shall Supervision be Advanced?" Educational Method, 31:5; October 1941.

41. Alice Miel, "Developing Teacher Leaders," Leadership at Work. Fifteenth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1943. p. 29.

42. James F. Hasic, "The Case for Supervision," Educational Method, 18:334; April 1939.

- a. To arouse and maintain a deep and active community interest in the new education.
- b. To provide the proper atmosphere and equipment for the new education.
- c. To diagnose and treat problem pupils and to keep a sufficient record of all such cases.
- d. To select, evaluate, and provide abundant materials, activities, undertakings, projects, etc., for promoting the normal growth of the pupils of the school.⁴³

In light of the general supervisory functions noted in the preceding pages of this chapter, a statement of major objectives and key principles is pertinent to complete the over-all analysis of the responsibilities of the supervisor.

Major Objectives and Key Principles of Supervision

Capable supervision, to be effective, entails many major objectives as well as minor functions on the part of the supervisor if the learning conditions of the boys and girls are to be improved. Obviously, supervision cannot be limited to a few stereotyped procedures but must include a variety of activities.

Barr and others formulate three major objectives with several related minor functions of supervision into the following groups:

- I. Studying the Teaching-Learning Situation
 1. Critically analyzing the objectives of education and of supervision
 2. Surveying the products of learning
 3. Studying the antecedents of satisfactory and of unsatisfactory growth and pupil achievement
 4. Studying the interests, capacities, and work habits of pupils
 5. Studying the teacher at work and aiding her to study herself
 6. Studying the curriculum in operation

⁴³. Thomas H. Gentle, "Forward Look at Supervision in the New Education," Proceedings of the National Education Association, Vol. LXXIV. Washington, D. C.: The Association, 1936. p. 539.

7. Studying the materials of instruction and the socio-physical environment of learning
- II. Improving the Teaching-Learning Situation
 1. Improving the educational objectives and the curriculum
 2. Improving the interest, application, and work habits of the pupils
 3. Improving the teacher and her methods
 4. Improving the materials of instruction and the socio-physical environment of learning
- III. Evaluating the Means, Methods, and Outcomes of Supervision
 1. Discovering and applying the techniques of evaluation
 2. Evaluating the general worth of supervision
 3. Evaluating the results of given supervisory plans
 4. Evaluating factors limiting instructional outcomes
 5. Evaluating and improving the personnel of supervision⁴⁴

Leo Chamberlain lists his category of the four main objectives as follows:

Under capable supervision the teacher may expect that assistance will be rendered through such procedures as the following:

- I. Helping the individual teacher or groups of teachers to plan and carry forward out-of-class projects that have as their direct purpose the improvement of learning conditions.
 1. Planning testing programs and constructing tests.
 2. Analyzing test results and planning remedial procedures.
 3. Listing and interpreting course or subject objectives.
 4. Developing courses of study.
 5. Preparing lists of supplementary aids and devices.
 6. Preparing reading lists.
 7. Collecting supplementary books and materials.
 8. Initiating and developing promotional plans with a view to improve pupil progress.
 9. Planning and initiating instructional procedures designed to center attention on individual differences.
 10. Encouraging and planning visits among teachers for purposes of observation.
- II. Working with the Teacher in the Classroom.
 1. Observing work with a view to discovering opportunities for improvement.
 2. Checking physical conditions in the classroom.
 3. Checking pupil attention and interest.
 4. Rating the teacher with some special device for diagnostic purposes.
 5. Teaching demonstration lessons.

⁴⁴ A. S. Barr and others, Supervision Principles and Practices in the Improvement of Instruction. New York: Appleton, 1938. p. 21.

6. Directing the use of supplementary materials and other teaching aids.
 7. Initiating special investigations or experiments.
 8. Giving tests or otherwise measuring achievement.
 9. Evaluating the course of study, lesson plans, or assignment.
 10. Solving problems of pupil classification.
 11. Inspecting pupil's work.
 12. Making suggestions to teachers regarding new devices and methods, supplementary aids, economy of time, physical conditions of the classroom, pupil control, adapting methods to pupil differences, etc.
- III. Working with the Teacher in Conferences and Meetings.
1. Holding conferences with the individual teacher on matters of peculiar importance to the work of the latter. (Such conferences will for the most part be the result of the classroom visits and observations and will involve consideration of the teacher's weak and strong points and opportunities for improvement.)
 2. Holding teachers' meetings for consideration of major instructional problems. (These meetings will deal with questions that are of general interest rather than with the needs of the individual teachers.)
- IV. Working with the Teacher on Out-of-School Activities.
1. Encouraging teachers to attend professional meetings.
 2. Suggesting professional reading for teachers.
 3. Recommending study plans and course selections for teachers who are taking additional training.⁴⁵

J. F. Santee's views on the objectives of supervision are in keeping with those of George D. Strayer, who believes that the immediate objectives of supervision are:

1. To develop among all the workers of the school system an understanding of the purpose of the undertaking, appreciation of its importance, and loyal enthusiasm for its success.
2. To organize the workers into a 'team' with consciousness and pride in belonging, with mutual confidence in one another, and a practice of mutual encouragement.
3. To select the right people and get them into the right jobs.
4. To help each member of the team to make the best contribution, of which he is capable toward the success of the enterprise.⁴⁶

45. Leo M. Chamberlain, The Teacher and School Organization. New York: Prentice-Hall, Inc., 1936. pp. 349-51.

46. J. F. Santee, "Supervision and Its Evaluation," School Executive, 57:322; March 1938.

In a summarization of key principles of elementary supervision, Smith and Speer give the following:

1. Supervisors should co-operate with the instructional staff to maintain helpful relationships between school and community.
2. Supervisors should take into account the history of the community as well as of the school program, as bases for supervisory procedures.
3. Supervision should motivate teachers and parents to consider the requirements of society, and to coordinate the efforts of many social institutions, in behalf of educational progress.
4. Supervisors should help the instructional staff provide, evaluate, and properly use instructional equipment.
5. Supervision should assist the preparation, certification, selection, placement, in-service education, and adjustment of teachers.
6. Supervisors should help improve the attitudes, mutual relationships, and efficiency of all members of the school population.
7. Supervisors should assist the formation and proper administration of worthwhile organizations of pupils.
8. Supervisors should help teachers and pupils fulfill the principles of efficiency, democracy, and educational psychology.
9. Supervisors should assist teachers to motivate and guide pupil participation in desirable types of group activity.
10. Supervision should help develop a well-balanced, carefully planned educational program, with the proper allotment of time and professional service to the educational activities of the school population.
11. Supervision should help formulate, evaluate, and improve courses of study.
12. Supervisors, when helping teachers construct and apply courses of study, should consider both the immediate needs of pupils and the more enduring requirements of the community.
13. Supervision should motivate and guide teachers to improve their professional activities in accordance with the present and anticipated needs of the school population.
14. Supervisors should endeavor to make the educational program preventive, creative, constructive, and curative.
15. Supervision should endeavor to establish high standards of professional activity among all school officers. . . .
16. Supervision should help clarify the implications of educational principles, as bases for constructive plans and programs.⁴⁷

⁴⁷ Samuel Smith and Robert K. Speer, Supervision in the Elementary School. New York: Cordon, 1938. pp. 393-394.

Specific Functions of Supervision

Although the foregoing review of the professional literature of the decade 1936-1946 reveals that the general elementary supervisor's work includes a wide range of activities, there is need for an analysis of the literature on the more specific functions of the supervisor. It is now the writer's purpose to examine somewhat in detail the specific duties of the general elementary supervisor. Any classification of specific functions of the general elementary supervisor according to large areas is difficult since any one function will cut across several categories. Also, any good supervisory program necessitates that functions and techniques be flexible and adapted by supervisors to meet the needs of local communities, teachers, boys, and girls. Selected quotations from the literature concerning the functions of the supervisor are arranged according to the following categories: General Administration, Instruction, Curriculum and Resources, Research, Unification, Public Relations, and In-Service Growth of Teachers.

General Administration.--Sampling of divergent opinions gained through perusal of related literature concerning the supervisor's functions in the field of general administration follow:

. . . supervision and administration are correlative functions of education having as their common purpose the provision of all means and conditions favorable to better learning and teaching.⁴⁸

There must be clear-cut description of duty and equally clear-cut distribution of duties among various cooperative officers . . .

48. John Alexander Rorer, Principles of Democratic Supervision. Contributions to Education, No. 858. New York: Bureau of Publications, Teachers College, Columbia University, 1942. p. 37.

there must be differentiation before there can be cooperation. Before two workers can cooperate each must know clearly the boundaries of his field of activity. Without some distinction we have omissions and neglect, no-man's areas fought over by two or more groups of workers. The first step in getting together in cooperation is getting apart in definition.⁴⁹

Instruction.--As shown by the following, improvement of instruction is considered the most outstanding responsibility of supervisors by many authorities:

. . . employing the facts, principles, and relationships, assembled and verified in the exercise of the evaluation and research functions of supervision, the primary purpose of supervision, working through the instrumentality of the teacher, the child, and the curriculum, is to improve the products of learning. Out of the evaluation of particular teaching situations and the larger body of verified knowledge representing the accumulation from systematic thinking about the problems of education, the supervisor must offer a program for the improvement of instruction. The ultimate criteria by which the effectiveness of this program can be judged are the changes produced in pupils when measured with reference to the objectives of education.⁵⁰

There are two definite trends in demonstration teaching observable, first, the demonstration is in a natural classroom situation and is made less artificial in every way; secondly, the supervisors are doing less and the teachers are doing more of the demonstration. . . .⁵¹

Instead of supervisory visits being a time for inspection and criticism of teachers' methods it has become a time for cooperative planning and suggestions. Visits on call are being used more and more and are usually requested by the teacher for a specific purpose.⁵²

Individual conferences for the purpose of evaluating teaching are a must, since an observation is of no value unless its

49. Barr and others, op. cit., p. 104.

50. A. S. Barr, "Some Principles of Good Supervision," School Executive, 55:180; January 1936.

51. Southall, op. cit., p. 340.

52. Ibid., p. 346.

conclusions are shared with the people who are vitally concerned . . .⁵³

A . . . verbal means by which the training of teachers may be continued in service is the group conference. . . . There will be many times when group methods can be substituted for individual methods, with economy of time and little loss of efficiency, and possibly, in many instances and for certain purposes with a decided gain in efficiency.⁵⁴

Curriculum and Resources.--In the statements below, authors express their opinions concerning the relation of supervision to the areas of curriculum and resources.

Curriculum planning may be said to be at the very core of the supervisory process.⁵⁵

. . . the heart of modern supervision is in the curriculum program. If supervision is concerned with the improvement of the total teaching-learning situation, the nature and number of learning experiences, the curriculum is probably the most inclusive of the several fundamental aspects of this total situation.⁵⁶

Everyone must participate in both organizing and operating the curriculum. The typical supervisor . . . exercises leadership in inviting participation and cooperation in the construction and operation of the curriculum . . . supervision is among other things actually the achievement of the curriculum both as to construction and operation . . . the general program of curriculum improvement, when it is democratically conceived and executed, is probably the most important single source of stimulation to professional growth available.⁵⁷

53. Leila Ann Taggart and Mary C. Evans, "A Look at Our Best," Leadership Through Supervision. Eighteenth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1946. p. 102.

54. Barr and others, op. cit., p. 676.

55. John B. Whitelaw, "Criteria for Evaluating the Effectiveness of Supervision," Educational Administration and Supervision, 27:35; January 1941.

56. Helen Heffernan and William Burton, "Adjusting Theory and Practice in Supervision," Educational Method, 28:328; April 1939.

57. Barr and others, op. cit., p. 497.

Curriculum development next to dealing with the child is the most important activity in which supervisors and teachers engage. . . . The curriculum is the total educational environment. Teacher participation in the construction of the curriculum is essential . . .⁵⁸

There is a definite trend toward establishing a materials bureau for the organization of materials, other than books, which are essential to a modern program of work.⁵⁹

Assistance in finding and using new instructional materials is the most concrete and most deeply appreciated aspect of all the assistance that the supervisor may render to the teacher. . . . A most important element in supervision is that of building up a collection of easily accessible materials--a materials reference laboratory for the use of the teachers.⁶⁰

The supervisor should help the teacher to examine the community to locate sources of concrete instructional situations and illustrations. The school should also secure the cooperation of interested groups of laymen in the study of local questions such as public health, recreation, guidance relief, religious education, delinquency, and the like. These should then be related to the course of study and their possible usefulness recognized.⁶¹

Supervision has a distinct contribution to make in assisting with the distribution and use of adopted textbooks. . . . Supervisors will want to examine and evaluate materials . . . to determine the purposes the materials can best serve. Manuals and guides can also be studied carefully. The supervisor can locate other resources useful in instruction, help improve library materials and usages, assist in securing and promoting wise use of audio-visual aids, encourage the use of a wide variety of materials outside the textbook, including many local resources.⁶²

58. Alma Moore Freeland, "Supervision as Cooperation," Texas Outlook, 22:47; February 1938.

59. Southall, op. cit., p. 349.

60. Whitelaw, op. cit., p. 35.

61. Barr and others, op. cit., pp. 779-780.

62. Mildred E. Swearingen, "Looking at Supervision," Educational Leadership, 3:149-150; January 1946.

Research.--Points of view concerning the supervisor's functions in the area of research are clearly expressed by the following:

In the discharge of the functions of supervision, the supervisor must study and study systematically the means, methods, and materials of instruction to discover and verify important facts, principles, and relationships to be employed as sources of ideas about, and criteria for, judging and improving the outcomes and processes of instruction. Only by this means can teachers and supervisors evaluate the instruction, keep it responsive to social needs, and in harmony with the growth of scientific knowledge. The supervisor, as an educational leader should know his field thoroughly and should be able to stimulate others to constructive problem solving, helping them to discover and define instructional needs, to choose and apply appropriate methods of research, and to digest and interpret the results of research to the end that instruction may be improved.⁶³

Good supervision employs orderly procedures for thinking in studying, evaluation, and improving the products and processes of instruction.⁶⁴

Educational supervision has two major purposes: the improvement of instruction and the more effective co-ordination of the work of the several members of the instructional staff.

Evaluation contributes to the improvement of instruction in six ways:

1. Evaluation provides a means for gaining objectivity and co-operation working with teachers on the improvement of instructional activities. The effectiveness of any systematic effort to improve instruction is largely dependent on an objective attitude and on free and hearty co-operation. . . . The supervisory officer and the teacher together plan the evaluation procedure, study the results of the evaluation, suggest possible causes for the learner's difficulties, and discuss changes in curriculum and instruction which seem likely to bring better results. The focus of attention in such a process is on the learners. The supervisor does not talk about what the teacher does; rather, supervisor and teacher are noting what the pupils do. The situations raised are:

63. A. S. Barr, "Some Principles of Good Supervision," School Executive, 55:180; January 1936.

64. Ibid., p. 181.

Why are these pupils having difficulty at this point? What suggestions about the way they learn can we get from noting the points at which the pupils are making marked growth? What changes can we make in our program to bring about greater pupil progress? This approach greatly facilitates effective cooperation in the improvement of instruction.

2. Evaluation contributes to the improvement of instruction and grows out of the basic requirement in evaluation that objectives be formulated and clearly defined. . . . It is fundamental to evaluation that objectives be formulated so that we can see what we are trying to appraise.
3. A third way in which evaluation contributes to the improvement of instruction is the providing of a means for the identification and the analyses of learning difficulties of individuals and of group . . . locating the difficulties makes it possible to focus on these critical points the efforts to improve instruction.
4. A fourth way in which evaluation contributes to the improvement of instruction is the providing of a means of testing hypotheses on which the curriculum and the procedures of instruction are based.
5. The fifth way in which evaluation contributes to the improvement of instruction is the placing of emphasis on the study of children. In collecting evidence for evaluation, teachers must observe the pupils' reactions, give tests and questionnaires which provide samples of pupil reactions, collect samples of pupils' products, and obtain information about pupils through interview. Finally, evaluation requires the interpretation of the evidence collected. All these activities are focused on the pupils; all provide definite ways in which teachers may study children rather than concentrate exclusively on subjects.
6. The sixth way in which evaluation contributes to improvement of instruction is frequently neglected. It grows out of the principle that the progress of learning is facilitated if the attention of the learner is fixed on immediate goals rather than on his own specific activities.

The second purpose of supervision is to aid in more effective co-ordination of the efforts of the several members of the teaching staff . . .

Evaluation contributes to effective coordination in three ways: first, through co-operative efforts to agree on common objectives. . . second, evaluation contributes to coordination because it provides data about pupils in a given grade or class which can be studied and interpreted together by all the teachers of that grade or class . . . finally, evaluation contributes to coordination by providing materials that can serve as cumulative records to be

passed on to subsequent teachers of the same children . . . this procedure provides an effective means of coordinating the work of the teachers of the several grades and classes . . . evaluation is not only a very useful but an extraordinarily powerful tool in bringing about the improvement of instruction and the coordination of educational efforts within the school. The new evaluation is a major instrument for improved supervision.⁶⁵

Unification.--Opinions of well-known educators reveal that supervision should unify educational effort:

The first important task of general supervision is the molding of faculty, students, and community into a unified, purposeful institution.⁶⁶

. . . rapidly growing in importance is . . . teacher participation in the formulation of instructional plans and policies. The development is an outgrowth of the growing emphasis upon democracy in school administration and may serve: (a) to provide a means for in-service growth, (b) to provide a means for the cooperative formulation of instructional plans and policies. . . .⁶⁷

As the newer philosophy of education is accepted, teachers' meetings change from the formal, stilted meetings where the teachers are called together for routine business . . . to meetings at which mutually interested people gather to discuss common problems, pool experiences, study and work out needs together. . . . Teacher groups as well as student groups seek the help of specialists and experts outside the school walls as needed.

The meetings are being made more democratic so that any teacher or leader will feel free to discuss problems, plans, methods, or materials that he considers pertinent to the situation. They are becoming working meetings rather than lecture type; good reference and source material are at hand; and opportunity for observation and laboratory facilities are made available as needed. Specialists and other leaders are

65. Ralph W. Tyler, "Evaluation as a Function of Supervision," Elementary School Journal, 44:264-273; January 1944.

66. Harry K. Stearns, "Administering a General Program of Supervision," Elementary School Journal, 43:160; November 1942.

67. Barr and others, op. cit., p. 700.

called in as counselors, guides, and demonstrators rather than as lecturers, and no supervisor has anything but a service relationship because the meetings are teacher planned and controlled. . . .⁶⁸

Visiting progressive teachers to observe the school in progress is considered one of the best means of inducting teachers into newer practices. It is also a valuable technique for continuing the growth of superior teachers.⁶⁹

Another administrative group with which the supervisor should unflinchingly cooperate is her fellow-supervisors. Special supervisors of art, music, health, and penmanship have much to contribute to the general supervisor's program.⁷⁰

Public Relations.--The following statements are representative of points of view on public relations:

The supervisor is a key liaison officer between the school and the community. He realizes that the community in which a school is situated is the center of the world for the youth who attend the school. . . . The community should be a laboratory for the child or young person who in actuality is a citizen of the world. . . .⁷¹

The supervisor will find participation in community life an essential element in building up an effective and constructive program. Meeting and dealing with club organizations where it is definitely understood that she is the representative of the administration, will enable the supervisor not only to get a grasp of the extensiveness of her own program but it will enhance her usefulness.⁷²

68. Southall, op. cit., p. 333.

69. Ibid., p. 341.

70. Freeland, loc. cit.

71. Marguerite Ransberger, "Supervision in the American Scene." Leadership Through Supervision. Eighteenth Yearbook of the National Education Association. Department of Supervisors and Directors of Instruction. Washington, D. C.: The Association, 1946. p. 24.

72. Freeland, op. cit., p. 48.

The supervisor not only participates in community affairs as does the administrator but encourages the teachers to be active community participants.⁷³

In-Service Growth of Teachers.--In the statements below, authors express their beliefs concerning the role of the supervisor in the field of in-service growth.

Here may be considered the problems related to developing professional growth and professional pride and pleasure of teachers, helping teachers see the relationship of their fields to the total program of instruction and understanding the contribution of other fields, stimulating teachers toward participating in overall planning and toward planning the day's work so as to provide for some of individual differences among students, helping teachers see the nature of their own growth and education through new experiences and more formal study, enlisting the interest of young people in teaching as a life work.⁷⁴

The real promise of school system workshops is in the field of group thinking and joint planning . . . these programs promote looking at the situation as a whole, seeing the implications and ramifications of individual efforts; they foster the exchange of ideas unhampered by considerations of rank and position; they cultivate thinking on such topics as understanding children in their complex growth using the resources of the community, discovering the importance of creative self-expression and seeing human nature in larger perspective; and they bring numbers of people together to work on different aspects of what comes increasingly to be seen as one shared task. . . .⁷⁵

The workshop is a technique specially suited to the needs of teachers . . . through the workshop arrangement teachers are given an opportunity to work out their problems under expert guidance.

.....

73. Ransberger, loc. cit.

74. Swearingen, op. cit., p. 148.

75. Charles E. Prall and Leslie C. Cushman, "The Individual School in Curriculum Development." Teacher Education in Service. Washington, D. C.: American Council on Education, 1944. pp. 238-239.

As teachers become more professional and self-directive the importance of the professional library as a supervisory technique increases.

.....
 The clinic type of educational meeting has recently received special attention.

.....
 The excursion is increasing in importance as a supervisory technique because it is both recreational and educational. Such first hand experiences are needed because the training of teachers has not prepared them for the task of guiding a modern curriculum program in which education and living are not separated. Some rural, as well as city, systems are using excursions as a means of broadening teacher interest and of giving teachers a better understanding of the social and economic life of the community. Supervisors and teachers explore their world together much as teachers and children do.⁷⁶

..... the teacher excursion is a vital factor in providing in-service training for teachers. An excursion should be carefully planned and its purposes should be such that the teachers are eager for the experience. It should be planned as an enriching experience for the participants and should emphasize the possibilities for educative experiences to be had in a particular community as well as in adjoining communities.⁷⁷

Summary

A survey of the professional literature of the decade 1936-1946 on the functions of the general elementary supervisor revealed that there is by no means complete uniformity of opinion concerning the functions. This indicates that it is an open question and necessitates further study.

Functions Revealed by Opinions of Educators

In an effort to supplement the opinions in the professional literature under discussion, the writer after reading widely for

76. Southall, op. cit., pp. 338-348.

77. Taggart and Evans, op. cit., p. 104.

background formulated a check-list for sampling the opinions of superintendents, principals, supervisors, and elementary classroom teachers on the legitimate and reasonable functions of the general elementary supervisor. Among the authorities consulted for background, the outstanding earlier works were: Ayer, The Organization of Supervision; A. S. Barr and others, Principles and Practices in the Improvement of Instruction; Arthur Gist, The Administration of Supervision; George C. Kyte, How to Supervise; and Hubert Nutt, Current Problems in the Supervision of Instruction. Of significance among the more recent books were: Barr, Burton, and Brueckner, Supervision Principles and Practices in the Improvement of Instruction; Smith and Speer, Supervision in the Elementary School; and Association for Supervision and Curriculum Development Yearbooks, Leadership Through Supervision, 1940; Leadership at Work, 1943; Newer Instructional Practices of Promise, 1939.

This carefully formulated check-list of several possible functions of the general supervisor, assigned in so far as possible, to seven major categories; namely, General administration, Instruction, Curriculum and Resources, research, Unification, Public Relations, and In-Service Growth of Teachers, was then submitted to a committee of educators for refinement, additions, suggestions, and criticisms.

This committee, composed of two college professors of education, three representative elementary principals, and one elementary classroom teacher, made a thorough study of the instrument and gave constructive criticisms which led to certain revisions. The committee then gave their approval to the content of the check-list in its revised form.⁷⁸

78. The personnel of the committee will be found in Appendix B.

In order to give greater reliability to the instrument, the revised check-list was later submitted to 15 teachers picked at random, an assistant professor of elementary education, a principal, and 13 elementary classroom teachers. Approved by these two distinct groups of persons this check-list⁷⁹ of 56 possible supervisory functions was distributed to four well-defined groups of educators.

The tables represent only a sampling of the opinions from each of the four groups of educational leaders; as only 157 of the 225 check-lists distributed were returned; 25 of which were not usable. Of the check-lists returned, those of 18 superintendents, 27 principals, 11 supervisors, and 76 elementary classroom teachers were used. Because the respondents represent all areas of North Carolina, the writer feels that she may consider their collective opinions indicative of the thinking of educators in the state.

Realizing that it is obviously impossible for any one supervisor to handle successfully a wide variety of duties, the writer in an effort to secure, if possible, reasonable and legitimate functions of the general supervisor requested respondents to review and to revise duties which they checked in terms of the question, "Could one person perform all of these duties effectively?" For this reason she records pertinent comments and includes notations concerning erasures and question marks.

The opinions of the four educational groups as to the legitimate functions of the general supervisor were tabulated and analyzed. When

79. Copies of the approved check-list, the letter of transmittal, and the names of those validating the check-list are in Appendixes C, D, and E.

at least 50 per cent of the educators agreed on a function, it was considered a legitimate function.

Evaluation of Various Specific Functions

For convenience, the functions listed in the check-list are abbreviated throughout Tables III-IX. Abbreviations and complete forms of the statements of each of the functions discussed are as follows:

General Administration

- | | |
|--|--|
| Guiding principals in | Guiding principal in elements of school organization related to instruction. |
| Administering tests | Administering standardized tests to teachers to determine fitness. |
| Keeping personnel file | Keeping personnel files with data on teachers. |
| Administering teacher-rating scale | Administering teacher-rating scales. |
| Recommending salary increases and promotions | Recommending for salary increases and promotions. |
| Serving as assistant superintendent | Serving as assistant superintendent in charge of instruction. |
| Interviewing and recommending applicants | Interviewing and recommending applicants for teaching positions. |
| Recommending dismissal | Recommending dismissal of incompetents. |
| Preparing professional reports | Preparing reports for such professional organizations as State Department, N. E. A., and N. C. E. A. |
| Keeping certification records | Keeping certification records and advising teachers with respect to them. |
| Assigning teachers to grades | Assigning teachers to grades. |

Instruction

- | | |
|------------------------------------|---|
| Directing or supervising | Directing or supervising teaching personally. |
|------------------------------------|---|

- Teaching demonstration Doing demonstration teaching himself.
classes
- Directing observation Directing observation of teachers.
- Observing teachers and Observing teachers and taking notes for
taking notes permanent records.
- Exhibiting classroom work Exhibiting examples of good classroom
work.
- Planning demonstration Planning for demonstration teaching by
teaching gifted teachers.
- Arranging exhibitions Arranging exhibitions of completed work.
- Holding individual conferences Holding individual conferences with
teacher following visit.
- Heading guidance program Heading guidance programs for teachers
and pupils.
- Assisting in child growth Assisting teachers in applying knowledge
and development of child growth and development.
- Holding office hours Holding office hours for teachers seeking
help.
- Holding group conferences Holding instructional group conferences.

Curriculum and Resources

- Organizing audio-visual Organizing audio-visual materials.
materials
- Preparing daily schedules Preparing a daily time schedule for each
group.
- Organizing teacher-committees Organizing teacher committees for curricu-
lum studies.
- Assisting in book selection Assisting teacher-librarians in selection
of books.
- Seeking and organizing Seeking out and organizing instructional
instructional aids aids for general use.
- Making inventories Making inventories and requisitioning
supplies.
- Allotting materials for use Allotting materials for use in the several
schools.

- Prescribing course of study . . . Prescribing a detailed course of study.
- Heading committee on Heading committee on selection of
supplementary textbooks supplementary textbooks.
- Selecting tests Selecting tests to be administered.

Research

- Constructing tests Constructing and standardizing tests.
- Conducting experiments Conducting experiments with textbooks
and methods.
- Interpreting testing data Interpreting data obtained through
testing program.
- Directing case studies Directing case studies.
- Conducting surveys of Conducting surveys of the various
instructional work aspects of instructional work.

Unification

- Acting as consultant in Acting as consultant in local faculty
local faculty meetings group meetings.
- Integrating instruction Integrating the instruction of county
or city systems.
- Heading special supervisors Heading special supervisors and
coordinating their activities.
- Integrating the local school Integrating the local school system.
system
- Providing for intervisitation Providing for intervisitation.
- Holding general teachers' Holding general teachers' meetings.
meetings
- Stimulating a common philosophy Stimulating studies leading to a
common philosophy.

Public Relations

- Acting as a liaison agent Acting as a liaison agent between
school and community.

Encouraging teacher in community participation	Encouraging teachers to be active community participants.
Arranging exhibits	Arranging exhibits.
Interpreting school to P. T. A. . and lay organizations	Interpreting school system to P. T. A. and lay organizations.
Furnishing press with school news	Furnishing press with interpretation of school.

In-Service Growth of Teachers

Promoting study and travel . . .	Promoting in-service professional study and travel.
Directing workshops and clinics	Directing workshops and clinics.
Guiding rehabilitation of teachers	Guiding personal rehabilitation of individual teachers.
Recommending professional literature	Studying professional literature and recommending readings.
Stimulating membership in professional organizations	Stimulating membership in professional organizations.
Encouraging development of . . . social relationships	Encouraging development of satisfactory social relationships.

General Administration.--Table III gives a picture of the role which the four groups of educational leaders would have the supervisor play in general administration.

All groups recognized the importance of having a supervisor guide the principal in phases of school organization related to instruction. However, supervisors were apparently more cognizant of the importance of the function than were superintendents, principals, and elementary classroom teachers; since it is the only function within the category on which they placed great emphasis.

TABLE III

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

GENERAL ADMINISTRATION Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Guiding principals in instruction**	78	78	91	66
Administering tests	17	3	9	5
Keeping personnel file	72	59	36	50
Administering teacher-rating scale	39	19	9	13
Recommending salary increases and promotions	28	30	18	39
Serving as assistant superintendent	44	37	64	26
Interviewing and recommending applicants	67	56	64	45
Recommending dismissal	56	37	9	32
Preparing professional reports	50	40	55	41
Keeping certification reports	22	30	18	26
Assigning teachers to grade	17	26	27	21

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

** See pages 55-58 for complete statements.

Just as revealing as the previously indicated function was the consensus of the groups on the unimportance of the function of "administering standardized tests to teachers to determine fitness," with only 3 per cent of the principals, 5 per cent of the elementary classroom teachers, 9 per cent of the supervisors, and 17 per cent of the superintendents assigning significance to it. One supervisor stated that colleges should administer standardized tests to determine teacher fitness before teachers are certified.

With respect to "keeping personnel files with data on teachers," 72 per cent of the superintendents, as compared with 36 per cent of the

supervisors, regarded this function as important, while 50 per cent of the elementary classroom teachers and 59 per cent of the principals considered it a reasonable function. One supervisor commented that this particular function would entail the services of a clerk.

Another telling fact is that only 9 per cent of the supervisors considered "administering teacher-rating scale" a reasonable function, while 39 per cent of the superintendents considered it a legitimate function. One principal believed that the supervisor should help teachers make and use self-rating scales rather than administer teacher-rating scales. Only 13 per cent of the elementary classroom teachers expressed the opinion that supervisors should administer teacher-rating scales, and only 19 per cent of the principals considered it a legitimate function. Although the percentages for both superintendents and principals are relatively low, it appears significant that more administrators considered it a reasonable function than did the supervisors and the classroom teachers.

Closely related to the function of "administering teacher-rating scale" is "recommending for salary increases and promotions." Rating this function as reasonable were 18 per cent of the supervisors, 28 per cent of the superintendents, and 30 per cent of the principals; 39 per cent of the elementary classroom teachers considered it legitimate.

In the case of "serving as assistant superintendent in charge of instruction," 64 per cent of the supervisors considered this function as reasonable, while 44 per cent of the superintendents believed it to be of value. Principals and elementary classroom teachers placed less significance on the function.

Although 67 per cent of the superintendents and 64 per cent of the supervisors considered "interviewing and recommending applicants for teaching positions" as a legitimate function, only 56 per cent of the principals and 45 per cent of the elementary classroom teachers recognized it as a reasonable function. It appears that both superintendents and supervisors felt that supervisors should assume this responsibility.

Only 9 per cent of the supervisors felt that recommending dismissal of incompetents is a reasonable function of the supervisor; 56 per cent of the principals considered this function significant; however, principals and elementary classroom teachers placed more weight on the reasonableness of the function than did the superintendents and the supervisors.

Superintendents and elementary classroom teachers did not consider "assigning teachers to grades" a legitimate function, although principals and supervisors placed slightly more emphasis on the justification of the function. One supervisor believed that the general supervisor should serve as a consultant in regard to this function. One principal commented that the supervisor should advise with the principal and superintendent in the case of dismissal of incompetents since he is in position to know about the quality of the teacher's work.

Superintendents and supervisors were more aware of the need for the supervisor to prepare professional reports than were principals and elementary classroom teachers, as shown by the fact that 54 per cent of the supervisors and 50 per cent of the superintendents indicated it as an important duty.

The four leadership groups did not assign significance to "keeping certification records and advising teachers with respect to them."

The number of erasures on the check-lists returned revealed uncertainty concerning supervisory functions in the general administrative category. Sixteen elementary classroom teachers' erasures dealt with "administering teacher-rating scale" and "recommending for salary increases and promotions."

The following is a tabulation of erasures and question marks appearing in the general administration category:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	3	0
Supervisors	3	0
Elementary Classroom Teachers	<u>29</u>	<u>1</u>
Total	35	1

A study of the opinions of the four educational groups revealed that the general supervisor should play a minor role in the general administration category. The four groups believed that the supervisor should guide the principal in the elements of school organization related to instruction. More than half of the superintendents, principals, and supervisors were of the opinion that general elementary supervisors should interview and recommend applicants for teaching positions; slightly less than half of the elementary classroom teachers considered it a legitimate function. At least half of the superintendents, the principals, and the elementary classroom teachers considered that the general supervisor should keep a personnel file with data on teachers. About half of all educational groups believed that the supervisor should prepare reports for professional organizations.

From a lack of revealed emphasis, it would seem that the four groups of educators whose opinions were sampled held several functions

in this category in low esteem. These include such functions as the following: (1) Administering standardized tests to determine fitness, (2) Administering teacher-rating scale, (3) Recommending salary increases and promotions, (4) Serving as assistant superintendent in charge of instruction, (5) Recommending dismissal of incompetents, (6) Keeping certification records, and (7) Assigning teachers to grades.

Instruction.--Table IV presents data concerning the importance of the instructional aspect of supervision.

TABLE IV

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

INSTRUCTION Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Directing or supervising teaching**	78	63	82	62
Teaching demonstration classes	56	59	73	75
Directing observation	39	52	73	53
Observing teachers and taking notes	72	33	55	38
Exhibiting classroom work	50	70	73	70
Planning demonstration teaching	94	93	91	78
Arranging exhibitions	33	59	55	49
Holding individual conferences	94	93	100	96
Heading guidance program	11	52	45	43
Assisting in child growth and development	50	74	91	62
Holding office hours	89	81	100	83
Holding group conferences	94	81	100	75

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

**See pages 55-58 for complete statements.

With respect to the personal direction or supervision of teaching, it is noteworthy that 82 per cent of the supervisors as compared with 62 per cent of the elementary classroom teachers considered it a reasonable

function. Superintendents assigned more significance to the function than did the principals.

While all four groups placed greater emphasis on "planning for demonstration teaching by gifted teachers" than they did on demonstration teaching by supervisors, the supervisors and the elementary classroom teachers placed greater stress on demonstration teaching by supervisors than did the superintendents and the principals.

The supervisors placed greater emphasis on "directing observation of teachers" than did the principals and the elementary classroom teachers. However, in each case, 50 per cent or more recognized the legitimacy of the function. Only 39 per cent of the superintendents were of the opinion that supervisors should direct observations of teachers.

With respect to "observing teachers and taking notes for permanent records," 72 per cent of the superintendents believed that the supervisor should perform this function; and only 33 per cent of the supervisors and 38 per cent of the elementary classroom teachers considered it important. Fifty-five per cent of the supervisors considered this function legitimate.

The superintendents placed considerably less weight on "exhibiting examples of good classroom work" than did the other three groups. Likewise, superintendents placed less weight on "arranging exhibitions of completed work" than did the other groups. It is significant that principals and supervisors considered this function of greater importance than the elementary classroom teachers did. One principal commented that exhibitions of completed work are less valuable than actually seeing the pupils in action.

Elementary classroom teachers and principals placed individual

conferences higher on the scale than group conferences. One hundred per cent of the supervisors and 94 per cent of the superintendents considered group and individual conferences of the same value. Fifty-two per cent of the principals as compared with 11 per cent of the superintendents were of the opinion that the general supervisor should head the guidance program for teachers and pupils. Forty-five per cent of the supervisors and 43 per cent of the elementary classroom teachers believed that the supervisor should head the guidance program.

Ninety-one per cent of the supervisors were of the opinion that assisting teachers in applying knowledge of child growth and development is a reasonable function while 74 per cent of the principals as compared with 50 per cent of superintendents recognized it as a reasonable function. Sixty-two per cent of the elementary classroom teachers were of the opinion that it is a worthy function.

Supervisors were unanimous in their opinions as to the importance of "holding office hours for teachers seeking help;" 89 per cent of the superintendents, 83 per cent of the elementary classroom teachers and 81 per cent of the principals were of the opinion that this function is reasonable.

The following tabulation of erasures and question marks suggests that the elementary classroom teachers were less positive in their opinion than were the other groups checking the list:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	3	2
Supervisors	3	0
Elementary Classroom Teachers	<u>9</u>	<u>0</u>
Total	15	2

A study of the instruction category reveals that the supervisor should play an important role in the following: (1) Directing or supervising teaching personally, (2) Doing demonstration teaching himself, (3) Exhibiting examples of good classroom work, (4) Planning for demonstration teaching by gifted teachers, (5) Holding individual conferences with teacher following visit, (6) Assisting teachers in applying knowledge of child growth and development, (7) Holding office hours for teachers seeking help, and (8) Holding instructional group conferences.

Educators held the following functions in low esteem: (1) Heading guidance programs for teachers and pupils, (2) Arranging exhibitions of completed work, (3) Observing teachers and taking notes for permanent records, and (4) Directing observation of teachers.

In agreement with the beliefs of authorities in the professional literature, the four educational groups in North Carolina rate instruction as an important category.

Curriculum and Resources.--This section treats the area of curriculum and resources as revealed by the four groups of educators.

Principals and elementary classroom teachers recognized "organizing audio-visual materials" of more importance than did supervisors and superintendents. One principal suggested that the supervisor advise with regard to purchase, organization, and use of auditory-visual aids.

Likewise it is significant to note that the four groups with percentages ranging from 5 per cent to 11 per cent agreed that preparing a daily time schedule for each grade is not a reasonable function of the supervisor.

Seventy-two per cent of the superintendents considered "organizing

teacher-committees for curriculum studies" equally as important as "seeking out and organizing instructional aids for general use." Sixty-seven per cent of the principals and 50 per cent of the elementary classroom teachers believed that organizing curriculum study groups is a reasonable function. Eighty-two per cent of supervisors were of the opinion that it is a legitimate function.

TABLE V

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

CURRICULUM AND RESOURCES Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Organizing audio-visual materials**	39	63	45	46
Preparing daily schedules	5	11	9	9
Organizing teacher-committees	72	67	82	50
Assisting in book selection	33	70	82	62
Seeking and organizing instructional aids	72	74	91	66
Making inventories	22	19	55	30
Allotting materials for use	17	14	36	25
Prescribing course of study	17	26	9	12
Heading committee on supplementary textbooks	44	63	64	49
Selecting tests	44	56	91	30

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

** See pages 55-58 for complete statements.

Supervisors considered "assisting teacher-librarians in the selection of books" equally as important as "organizing teacher-committees for curriculum studies."

Table V indicates the concern of all groups for a purveyor of

resources who will seek out and organize instructional aids for general use. Ninety-one per cent of the supervisors were of the opinion that this is a duty of the supervisor while 74 per cent of the principals, 72 per cent of the superintendents, and 66 per cent of the elementary classroom teachers recognized its importance.

"Allotting materials for use in the several schools" and "making inventories and requisitioning supplies" ranked low in importance according to the opinions of the four groups. It is significant that with respect to these particular cases supervisors considered these functions more reasonable than did the other three groups.

The supervisors and the superintendents did not see "prescribing a detailed course of study" as a legitimate function. Although the principals placed greater stress on the function than did the elementary classroom teachers, they rated it low on the scale.

Supervisors placed the same emphasis on "selecting tests to be administered" as they did on the importance of "seeking out and organizing instructional aids for general use." The administrators considered "selecting tests to be administered" of more importance than did the elementary classroom teachers.

Check-lists from elementary classroom teachers indicated great concern as to what the general supervisor should do in the areas of curriculum and resources.

A study of the curriculum and resources category shows general agreement of the four groups as to the following functions which the general supervisor should perform: (1) Seeking out and organizing instructional aids for general use, and (2) Organizing teacher-committees

for curriculum studies.

The following is a tabulation of erasures and question marks:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	2	0
Supervisors	1	0
Elementary Classroom Teachers	<u>10</u>	<u>0</u>
Total	13	0

More than half of the principals, supervisors, and elementary classroom teachers were of the opinion that the supervisor should assist teacher-librarians in the selection of books. Considerably less than half of the superintendents saw the function of importance. The following functions as shown by Table V are apparently unreasonable: (1) Preparing a daily time schedule for each grade, (2) Making inventories and requisitioning supplies, (3) Allotting materials for use in the several schools, (4) Prescribing a detailed course of study, (5) Heading committee on selection of supplementary textbooks, and (6) Selecting tests to be administered.

Both from a survey of the literature and from opinions expressed by the four educational groups, curriculum development and organization of resources are obviously responsibilities of the general elementary supervisor.

Research.--Table VI reveals several points regarding the reasonable functions of the general supervisor in the area of research.

The four educational groups assigned little significance to constructing and to standardizing tests.

With respect to "conducting experiments with textbooks and methods," supervisors and elementary classroom teachers considered this

function of greater significance than did superintendents and principals. Although the percentages are relatively low, it is interesting to note that the groups working most directly with methods and textbooks considered this function of greater importance.

TABLE VI

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

RESEARCH Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Constructing tests**	17	19	18	13
Conducting experiments	39	22	45	42
Interpreting testing data	67	74	100	55
Directing case studies	28	70	64	49
Conducting surveys of instructional work	39	70	73	38

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

**See pages 55-58 for complete statements.

There was general agreement of opinion among the groups as to the importance of "interpreting data obtained through the testing program." While supervisors were unanimous in their opinions concerning this particular function, principals, superintendents, and elementary classroom teachers regarded it of greater significance than any of the other functions in the category. Principals placed more emphasis on the function than did superintendents and elementary classroom teachers. One principal commented that interpreting data obtained through the testing program is a means of analysis that leads to improvement.

Another significant fact is that the principals considered "directing case studies" to be just as reasonable as "conducting surveys of the various aspects of instructional work." Only 28 per cent of the superintendents as compared with 70 per cent of the principals considered "directing case studies" as one of the most important services. A superintendent commented that the supervisor should, in so far as possible, assist all teachers in applying a knowledge of child growth and development. Sixty-four per cent of the supervisors as compared with 49 per cent of the elementary classroom teachers regarded this function as reasonable.

In the case of "conducting surveys of the various aspects of instructional work," 73 per cent of supervisors considered the function second in importance in the research category and 70 per cent of the principals recognized the significance of the function. Only 38 per cent of the elementary classroom teachers and 39 per cent of the superintendents considered this function among the most reasonable for the general elementary supervisor.

According to the check-list responses there is confusion among principals and elementary classroom teachers as to what the general supervisor should do in the area of research. The following is a tabulation of erasures and question marks:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	5	0
Supervisors	0	0
Elementary Classroom Teachers	<u>5</u>	<u>0</u>
Total	10	0

All four educational groups recognized the importance of the function of "interpreting data obtained through the testing program." The supervisors and the principals considered this category of far greater importance than did the superintendents and the elementary classroom teachers. More than half of the supervisors and the principals considered "directing case studies" and "conducting surveys of the various aspects of instructional work" of significance.

A study of Table VI indicates that those evaluating the functions do not consider the following legitimate: (1) Constructing and standardizing tests, (2) Conducting experiments with textbooks and methods, (3) Directing case studies, and (4) Conducting surveys of the various aspects of instructional work.

The foregoing data and brief review of the literature reveal that research is considered a desirable part of a good supervisory program. However, authorities placed greater emphasis on the importance of the category than did the educational leaders in North Carolina.

Unification.--The most significant aspect of the unification category as revealed by Table VII is the general agreement of opinion of the four groups concerning the function of having the supervisor act as consultant in local faculty group meetings. Sixty-one per cent of the superintendents and 70 per cent of the elementary classroom teachers as compared with 81 per cent of the principals and 91 per cent of the supervisors recognized it as a reasonable function. All groups assigned the greatest significance to the above-mentioned function.

Supervisors, more so than principals and elementary classroom teachers, were of the opinion that "integrating the instruction of county

or city systems" is a reasonable function. Superintendents placed less weight on the function than did the other three groups. An elementary classroom teacher commented that the supervisor should develop a better articulation between the elementary and secondary schools.

Table VII indicates the importance of coordinating educational effort.

TABLE VII

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

UNIFICATION Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Acting as consultant in local faculty meetings**	61	81	91	70
Integrating instruction	39	48	55	43
Heading special supervisors	22	44	27	45
Integrating the local school system	22	26	36	39
Providing for intervisitation	56	56	82	62
Holding general teachers' meetings	33	37	82	34
Stimulating a common philosophy	44	78	91	49

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

**See pages 55-58 for complete statements.

Supervisors and superintendents placed the function of "heading special supervisors and coordinating their activities" low on the list, and 44 per cent of the elementary classroom teachers and 45 per cent of the principals considered it important.

Superintendents and principals assigned little significance to the supervisor's responsibility of "integrating the local school system" while supervisors and elementary classroom teachers placed a little more emphasis

on it.

Supervisors placed greater emphasis on "providing for intervisitation" than did any of the other three groups; however, it is interesting to note that the administrators were in agreement with regard to intervisitation, and that the elementary classroom teachers placed a little more emphasis on the function than did superintendents and principals.

Eighty-two per cent of the supervisors consider "holding general teachers' meetings" a responsibility of the supervisor, whereas the other three groups assigned considerably less significance to it. One principal commented that the supervisor should participate in general teachers' meetings but should not hold them.

Again it is significant to note that supervisors themselves were of the opinion that stimulating studies leading to a common philosophy is just as important a function as acting as consultant in local faculty group meetings. Seventy-eight per cent of the principals as compared with 44 per cent of the superintendents and 49 per cent of the elementary classroom teachers considered stimulating studies leading to a common philosophy a reasonable function.

From the number of erasures made by the principals and elementary classroom teachers, it is evident that there is confusion as to what the reasonable functions within the unification category really are. The following is a tabulation of erasures and question marks:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	5	0
Supervisors	0	1
Elementary Classroom Teachers	<u>5</u>	<u>0</u>
Total	10	1

Examinations of the unification category indicates that the four groups would have the supervisor place major emphasis on the following functions: (1) Acting as consultant in local faculty group meetings, and (2) Providing for intervisitation.

From a lack of emphasis it would seem that the following functions are not legitimate: (1) Integrating the instruction of county or city systems, (2) Heading special supervisors and coordinating their activities, (3) Integrating the local school system, (4) Holding general teachers' meetings, and (5) Stimulating studies leading to a common philosophy.

In view of the emphasis given supervision and unification by authorities and according to the opinions of the four groups of educators in North Carolina, the supervisor should place the function of coordinating and correlating educational effort high on his list of duties.

Public Relations.—Relatively small percentages of the superintendents, the principals, and the elementary classroom teachers considered that the general supervisor should be the key liaison officer between the school and the community, but 55 per cent of the supervisors felt that it was a reasonable function.

Principals, superintendents, and elementary classroom teachers recognized "encouraging teachers to be active community participants" as the most reasonable function of the supervisor in the Public Relations category while 91 per cent of the supervisors were of the opinion that the greatest leadership role of the supervisor is interpreting the school system to the Parent-Teacher Association and lay organizations. Elementary classroom teachers, principals, and superintendents were of the opinion that this function ranks second to "encouraging teachers to be

active community participants."

Table VIII gives a picture of the civic responsibilities of the supervisor as recognized by four groups of educators.

TABLE VIII

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

PUBLIC RELATIONS Function	Percentage, by Group, Indicating Each Function*			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Acting as a liaison agent**	33	37	55	34
Encouraging teachers in community participation	78	89	82	61
Arranging exhibits	29	48	45	20
Interpreting school to P. T. A. and lay organizations	50	67	91	45
Furnishing press with school news	39	44	55	39

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

**See pages 55-58 for complete statements.

"Arranging exhibits" received little recognition from elementary classroom teachers and superintendents. However 48 per cent of the principals and 45 per cent of the supervisors believed that it is a reasonable function. One principal commented that the supervisor should arrange exhibits for special occasions, such as, Children's Book Week, and National Education Week. Another principal suggested that the supervisor should help in developing a community program of adult education.

Fifty-five per cent of the supervisors as compared with 44 per cent of the principals were of the opinion that the general supervisor

should furnish the press with the interpretation of the school. Superintendents as compared with elementary classroom teachers placed slightly less weight on the reasonableness of the function.

Uncertainty with regard to the functions of the general elementary supervisor in the area of Public Relations was shown by the elementary classroom teachers. The following is a tabulation of erasures and question marks:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	2	1
Supervisors	0	1
Elementary Classroom Teachers	<u>6</u>	<u>0</u>
Total	8	2

Examination of the Public Relations category revealed that the four groups were of the opinion that "encouraging teachers to be active community participants" is a reasonable function of the general supervisor. Three groups agreed that the supervisor should interpret the school system to the Parent-Teacher Association and lay organizations.

The following functions are apparently held in low esteem according to opinions of the four groups: (1) Acting as a liaison agent between school and community, (2) Arranging exhibits, and (3) Furnishing press with interpretation of the school.

While there was considerable variance of opinion among the four groups as to those functions which the general elementary supervisor should perform in the Public Relations category, it is obvious that authorities in the literature stress developing satisfactory public relations as an important duty of the supervisor.

In-Service Growth of Teachers.---Table IX presents the opinions of

the four groups of educators regarding the most important functions of the supervisor in the in-service growth of teachers category.

TABLE IX

EVALUATION OF VARIOUS SPECIFIC FUNCTIONS OF THE SUPERVISOR,
AS INDICATED BY SUPERINTENDENTS, PRINCIPALS, SUPERVISORS,
AND ELEMENTARY CLASSROOM TEACHERS

IN-SERVICE GROWTH OF TEACHERS Function	Percentage, by Group, Indicating Each Function			
	Supt. (18)	Prin. (27)	Supv. (11)	Teacher (76)
Promoting study and travel	61	89	81	66
Directing workshops and clinics	67	63	91	72
Guiding rehabilitation of teachers	22	59	55	39
Recommending professional literature and recommending readings	61	89	100	84
Stimulating membership in professional organizations	61	89	82	61
Encouraging development of social relationships	39	74	73	58

*The number of persons who replied to the check-list is given in parentheses at the head of each column.

**See pages 55-58 for complete statements.

Probably the most outstanding fact which Table IX reveals is that 90 per cent of principals as compared with 61 per cent of superintendents in the case of each function assigned equal importance to the following supervisory functions: "promoting in-service professional study and travel," "studying professional literature and recommending readings," and "stimulating membership in professional organizations."

Although supervisors agreed unanimously in their opinions on the importance of "studying professional literature and recommending readings," they considered "directing workshops and clinics" of more significance than "promoting in-service professional study and travel" and "stimulating

memberships in professional organizations." In this particular category superintendents recognized "directing workshops and clinics" as the outstanding responsibility of the supervisor. Seventy-two per cent of the elementary classroom teachers and 63 per cent of the principals recognized the legitimacy of the functions. Elementary classroom teachers placed more emphasis on "studying professional literature and recommending readings" and "directing workshops and clinics" than they did on "promoting in-service professional study and travel" and "stimulating membership in professional organizations."

Fifty-nine per cent of the principals and 55 per cent of the supervisors as compared with 39 per cent of the elementary classroom teachers and 22 per cent of the superintendents were of the opinion that the general supervisor should guide personal rehabilitation of individual teachers.

Seventy-four per cent of the principals and 73 per cent of the supervisors were of the opinion that the general supervisor should encourage development of satisfactory social relationships while only 58 per cent of elementary classroom teachers considered it a legitimate function. Superintendents placed less significance on the function than did the other three groups.

Apparently all educational groups had very definite opinions concerning the responsibilities and duties of the supervisor in the in-service growth of teachers category. A tabulation of erasures and question marks shows the following:

Groups Checking Functions	Erasures	Question Marks
Superintendents	0	0
Principals	0	0
Supervisors	0	0
Elementary Classroom Teachers	3	0
Total	3	0

According to opinions of the four groups, the following functions in the category are significant: (1) Promoting in-service professional study and travel, (2) Directing workshops and clinics, (3) Studying professional literature and recommending readings, and (4) Stimulating membership in professional organizations.

A fifth function, that of encouraging development of satisfactory social relationships, received recognition of note from three groups.

The educators did not consider the following function of importance: (1) Guiding personal rehabilitation of individual teachers.

There seems to be general agreement of opinion among the four educational groups in North Carolina and the authorities in the field of supervision as to the legitimate functions of the general elementary supervisor in the area of in-service growth.

Summary

Four pictures emerged from the foregoing data with each group of educators having somewhat different opinions concerning the reasonable and legitimate functions of the general elementary supervisor. Probably the most significant fact was that of the 56 functions included in the check-list, the four groups assigned from 23 to 39 functions to supervisors, with elementary classroom teachers assigning the smallest number and supervisors assigning the greatest number of functions. Principals considered 34 functions legitimate while superintendents considered 25 legitimate.

SUPERINTENDENTS

GENERAL ADMINISTRATION

1. Guiding principal in elements of school organizations
2. Keeping personnel files with data on teachers
3. Interviewing and recommending applicants for teaching positions
4. Recommending dismissal of incompetents
5. Preparing reports for professional organizations

INSTRUCTION

1. Directing or supervising teaching personally
2. Doing demonstration teaching himself
3. Observing teachers and taking notes for permanent records
4. Exhibiting examples of good classroom work
5. Planning for demonstration teaching by gifted teachers
6. Holding individual conferences with teachers following visit
7. Assisting teachers in applying knowledge of child growth and development
8. Holding office hours for teachers seeking help
9. Holding instructional group conferences

CURRICULUM AND RESOURCES

1. Organizing teacher committees for curriculum studies
2. Seeking out and organizing instructional aids for general use

RESEARCH

1. Interpreting data obtained through testing program

UNIFICATION

1. Acting as consultant in local faculty group meetings
2. Providing for intervisitation

PUBLIC RELATIONS

1. Encouraging teachers to be active community participants
2. Interpreting school system to P. T. A. and lay organizations

IN-SERVICE GROWTH OF TEACHERS

1. Promoting in-service professional study and travel
2. Directing workshops and clinics
3. Studying professional literature and recommending readings
4. Stimulating membership in professional organizations

A SUMMARY OF THE DATA OF TABLES III-IX SHOWING THE FUNCTIONS

PRINCIPALS

GENERAL ADMINISTRATION

1. Guiding principal in elements of school organization
2. Keeping personnel files with data on teachers
3. Interviewing and recommending applicants for teaching positions

INSTRUCTION

1. Directing or supervising teaching personally
2. Doing demonstration teaching himself
3. Directing observation of teachers
4. Exhibiting examples of good classroom work
5. Planning for demonstration teaching by gifted teachers
6. Arranging exhibitions of completed work
7. Holding individual conferences with teachers following visit
8. Holding guidance programs for teachers and pupils
9. Assisting teachers in applying knowledge of child growth and development
10. Holding office hours for teachers seeking help
11. Holding instructional group conferences

CURRICULUM AND RESOURCES

1. Organizing audio-visual materials
2. Organizing teacher committees for curriculum studies
3. Assisting teacher-librarians in selection of books
4. Seeking out and organizing instructional aids for general use
5. Heading committee on selection of supplementary textbooks
6. Selecting tests to be administered

RESEARCH

1. Interpreting data obtained through testing program
2. Directing case studies
3. Conducting surveys of the various aspects of instructional work

UNIFICATION

1. Acting as consultant in local group faculty meetings
2. Providing for intervisitation
3. Stimulating studies leading to a common philosophy

PUBLIC RELATIONS

1. Encouraging teachers to be active community participants
2. Interpreting school system to P. T. A. and lay organizations

IN-SERVICE GROWTH OF TEACHERS

1. Promoting in-service professional study and travel
2. Directing workshops and clinics
3. Guiding personal rehabilitation of individual teachers
4. Studying professional literature and recommending readings
5. Stimulating membership in professional organizations
6. Encouraging development of satisfactory social relationships

IX SHOWING THE FUNCTIONS OF THE SUPERVISOR AS INDICATED BY FOUR GROUPS OF EDUCATORS

SUPERVISORS

GENERAL ADMINISTRATION

1. Guiding principal in elements of school organization
2. Serving as assistant superintendent in charge of instruction
3. Interviewing and recommending applicants for teaching positions
4. Preparing reports for professional organizations

INSTRUCTION

1. Directing or supervising teaching personally
2. Doing demonstration teaching himself
3. Directing observation of teachers
4. Observing teachers and taking notes for permanent records
5. Exhibiting examples of good classroom work
6. Planning for demonstration teaching by gifted teachers
7. Arranging exhibitions of completed work
8. Holding individual conferences with teachers following visit
9. Assisting teachers in applying knowledge of child growth and development
10. Holding office hours for teachers seeking help
11. Holding instructional group conferences

CURRICULUM AND RESOURCES

1. Organizing teacher committees for curriculum studies
2. Assisting teacher-librarians in selection of books
3. Seeking out and organizing instructional aids for general use
4. Making inventories and requisitions supplies
5. Heading committee on selection of supplementary textbooks
6. Selecting tests to be administered

RESEARCH

1. Interpreting data obtained through testing program
2. Directing case studies
3. Conducting surveys of the various aspects of instructional work

UNIFICATION

1. Acting as consultant in local faculty group meetings
2. Integrating the instruction of county or city systems
3. Providing for intervisitation
4. Holding general teachers' meetings
5. Stimulating studies leading to a common philosophy

PUBLIC RELATIONS

1. Acting as a liaison agent between school and community
2. Encouraging teachers to be active community participants
3. Interpreting school system to P. T. A. and lay organizations
4. Furnishing press with interpretation of school

IN-SERVICE GROWTH OF TEACHERS

1. Promoting in-service professional study and travel
2. Directing workshops and clinics
3. Guiding personal rehabilitation of individual teachers
4. Studying professional literature and recommending readings
5. Stimulating membership in professional organizations
6. Encouraging development of satisfactory social relationships

ELEMENTARY CLASSROOM TEACHERS

GENERAL ADMINISTRATION

1. Guiding principal in elements of school organization
2. Keeping personnel files with data on teachers

INSTRUCTION

1. Directing or supervising teaching personally
2. Doing demonstration teaching himself
3. Directing observation of teachers
4. Exhibiting examples of good classroom work
5. Planning for demonstration teaching by gifted teachers
6. Holding individual conferences with teachers following visit
7. Assisting teachers in applying knowledge of child growth and development
8. Holding office hours for teachers seeking help
9. Holding instructional group conferences

CURRICULUM AND RESOURCES

1. Organizing teacher committees for curriculum studies
2. Assisting teacher-librarians in selection of books
3. Seeking out and organizing instructional aids for general use

RESEARCH

1. Interpreting data obtained through testing program

UNIFICATION

1. Acting as consultant in local faculty group meetings
2. Providing for intervisitation

PUBLIC RELATIONS

1. Encouraging teachers to be active community participants

IN-SERVICE GROWTH OF TEACHERS

1. Promoting in-service professional study and travel
2. Directing workshops and clinics
3. Studying professional literature and recommending readings
4. Stimulating membership in professional organizations
5. Encouraging development of satisfactory social relationships

Divergent points of view with regard to the role of the supervisor in the area of general administration are shown. Each group pictures the supervisor after its own pattern with superintendents assigning the greatest number of functions to the supervisors and with supervisors themselves considering four functions reasonable. The most striking fact is that supervisors consider serving as assistant superintendent in charge of instruction important. Superintendents, as might be expected, believe that the supervisor should recommend dismissal of incompetents since the supervisor is in a position to know the quality of the teacher's work.

Examination of the four pictures reveals that the educators are in agreement as to several of the functions within the instruction category; namely, Directing or supervising teaching personally; Doing demonstration teaching himself; Exhibiting examples of good classroom work; Planning for demonstration teaching by gifted teachers; Holding individual conferences with teacher following visit; Assisting teachers in applying knowledge of child growth and development; Holding office hours for teachers seeking help; and Holding instructional and group conferences. Principals, supervisors, and elementary classroom teachers picture the supervisor directing the observation of teachers, but superintendents do not consider this function legitimate. Superintendents and supervisors believe the general elementary supervisor should observe teachers and take notes for permanent records but principals and elementary classroom teachers differ on this particular function.

In contrast with the opinions of the other three groups, supervisors are of the opinion that arranging exhibitions of completed work is a legitimate function of the supervisor.

Principals would have the supervisor assume the responsibility of heading the guidance programs for both teachers and pupils. All groups place emphasis on the instruction category.

All four groups are of the opinion that the supervisor should organize teacher-committees for curriculum studies and seek out and organize instructional aids for general use. Elementary classroom teachers, supervisors, and principals add "assisting teacher-librarians in selection of books" to the above functions. Principals and supervisors believe that the general supervisor should also head the committee on selection of supplementary textbooks and select tests to be administered. Supervisors assign "making inventories and requisitioning supplies" as a sixth function.

Of the functions listed in the research category, elementary classroom teachers and superintendents are of the opinion that the responsibilities should be confined to that of interpreting data obtained through the testing program. Although the principals and supervisors agree on the importance of this function, they add other functions. Supervisors and principals lay great emphasis on "directing case studies" and "conducting surveys of the various aspects of instructional work."

Examination of the unification category reveals that all groups would have the supervisor act as consultant in local faculty group meetings and provide for intervisitation. Principals are of the opinion that the supervisor should stimulate studies leading to a common philosophy. The supervisors are in agreement with principals on this function but they believe that the responsibilities should be expanded and that the supervisor should integrate the instruction of county or city systems and hold general teachers' meetings. Obviously, the supervisors feel that integration

will insure continuity of child growth and development.

All groups responding to the check-list recognized a need for the supervisor to encourage teachers to be active community participants. Superintendents, principals, and supervisors are of the opinion that the supervisor should interpret the school system to the P. T. A. and lay organizations. The supervisors are apparently cognizant of the importance of this category since at least half of them agree that the supervisor should act as a liaison agent between the school and community and should also furnish the press with interpretation of the school.

Examination of the in-service growth of teachers category reveals that all four groups agree as to the importance of five of the functions; namely, Promoting in-service professional study and travel; Directing workshops and clinics; Studying professional literature and recommending readings; Stimulating membership in professional organizations; and Encouraging development of satisfactory social relationships. Principals and supervisors would have the supervisor guide the personal rehabilitation of individual teachers.

Apparently there is need for a clear-cut picture of those functions which the general elementary supervisor should perform. It is obvious that each group is somewhat conventional in its viewpoints and any sound picture must take into account and reconcile the diverging viewpoints in terms of the overall philosophy.

Functions Revealed by Interviews

Introduction

In order to give increased validity to the opinions of the four groups of educators obtained through check-lists, the investigator resorted

to personal interviews of twenty recognized educators.⁸⁰ In addition to the interview-questions formulated to ascertain the specific needs of the elementary schools that are related to supervision, the following question was asked, "In the light of the North Carolina situation, what functions should the general elementary supervisor perform?" From notes taken during the interviews, a check-list⁸¹ which included 18 most commonly mentioned functions, was formulated for the educators' evaluation. The members of the committee were requested to examine the stated functions and to select six major functions, ranking them in the order of importance. Space was provided for interviewees to list additional functions. Nineteen⁸² members of the committee complied with the request; their opinions were tabulated and analyzed and their pertinent comments recorded.

Results of the Evaluation of Functions

Although it is conceded that no statement of order is final or desirable, the present evaluation of functions provides a working statement that can be used with confidence because it represents the judgment of a competent and a carefully selected group of educators.

In this study the evaluation of functions according to importance as shown by Table X seems to indicate that a decidedly democratic philosophy is held by the group of educators with emphasis upon "child growth and development and democratic leadership of teacher growth and development." The responses showed clearly that the educators recognize that the

80. The complete list of interviewees is presented in Appendix A.

81. A copy of the check-list is available in Appendix E.

82. One interviewee failed to reply.

responsibilities of the supervisor go beyond the direction of teaching subjects and grades. The ranking of functions signified common belief in democratic leadership with respect for individuality of teachers and sharing of talents.

Table X indicates that the committee believes that a common philosophy is basic to all effective collective action. All interpretation, guidance, curriculum development, unification, and evaluation depend upon it.

Members of the committee recognize "evaluating instruction in terms of child development" of major significance. This indicates that the educators are putting a premium on continued growth and expectancy of improving methods and devices. This function derives its importance from a child-centered philosophy. If the philosophy emphasizes other values, this item becomes minor.

"Providing for teacher-sharing of talents through distributed leadership, intervisitation, and professional meetings" ranked third in order of importance. Leadership must necessarily come from cooperative effort. This function tends to bring about closer cooperation and understanding among teachers who are working in the various phases of the school program. This pooling of ideas and experiences indicates professional growth of the highest order. Closer cooperative thought, understanding and action among pupils and teachers are basic to democratic leadership. Sharing ideas of teachers with teachers, sharing ideas of pupils with pupils, and sharing materials establishes democratic principals. Intervisitation broadens teachers' interests and gives them a better conception of child growth and development under different

TABLE X
 FUNCTIONS OF THE SUPERVISOR RANKED IN ORDER
 OF IMPORTANCE BY 19 EDUCATORS

Function	Points*						Total
	6	5	4	3	2	1	
Stimulating studies leading to a common philosophy	30	10	8	3	0	0	51
Evaluating instruction in terms of child development	30	15	0	3	2	1	51
Making possible teacher-sharing of talents through distributed leadership, intervisitation, professional meetings, etc.	6	5	20	6	4	2	43
Unifying and making consistent the elementary school instruction for the entire system	18	15	0	3	0	3	39
Advising concerning the improvement of all aspects of child growth and development	24	10	4	0	0	0	38
Assisting experienced teachers in evaluating and improving their methods and devices	6	0	8	12	10	1	37
Stimulating studies yielding insight into child problems	0	25	4	3	2	0	34
Giving information concerning sources of supplementary materials of every description	0	5	8	9	6	2	30
Stimulating continuous reevaluation of the curriculum	0	5	16	3	2	2	28
Facilitating the assimilation of new teachers; i.e., helps to find their places in the system at large	0	5	4	6	6	0	21

*Functions ranked first in importance by educators were given six points; second place, five points; third place, four points; etc.

TABLE X (continued)

FUNCTIONS OF THE SUPERVISOR RANKED IN ORDER
OF IMPORTANCE BY 19 EDUCATORS

	Points*						Total
	6	5	4	3	2	1	
Correcting the deficiencies of poorly trained new teachers	0	0	4	3	2	0	9
Leading appropriate research; such as, causes of drop-outs, pupil failure, low achievement in reading, etc.	0	0	4	0	0	2	6
Interpreting the schools to the public and the public demands to the schools	0	0	0	0	2	2	4
Helping new recruits and transfers through teaching the specifics needed in their new positions	0	0	0	3	0	0	3
Serving teachers as a buffer, and as an escape valve or father-confessor	0	0	0	0	0	2	2
Coordinating the several aspects of instruction or specialized supervision in the system as a whole; such as, music, art, or physical education	0	0	0	0	0	1	1
Interpreting to teachers the state regulations relating to instruction	0	0	0	0	0	1	1
Advising concerning the need for summer courses, the place to go, the specific work to be taken	0	0	0	0	0	0	0

*Functions ranked first in importance by educators were given six points; second place, five points; third place, four points; etc.

environmental conditions.

Fourth in the group is unifying the elementary school for the purpose of ensuring continuity of child growth and development and establishing a unity of effort throughout the schools. Supervisory services in the area of unification seek to integrate educational effort. Supervisors work with teachers in an effort to develop integrated personalities of boys and girls, to provide continuity of experiences for them, and to coordinate and to correlate efforts of the teaching personnel. The supervisor articulates the work from year to year and from department to department in the county or city school system. Unity of purpose, cooperation in planning and carrying out policies are basic to the democratic philosophy.

The committee placed fifth in order of importance the function of "advising concerning improvement of all aspects of child growth and development." Perhaps one of the greatest improvements in education can come through increased knowledge and understanding of the nature and need of boys and girls.

One member of the group, a college educator, gave the following function and ranked it fifth in importance:

The supervisor "serves as a resource person to individuals and groups, bringing to teachers the resources of the community, the state, and the nation as they attempt with her leadership to grow as persons and teachers."⁸³

83. Interview with Dr. Roy W. Morrison, Professor of Elementary Education, University of North Carolina, Chapel Hill, North Carolina.

Members of the committee placed sixth in the order of importance "assisting experienced teachers in evaluating and improving their methods and devices." They thought evaluation should be continuous and should be used in terms of pupil growth rather than as a basis for grading or rating pupils. One supervisor⁸⁴ suggested that the word "experienced" should be changed to read "all."

Another member of the committee, an associate in the Division of Instructional Service of the State Department of North Carolina, provided the following function and ranked it sixth in the order of importance:

The supervisor "recognizes and develops the creative abilities of the individual teacher and makes provision for the growth and advancement, professionally, of the individual teacher."⁸⁵

A college professor⁸⁶ added the following note:

. . . the order which I have assigned may be an order of priority as the supervisor begins to work with a group of teachers. This seems to me to be of such significance that you should not attempt to weigh the items by adding the numerals assigned by your judges.

I have selected these six, not as being most important but as being of such a nature that the supervisor can develop the remainder around these as "centers of interest." All the activities will be essential activities in the unit, as affording teachers experiences through which they will grow, and turn out better products--professional services and enriched living.

It is interesting to note that when the functions are examined according to frequency of mention one arrives at an entirely different

84. Interview with Dr. Theo Dalton, Supervisor, Alamance County Schools, Graham, North Carolina.

85. Interview with Miss Hattie S. Parrott, State Department of Public Instruction, Raleigh, North Carolina.

86. Interview with Dr. Roy W. Morrison, Professor of Elementary Education, University of North Carolina, Chapel Hill, North Carolina.

order. Thus two results are obtained from the same group. Examination of Table XI reveals that "making possible teacher-sharing of talents through distributed leadership, intervisitation and professional meetings" is at the top of the frequency list. Experts' responses showed that the above function ranks third in the order of importance.

The frequency tabulation shows second in order "assisting experienced teachers in evaluating and improving their methods and devices" while this function ranks sixth in importance according to the judgment of the group.

While "stimulating discussions leading to a commonly held philosophy" appeared first in the ranking of functions according to importance, in the frequency table it appears in the third place.

Although "giving information concerning source of supplementary material" is not listed by experts as one of the six outstanding functions, it shows a high frequency of mention--the same as the function of "stimulating studies leading to a common philosophy."

Frequency opinions with respect to "evaluating instruction in terms of child development" give the function fifth place. In the ranking of functions according to importance it appears second.

According to frequency, the function of "unifying and making consistent the elementary school instruction for the entire system" is equally as significant as evaluating instruction in terms of child development. Judgments with respect to importance place the unification function fourth.

Investigator's Comments

Needs Inadequately Recognized

In the opinion of the writer it appears that two vital needs for supervisory services in North Carolina have not been adequately recognized by the committee of educators. The first concerns the curriculum and the second, resources.

Curriculum.--Curriculum revision must necessarily become a continuous process in order to keep abreast of today's constant world changes. The emergence of atomic energy demands a changed and enriched curriculum. It calls for organization and expert educational leadership in curriculum planning which will face the new responsibilities in the era and which will release and use the best talents and ability available. Since the curriculum materializes on the job, elementary classroom teachers must participate in curriculum building and they need expert advice and stimulation in carrying out a program of curriculum building and evaluation. Although the importance of stimulating continuous reevaluation of the curriculum has been implied in the frequency of mention by the committee, at the moment there is such an acceleration of change that, in the opinion of the writer, the function might well be elevated to first position in the ranking.

Resources.--Of paramount importance is the area of resources. Just as teachers need aid in continuous reevaluation of the curriculum, they also need new and additional resources. Outmoded textbooks, out-of-date maps, visual education--all call for a resource person to assist teachers in the location, collection, and use of such materials. From

TABLE XI
 FUNCTIONS OF THE SUPERVISOR RANKED IN ORDER
 OF IMPORTANCE BY 19 EDUCATORS

Function	Frequency
Making possible teacher-sharing of talents*	13
Assisting experienced teachers in evaluating	12
Stimulating a common philosophy	11
Giving information concerning resources	11
Evaluating instruction	10
Unifying and making consistent instruction	10
Stimulating reevaluation of curriculum	9
Stimulating studies yielding insight into child problems	8
Advising concerning the improvement of all aspects of child growth and development	7
Facilitating the assimilation of new teachers	7
Correcting the deficiencies of poorly trained teachers	3
Interpreting the school to the public	3
Leading appropriate research	3
Serving teachers as a buffer	2
Interpreting to teachers the state regulations	1
Helping new recruits and transfers	1
Coordinating the several aspects of supervision	1
Advising concerning summer courses	0

*For complete statements see Table X, page 87.

a material standpoint perhaps the greatest need of the teacher is the services of a resource person. In consequence of this great need the title of "supervisor" has been changed to "resource consultant" in many places. The writer thinks this function ranks second in order of importance. Table XI shows through frequency the significance of this function. The item does not rank among the six most important.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Introduction

At this point a brief resumé of the character of this study is in order. In Chapter I four basic steps were proposed; namely,

1. To ascertain the specific needs of North Carolina schools that can best be met by supervision.
2. To discover through literature the philosophy of supervision which may be used as a criterion for the selection from the many current duties of supervisors those of primary significance.
3. To determine through literature and a sampling of opinions the functions which are currently performed by supervisors.
4. To make specific recommendations as a result of the study.

A summary of the first three of these steps serves as a prelude to a formulation of the fourth, which is the consummation of the entire study.

Needs of North Carolina Elementary Schools

On the basis of information indicated in Chapter II, there are at least seven major needs for supervisory services. The most significant needs are designated:

1. A highly specialized and enlightened leadership.
2. Continuous in-service growth of teachers.
3. Orientation of new teachers and reorientation of experienced teachers.

4. Integration of educational effort.
5. Information concerning resources.
6. Interpretation of the school to the public and the public to the school.
7. Stimulation of continuous reevaluation of the curriculum.

Philosophy of Supervision

In an attempt to determine the philosophy which should be used as a criterion in selecting legitimate functions, the professional literature of 1936-1946 was reviewed in Chapter III. A summary of current directions in the philosophy of supervision follows. These aspects are not mutually exclusive but they illustrate the general trend.

Current Directions in the Philosophy of Supervision*

From	To
Inspection	Study and analysis
Authoritarianism	Cooperativeness
Imposed	Derived
Focus on teacher method	Focus on total teaching-learning situation
Indoctrination	Open-minded judgment
Standardization	Differentiation
External restraint	Intelligent self-direction
Detailed course of study	Curriculum ends
Director	Resource consultant
Administrator	Next friend

*Patterned after a device used by Dr. Franklin H. McNutt, Woman's College of the University of North Carolina, Greensboro, North Carolina, in showing Current Directions in American Education. See page 27.

Current Functions

As already pointed out in Chapter IV, an effort was made to discover all the currently accepted functions of the general elementary supervisor as revealed by a survey of selected professional literature of the decade 1936-1946 and also through a study of opinions held by two groups of North Carolina educators. A sampling of opinions was secured from check-lists of superintendents, principals, supervisors, and elementary classroom teachers. Four pictures emerged with each group having somewhat different ideas as to the legitimate functions of the general supervisor. While the authorities in the professional literature and the four groups of educators do not place the same emphasis on the functions, it is significant that their lists have many in common. Opinions obtained through personal interviews with twenty recognized educators revealed that the supervisor should stimulate a common philosophy, evaluate instruction in terms of child development, make possible teacher-sharing of talents, unify and make consistent elementary school instruction, advise concerning the improvement of all aspects of child growth and development, and stimulate studies yielding insight into child problems. The educators placed less weight on the importance of the supervisor's giving information on sources of supplementary materials and stimulating continuous reevaluation of the curriculum.

This chapter offers recommendations regarding functions which should be assigned to the general elementary supervisor in the light of existing educational needs and an enlightened modern philosophy.

Recommendations

Negative.--The following are functions inconsistent with needs

and philosophy or are so time consuming as to mitigate against the proper functions:

General Administration

1. Administering standardized tests to teachers to determine fitness.
2. Administering teacher-rating scales except as helping teachers in self-rating.
3. Recommending for salary increases and promotions.
4. Recommending dismissal of incompetents.
5. Keeping certification records and advising with respect to them.
6. Assigning teachers to grades.

Instruction

1. Heading technical guidance programs for pupils.

Curriculum and Resources

1. Preparing daily time schedule for each grade.
2. Making inventories and requisitioning supplies.
3. Allotting materials for use in the several schools.

Research

1. Constructing and standardizing tests.
2. Conducting experiments with textbooks and methods except as related to teacher growth.

Unification

1. Heading special supervisors.

Public Relations

1. Acting as a liaison agent between school and community.
2. Arranging exhibits.
3. Furnishing press with interpretation of school.

Positive.--Although it is conceded that situations vary to a marked degree, the study indicates that the following areas, including their functions, are basic:

Instruction

1. Directing observation of teachers.
2. Planning for demonstration teaching by gifted teachers.
3. Holding individual and group conferences.
4. Assisting teachers in applying a knowledge of child growth and development.
5. Holding office hours for teachers seeking help.
6. Promoting in-service professional study and travel.
7. Directing workshops and clinics.
8. Providing for intervisitation.
9. Stimulating a common philosophy.
10. Integrating the instruction.

Curriculum

1. Organizing and directing continuous curriculum study.
2. Evaluating the curriculum periodically.

Resources

1. Assisting teachers in mobilizing supplementary materials.
2. Assisting teachers in evaluating and using materials.

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APPENDIXES

APPENDIX A

LIST OF PERSONS INTERVIEWED¹

1. Miss Grace Brunson, Supervisor of Elementary Schools, Winston-Salem, North Carolina.
2. Dr. Theo Dalton, Supervisor of Alamance County Schools, Graham, North Carolina.
3. Miss Ruth Fitzgerald, Professor of Elementary Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.
4. Miss Margaret Flintom, Fourth Grade Teacher, Demonstration School of the Woman's College of the University of North Carolina, Greensboro, North Carolina.
5. Miss Hattie Fowler, Professor of Elementary Education, Lenoir Rhyne College, Hickory, North Carolina.
6. Mrs. T. E. Johnston, Former Director Teacher Training, Salisbury, North Carolina.
7. Miss Frances Lacy, Supervisor of Elementary Schools, Raleigh City Schools, Raleigh, North Carolina.
8. Miss Ethel McNairy, Principal, Lindley Elementary School, Greensboro, North Carolina.
9. Miss Julia McNairy, Supervisor of Elementary Schools, Edgecombe County, Tarboro, North Carolina.
10. Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina, Greensboro, North Carolina.
11. Mr. John W. Moore, Superintendent, Winston-Salem City Schools, Winston-Salem, North Carolina.
12. Dr. Roy W. Morrison, Professor of Elementary Education, University of North Carolina, Chapel Hill, North Carolina.

1. These persons were interviewed by the writer during June, July, August, 1946, to secure information on the needs and functions of supervision. The usual interview lasted from one to three hours, and several persons were interviewed on more than one occasion. Titles and addresses given are as at the time of the interview.

13. Miss Hattie S. Parrott, Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina.
14. Dr. H. Arnold Perry, Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina.
15. Mrs. Annie H. Sanders, First Grade Teacher, Eastover Elementary School, Charlotte, North Carolina.
16. Mr. Ben L. Smith, Superintendent, Greensboro City Schools, Greensboro, North Carolina.
17. Mrs. Bernice M. Swanson, Seventh Grade Teacher, Pilot Mountain Elementary School, Pilot Mountain, North Carolina.
18. Mrs. Margaret Y. Wall, Principal, Caldwell Elementary School, Greensboro, North Carolina.
19. Miss Julia Wetherington, Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina.
20. Mr. M. E. Yount, Superintendent, Alamance County Schools, Graham, North Carolina.

APPENDIX B

PERSONNEL OF COMMITTEE ON REVISION OF CHECK-LIST

1. Miss Grace Carter, Elementary Classroom Teacher, Curry Demonstration School, Greensboro, North Carolina.
2. Miss Ruth Fitzgerald, Professor of Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.
3. Miss Mary L. Greenlee, Principal, South Elementary School, Mooresville, North Carolina.
4. Miss Lucile Kirkpatrick, Supervising Principal, Colonial Drive School, Thomasville, North Carolina.
5. Miss Donna Lee Leflin, Supervising Principal, Park Street School, Asheboro, North Carolina.
6. Dr. Franklin H. McNutt, Associate Dean of the Graduate School, University of North Carolina, Greensboro, North Carolina.

APPENDIX C

FUNCTIONS OF THE GENERAL SUPERVISOR IN
THE ELEMENTARY SCHOOLS OF NORTH CAROLINA

I. Personal Information:

Name _____

Teaching Address _____
(school) (city or County)

Home Address _____

Position (Please underscore) - Superintendent, Principal, Supervisor, Elementary classroom teacher.

II. Check-list of the Functions of a General Supervisor.

Under seven categories listed below you will find statements, all of which are descriptive of the work required of a general supervisor in one or another school system. Obviously, no person could perform all of them. Please check () those you believe are legitimate and reasonable duties for such a supervisor. After you have checked these duties, please review them and revise them in terms of the question, "Could one person perform all of these duties effectively?"

A. GENERAL ADMINISTRATION

- () Guides principal in elements of school organization related to instruction.
- () Administers standardized tests to teachers to determine fitness.
- () Keeps personnel files with data on teachers.
- () Administers teacher-rating scales.
- () Recommends for salary increases and promotions.
- () Serves as assistant superintendent in charge of instruction.
- () Interviews and recommends applicants for teaching positions.
- () Recommends dismissal of incompetents.
- () Prepares reports for such professional organizations as State Department, N. E. A., and N. C. E. A.
- () Keeps certification records and advises teachers with respect to them.
- () Assigns teachers to grades.

B. INSTRUCTION

- () Directs or supervises teaching personally.

- () Does demonstration teaching himself.
- () Directs observation of teachers.
- () Observes teachers and takes notes for permanent records.
- () Exhibits examples of good classroom work.
- () Plans for demonstration teaching by gifted teachers.
- () Arranges exhibitions of completed work.
- () Holds individual conferences with teacher following visit.
- () Heads guidance programs for teachers and pupils.
- () Assists teachers in applying knowledge of child growth and development.
- () Holds office hours for teachers seeking help.
- () Holds instructional group conferences.

C. CURRICULUM AND RESOURCES

- () Organizes audio-visual materials.
- () Prepares a daily time schedule for each grade.
- () Organizes teacher-committees for curriculum studies.
- () Assists teacher-librarians in selection of books.
- () Seeks out and organizes instructional aids for general use.
- () Makes inventories and requisitions supplies.
- () Allots materials for use in the several schools.
- () Prescribes a detailed course of study.
- () Heads committee on selection of supplementary textbooks.
- () Selects tests to be administered.

D. RESEARCH

- () Constructs and standardizes tests.
- () Conducts experiments with textbooks and methods.
- () Interprets data obtained through testing program.
- () Directs case studies.
- () Conducts surveys of the various aspects of instructional work.

E. UNIFICATION

- () Acts as consultant in local faculty group meetings.
- () Integrates the instruction of county or city systems.
- () Heads special supervisors and coordinates their activities.
- () Integrates the local school system.
- () Provides for intervisitation.
- () Holds general teachers' meetings.
- () Stimulates studies leading to a common philosophy.

F. PUBLIC RELATIONS

- () Acts as a liaison agent between school and community.
- () Encourages teachers to be active community participants.
- () Arranges exhibits.
- () Interprets school system to P. T. A. and lay organizations.
- () Furnishes press with interpretation of school.

G. IN-SERVICE GROWTH OF TEACHERS

- () Promotes in-service professional study and travel.
- () Directs workshops and clinics.
- () Guides personal rehabilitation of individual teachers.
- () Studies professional literature and recommends readings.
- () Stimulates membership in professional organizations.
- () Encourages development of satisfactory social relationships.

APPENDIX D

LETTER OF TRANSMITTAL

Dear

I am conducting a study of the functions of the general supervisor in the elementary schools of North Carolina under the guidance of Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina.

Attached hereto is a check list which is self-explanatory. I shall be deeply appreciative if you will check the list and return it to me in the self-addressed, stamped envelope.

Sincerely yours,

APPENDIX E

PERSONNEL OF COMMITTEE VALIDATING CHECK-LIST

1. Miss Arnette Bryan, Elementary Classroom Teacher, Kipling, North Carolina.
2. Miss Elsie W. Gritz, Elementary Classroom Teacher, Route 3, Mount Airy, North Carolina.
3. Miss Marthalene Davis, Elementary Classroom Teacher, Route 2, Dobson, North Carolina.
4. Mrs. Florence M. Doggett, Elementary Classroom Teacher, Marion School, Shelby, North Carolina.
5. Mrs. Vera Harris, Elementary Classroom Teacher, Seaboard, North Carolina.
6. Miss Brytte Heffner, Elementary Classroom Teacher, Caesar Cone School, Greensboro, North Carolina.
7. Mrs. Gladys Herring, Elementary Classroom Teacher, Thomasville, North Carolina.
8. Miss Eugenia Hunter, Assistant Professor of Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.
9. Miss Clara L. Johnson, Elementary Classroom Teacher, Fairview School, Winston-Salem, North Carolina.
10. Mr. Grady E. Love, Principal, Summerfield High School, Summerfield, North Carolina.
11. Mrs. Norman Page Winston, Elementary Classroom Teacher, Greensboro, North Carolina.
12. Miss Gladys Pinkston, Elementary Classroom Teacher, McIver School, Greensboro, North Carolina.
13. Miss Irene W. Turner, Elementary Classroom Teacher, Henderson, North Carolina.
14. Miss Frances Woollen, Elementary Classroom Teacher, Erwin, North Carolina.
15. Miss Pauline Walker, Elementary Classroom Teacher, Washington, North Carolina.

APPENDIX F

Evaluation of Suggestions

as to the

Functions of the General Elementary Supervisor

The following suggested functions of the general elementary supervisor were drawn from notes on interviews, your own included. To evaluate them and to determine, if possible, the six major functions, I am asking you as one of the group of experts to examine carefully the list given below. After examination will you please select the six major functions out of the list, ranking them in 1, 2, 3, order of their importance as you see them? Again, I am deeply appreciative of your kind assistance.

Sincerely,

Ranking of Functions

Please select six major functions from the entire list and rank them, 1, 2, 3, 4, 5, 6, representative of the importance of the functions. Their present order has no significance.

- () Gives information concerning sources of supplementary material of every description.
- () Advises concerning the need for summer courses, the place to go, the specific work to be taken.
- () Facilitates the assimilation of new teachers; i. e., helps to find their places in the system at large.
- () Helps new recruits and transfers through teaching the specifics needed in their new positions.
- () Corrects the deficiencies of poorly trained new teachers.
- () Assists experienced teachers in evaluating and improving their methods and devices.

- () Coordinates the several aspects of instruction or specialized supervision in the system as a whole such as music, art, or physical education.
- () Interprets to teachers the state regulations relating to instruction.
- () Stimulates discussions leading to a commonly held philosophy.
- () Stimulates studies yielding insight into child problems.
- () Evaluates instruction in terms of child development.
- () Advises concerning the improvement of all aspects of child growth and development.
- () Unifies and makes consistent the elementary school instruction for the entire system.
- () Interprets the schools to the public and the public demands to the schools.
- () Makes possible teacher-sharing of talents through distributed leadership, intervisitation, professional meetings, etc.
- () Serves teachers as a buffer, and as an escape valve or father-confessor.
- () Stimulates continuous reevaluation of the curriculum.
- () Leads appropriate research; such as, causes of "drop outs," pupil failure, low achievement in reading, etc.
- () Other functions? What?

Contributor's Signature